

The Education System in the Federal Republic of Germany 2012/2013

**A description of the responsibilities, structures and
developments in education policy for the exchange of information in Europe**



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PREFACE BY THE EDITOR

The Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs is herewith presenting the NATIONAL DOSSIER for Germany as a contribution to the better mutual understanding of the education systems in Europe. The Dossier describes the responsibilities, structures and key developments in educational policy up to the middle of 2013.

In Germany measures to develop and safeguard the quality of school education continue to remain at the heart of education policy debate. The introduction of educational standards binding for all Länder and the establishment of the Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen* – IQB] to review and develop them marked the beginning of a paradigm shift towards an output-oriented control of the education system. The Standing Conference had already decided, in March 2012, to develop a shared pool of standards-based *Abitur* examination tasks which apply to all Länder in the subjects German, mathematics and advanced foreign language. The Länder are thereby guaranteeing the comparability and high quality of *Abitur* examination tasks on the basis of the educational standards for the *Allgemeine Hochschulreife* general higher education entrance qualification agreed in October 2012. A plan for the implementation of the standards was adopted by the Standing Conference in October 2013. The educational standards are part of a comprehensive strategy for educational monitoring as adopted by the Standing Conference in 2006.

Currently Länder quality development and quality assurance measures in the school sector are increasingly focused on boosting equality in education, and further improving the permeability between the various school types in the education system. Special weight is attached to the transition from school to work. Against this background, in October 2013 the Standing Conference adopted the Recommendation *Lebenschancen eröffnen, Qualifizierungspotenziale ausschöpfen – Übergänge gestalten* [Open up new opportunities, make the most of qualification potentials – create transitions] to help school leavers with difficulties transition into the world of work. The aim is to offer all young people coordinated, tailored and immediate training in a recognised occupation requiring formal training.

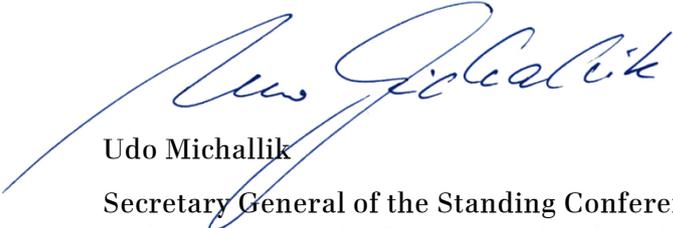
With its Resolution of October 2013 the Standing Conference promoted nationwide mobility for those entering the teaching profession. Irrespective of the Land in which they studied or were trained, prospective teachers can, from the 2014/2015 academic year onwards, apply for jobs throughout Germany under the same entrance requirements. The Standing Conference also adopted recommendations to assess suitability as a teacher already in the first stage of teacher training.

The National Dossier for Germany provides an overview ranging from early childhood to adult education, as well as offering background information on the basic political and economic conditions in Germany. As this dossier serves the purposes of the exchange of information in Europe, the focus is initially on the common features of the education systems in the 16 Länder. However, in order to give the reader a picture of the variety of educational programmes in Germany, the features unique to each individual Land are also included in the description.

The National Dossier has been drawn up each year since 1993 as part of the Information Network on Education in Europe [EURYDICE] on the basis of a common structure for all states. The complete texts of each National Dossier are available online in English, and partly also in the national language[s] of the country or region concerned, through EURYPEDIA, the European Encyclopaedia on National Education Systems [<http://eacea.ec.europa.eu/education/eurypedia>]. The EURYPEDIA site allows Europe-wide comparisons of individual aspects of the education systems in the 36 countries participating in the activities of the EURYDICE information network.

Work on the German Dossier was completed following consultation and agreement with the Federal Government and the Länder. The work was performed by the Eurydice Information Unit of the Länder which, in accordance with a resolution of the *Bundesrat*, is established within the Documentation and Education Information Service of the Standing Conference of the Ministers of Education and Cultural Affairs. The Dossier is supplemented by references concerning the basic legal regulations of the Federal Government and the Länder, a list of institutions and a bibliography, as well as by a glossary of national terms and the special technical terminology used.

In accordance with the function of the national dossiers, the annual report for 2012/2013 contains a reliable presentation of the German education system completed in consultation with the ministries responsible for education. In this regard, the dossier supplements the reporting on education based on statistical indicators and serves Germany as basic documentation and reference source on the federal education system for international contacts and consultations at European level. Furthermore, the National Dossier, being an up-to-date assessment of responsibilities, structures and developments in the German education system, addresses all interested readers in Germany and abroad.



Udo Michallik

Secretary General of the Standing Conference
of the Ministers of Education and Cultural Affairs

PREFACE BY THE FEDERAL MINISTRY OF EDUCATION AND RESEARCH

Europa is shaped by diversity – by different cultures and languages. These differences are evident in many areas and can also be perceived in the structure of the different education systems. The Eurydice education network, consisting of 36 European countries, presents an overview of the national education systems and offers an exchange of information and experience. The Eurydice publications provide information about the structure and organisation of the individual education systems and about political initiatives in this field. This exchange of in-depth knowledge facilitates mutual learning. This is important against the background of the continuing economic and financial crisis, as effective education systems are a basis for the ability of Europe to rise to future challenges. Joint action at European level is essential to address current challenges in Europe. The issue of education is therefore a priority for the long-term solution to the crisis.

The Eurydice publication “The Education System in the Federal Republic of Germany 2012/13” contains a detailed description of the German education system and supports Eurydice in its European educational cooperation. It contributes to more transparency, comparability and exchange of experience. The report was produced in cooperation between the Federation and the Länder for Eurydice and covers all education sectors and levels, and current reform plans. The publication clearly demonstrates the strength of the German education system: continuity and change. With new measures and initiatives education policy is oriented consistently at current national and international challenges, without neglecting tried-and-tested structures and strategies. A future-oriented education policy is not just focused inwards, but includes European and international developments.

I would like to invite you not only to attend to the current publication but also to visit the online education encyclopaedia Eurypedia. This presents the German education system clearly and in detail, and allows simple direct comparisons with a variety of aspects of the education systems of the other countries in the Eurydice network.



Volker Rieke

Director General for European and International Cooperation in Education and Research
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1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS

1.1. Introduction

The Länder formed in 1946 in the west built on the federalism of the German Empire [1871-1918] and the Weimar Republic [1919-33] in constitutional terms. The *Grundgesetz* of 1949 [Basic Law - R1] stipulates that the traditional federal order be continued in the areas of education, science and culture. Thus, the primary responsibility for legislation and administration in the above-mentioned areas, so-called cultural sovereignty [*Kulturhoheit*], rests with the Länder. The federalist principle is an acknowledgement of the regional structure which has evolved through Germany's history and is an element in the division of power and also, in a democratic state, a guarantee of diversity, competition and community-based politics. In addition to the federal principle, the education system in the Federal Republic of Germany is characterised by ideological and social pluralism.

A decisive factor in the development of the German education system in a similar direction as from 1945 on was the cooperation of the Länder in the *Kultusministerkonferenz*, or Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, which was founded in 1948.

The Unification Treaty of 1990 [*Einigungsvertrag* - R2] between the Federal Republic of Germany and the German Democratic Republic required the five Länder in eastern Germany to lay the legislative foundations for the reorganisation of education by 30 June 1991. Under the Establishment of Länder Act [*Ländereinführungsgesetz* - R3] of July 1990, the five Länder in eastern Germany set up their own Ministries of Education, Cultural Affairs and Science which joined the Standing Conference of the Ministers of Education and Cultural Affairs in December 1990 with a view to introducing a common and comparable basic structure in the education system by way of the self-coordination of the Länder in the Federal Republic.

Since the unification of the two states in Germany, a central task of educational policy has been the reorganisation of the school system on the basis of relevant agreements of the Standing Conference of the Ministers of Education and Cultural Affairs, as well as the reform of higher education in the Länder in eastern Germany. With the adoption of school legislation by the parliaments of the Länder in eastern Germany, western Germany's differentiated system of secondary education was introduced in all five Länder in eastern Germany at the beginning of the 1992/1993 school year. As for vocational education and training, the existing regulatory instruments in the Federal Republic, namely the Vocational Training Act [*Berufsbildungsgesetz* - R78], the Handicrafts Code [*Handwerksordnung* - R79], the *Ausbildungsordnungen* [training regulations] and the *Rahmenlehrpläne* [framework curricula] for the *duales System* [dual system] of vocational education and training, were extended to the five Länder in eastern Germany with effect from 1 August 1990. This laid the foundation for a reform of vocational education and training. In higher education, the Federation regulates the general principles of the higher education system by means of the Framework Act for Higher Education [*Hochschulrahmengesetz* - R119], which was taken as the basis for the legislation on higher education and research in the new Länder. Continuing education legislation created the necessary framework for replacing the state monopoly in the Länder in eastern Germany with a

range of continuing education courses guided by free market principles and provided by various public and privately-maintained bodies.

1.2. Historical Development

Following the end of the Second World War in 1945, Germany was divided into American, British, Soviet and French zones of occupation and placed under the control of the four powers. No agreement could be reached between the three Western powers and the Soviet Union on a common political and social structure for Germany. Therefore in the three Western zones of occupation the Federal Republic of Germany, a democratic and social federal state, was created in May 1949 with the promulgation of the Basic Law [*Grundgesetz* - R1], whilst in the Soviet zone of occupation, the German Democratic Republic [GDR] was established in October 1949. Under the influence of the Soviet military authorities the GDR distanced itself from the West, a development cemented by the building of the Berlin Wall in August 1961. In the autumn of 1989, however, the mass exodus of GDR citizens to Hungary, Czechoslovakia and Poland and the peaceful demonstrations in the GDR brought the collapse of the Communist regime led by the Socialist Unity Party. Thus, in March 1990, the first free, democratic elections to the GDR parliament, the *Volkskammer*, could be held. The GDR's accession to the Federal Republic of Germany on 3 October 1990 marked the end of over forty years of division and the restoration of a unified German state. The changes in the Soviet Union and the upheaval in the countries of eastern and central Europe had helped to create the political climate for German unity.

Since 1990, the Federal Republic of Germany has been made up of 16 Länder: Baden-Württemberg, Bayern, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Mecklenburg-Vorpommern, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz, Saarland, Sachsen, Sachsen-Anhalt, Schleswig-Holstein and Thüringen. The 10 Länder in western Germany of the Federal Republic were reconstituted or established after 1945. In the Soviet occupation zone [later the GDR] the Länder Brandenburg, Mecklenburg, Sachsen-Anhalt, Sachsen and Thüringen were re-formed. As a divided city, Berlin held a special status under the law. During a move to centralise the administrative system governing the entire state, the GDR, only in existence since 1949, abolished the Länder in 1952 and replaced them with 14 districts. Following the peaceful revolution in the GDR, the five Länder were reconstituted under the Establishment of Länder Act [*Ländereinführungsgesetz* - R3] of July 1990.

As soon as the unity of the German state had been established attempts were made to bring the political, economic and social conditions in the Länder in eastern Germany into line with those in the western Länder of the Federal Republic. Today, the major policy tasks facing the united Germany are to find a solution to the economic and social problems that are the legacy of the socialist planned economy. Basic background information on Germany can be found in the handbook *Facts about Germany* [www.tatsachen-ueber-deutschland.de] published by the Federal Foreign Office [*Auswärtiges Amt*].

In order to bring about German unity in the areas of culture, education and science, the Unification Treaty [*Einigungsvertrag* - R2] concluded between the Federal Republic of Germany and the GDR on 31 August 1990 contains fundamental provisions which aim to establish a common and comparable basic structure in education - particularly in the

school system – and a common, though differentiated, higher education and research landscape in the Federal Republic of Germany.

The unification of the two German states in October 1990 changed the party political scene in that new or altered political groupings emerged after the peaceful revolution in the GDR in November 1989. A wider political spectrum thus came into being in Germany as reflected in the distribution of seats in the German *Bundestag* after the seven sets of all-German elections: the Christian Democratic Union of Germany [CDU], the Social Democratic Party of Germany [SPD], the Christian Social Union [CSU], the Alliance 90/Greens and the Left Party.

1.3. Main Executive and Legislative Bodies

Constitutional groundwork

The constitution of the Federal Republic of Germany, known as the *Grundgesetz* [Basic Law – R1], was adopted in 1949 to cement a new political system based on freedom and democracy. In its preamble, the German people was called on *to achieve in free self-determination the unity and freedom of Germany*.

This came true in 1990. Following the conclusion on 31 August 1990 of the Unification Treaty [*Einigungsvertrag* – R2] setting out the modalities for the German Democratic Republic's [GDR] accession to the Federal Republic, the preamble and concluding article of the Basic Law were revised. The text of the constitution now reflects the fact that, with the accession of the GDR, the Germans have regained their unity. Since 3 October 1990 the Basic Law is binding on the whole German nation.

The Basic Law states that the Federal Republic of Germany is a democratic and social federal state [Art. 20]. All public authority emanates from the people. It is exercised by the people through elections and referendums and by specific legislative, executive and judicial bodies. The legislature is bound by the constitutional order, the executive and the judiciary by laws and justice. This applies both to the Federation and the Länder.

The exercise of governmental powers and the discharge of governmental functions are divided by the Basic Law [Art. 30] between the Federation and the Länder. Except as otherwise provided or permitted by the Basic Law these are incumbent on the Länder. At federal level, legislative functions are essentially discharged by the German *Bundestag* and executive functions are essentially executed by the Federal Government. At the level of the Länder they are discharged by the Land parliaments and the Land governments respectively.

Functions of the judiciary are exercised by the *Bundesverfassungsgericht* [Federal Constitutional Court], other federal courts and the courts of the Länder [Art. 92 of the Basic Law]. The Federal Constitutional Court rules on interpretation of the Basic Law in particular.

The Federal President

The Federal President [*Bundespräsident*] is the head of state of the Federal Republic of Germany. He is elected by the Federal Convention [*Bundesversammlung*] for a period of five years [Art. 54 of the Basic Law]. The Federal Convention is a constitutional body which meets only to elect the Federal President. It is made up of members of the *Bundestag* as well as the same number of delegates elected by the parliaments of the Länder.

The Federal President represents the Federal Republic of Germany in its international relations. He concludes treaties with foreign countries on behalf of the Federation, while the actual conduct of foreign policy is the prerogative of the Federal Government. The present incumbent is JOACHIM GAUCK who entered office in March 2012.

The Bundestag

The *Bundestag* is the parliamentary assembly representing the people of the Federal Republic of Germany. After the elections to the German *Bundestag* in September 2013, the assembly currently features 631 seats. The members of the *Bundestag* are elected by secret ballot at general, direct, free and equal elections for a term of four years [Art. 38 of the Basic Law]. The main functions of the *Bundestag* are to adopt legislation, elect the Federal Chancellor and monitor and control the activities of the Federal Government. The *Bundestag* has formed committees for specific subject areas. Education and research are dealt with by the Committee on Education, Research and Technology Assessment. Most of the bills submitted to parliament for its consideration come from the Federal Government, while a smaller number are introduced from the floor of the *Bundestag* itself or by the *Bundesrat*, the representative body of members of the Länder governments.

The Bundesrat

The *Bundesrat*, the representative body of the 16 Länder, is also involved in legislation and federal administration as well as in issues of the European Union [Art. 50 of the Basic Law]. The *Bundesrat* is composed of members of government in the Länder. Each of the Länder has between three and six votes depending on their population, although the votes of one Land cannot be split. The smallest of the 16 Länder have three votes, those with a population over two and up to six million inhabitants have four votes, while Länder with a population over six million are entitled to cast five votes and those with a population over seven million may cast six votes of the total of 69 votes. A considerable part of all federal legislation is subject to the approval of the *Bundesrat*. Legislation requires such approval particularly when it refers to the finances or the administrative authority of the Länder. Of the *Bundesrat's* 16 committees, the Cultural Affairs Committee, the Internal Affairs Committee and the Committee for European Union Issues are the main committees responsible for science and education. For urgent cases the *Bundesrat* has a Europe Chamber, which can quickly take decisions on EU legislative proposals [Art. 52, Paragraph 3a of the Basic Law]. The Länder rights of participation in European Union affairs are laid down in Article 23 of the Basic Law and set out in detail in the Act on Cooperation between the Federation and the Länder in European Union Affairs [*Gesetz über die Zusammenarbeit von Bund und Ländern in Angelegenheiten der Europäischen Union* - EUZBLG - R10] adopted in 1993. The rights and obligations of participation of the Länder provided for in said Law are exercised through the *Bundesrat*. The nature and scope of such rights and duties are based on the internal assignment of responsibilities between the Federation and the Länder. When legislative powers exclusive to the Länder in school education, culture or broadcasting are primarily affected, the exercise of the rights belonging to the Federal Republic of Germany as a member state of the European Union is delegated to a representative of the Länder designated by the *Bundesrat*.

The Federal Government

The Federal Government is comprised of the Federal Chancellor and the Federal Ministers. The Federal Chancellor enjoys an autonomous, eminent position within the Federal Government and with regard to the Federal Ministers. He makes proposals to the Federal President on the appointment and removal of ministers [Art. 64 of the Basic Law] and directs the affairs of the Federal Government. The strong position of the Federal Chancellor is based first and foremost on his power to determine general policy guidelines as enshrined in Article 65 of the Basic Law: *The Federal Chancellor sets out general policy guidelines and is responsible for them.* The present incumbent, ANGELA MERKEL [Christian Democratic Union], has been in office as Federal Chancellor since November 2005. After the general elections in September 2013, the *Bundestag* elected her Federal Chancellor for a further four years.

Within the Federal Government, it is the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF], that is responsible for policy, coordination and legislation regarding out-of-school vocational training and continuing education, financial assistance for pupils and students, as well as for the admission to higher education institutions and the degrees they confer. Furthermore, the Federal Ministry of Education and Research exercises the responsibilities of the Federation as part of the *joint tasks* of the Federation and the Länder [Art. 91b of the Basic Law]. For more detailed information on the responsibilities of the BMBF, see chapter 2.7. Other Federal ministries are also involved, as they are responsible for certain aspects of education and science. As of 2013, these ministries are:

- the Federal Foreign Office is responsible for Foreign Cultural Policy including German schools abroad
- the Federal Ministry of the Interior is responsible for the legislation on the status-related rights and duties of the civil servants of the Länder, which include most teachers
- the Federal Ministry of Justice is responsible for the legislation on entry to the legal profession
- the Federal Ministry of Labour and Social Affairs is responsible for measures to promote employment and for occupational and labour market research
- the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth is responsible for child and youth welfare
- the Federal Ministry of Health is responsible for regulations on entry to the medical and paramedical professions
- and the Federal Ministry for Economic Cooperation and Development is responsible for international continuing education and development

The Federal Constitutional Court

Based in Karlsruhe, the Federal Constitutional Court [*Bundesverfassungsgericht*] is responsible for monitoring compliance with the Basic Law. It examines legislation enacted at federal and Land level to ensure that it is compatible with the Basic Law. Any citizen of the Federal Republic has the right to file a complaint with the Federal Constitutional Court if he feels his basic rights have been violated by the state.

The Länder as constituent states within the federal state

The principle of federalism [*Föderalismus*] in the Federal Republic of Germany may be understood against the background of Germany's constitutional and state tradition. One of the fundamental elements of the Basic Law [*Grundgesetz*], besides the principles of democracy and the rule of law, is the principle of federalism [Art. 20, Paragraph 1]. A major characteristic of the federal state is that both the Federation and its constituent states, known as Länder, have the status of a state. One core element of this status is, according to the constitutional order laid down in the Basic Law, the so-called cultural sovereignty [*Kulturhoheit*], i.e. the predominant responsibility of the Länder for education, science and culture. This element is at the heart of their sovereignty. This means in principle that each Land bears responsibility for its educational and cultural policy, with the proviso that, in accordance with the federalist principle, they lend expression to the historical, geographical, cultural and socio-political aspects specific to their Land and thus to diversity and competition in the education system and in the field of culture. On the other hand, the constituent states of the federal state bear joint responsibility for the entire state. This overall responsibility both entitles and obliges them to cooperate with one another and to work together with the Federal Government.

Federalism has a long, many centuries covering tradition in Germany. Various models of state organisation developed within the framework of the federal order: the Holy Roman Empire of the German Nation [to 1806], the German Confederation [1815-1866], the German Empire [1871-1918] and the Weimar Republic [1919-1933]. The members of the *Parlamentarischer Rat* [Parliamentary Council] who established the constitutional order of the Basic Law in 1948/49 created a federalist order in the newly-founded Federal Republic of Germany not only in order to carry on a constitutional tradition but also in order to make a conscious break with the National Socialist centralist state [1933-1945]. In doing so they returned the school system, in particular, into the hands of the Länder. The Federal order is an unassailable constitutional principle which is subject to the so-called 'Eternity Clause' of the Basic Law [Art. 79, Paragraph 3] and is therefore exempt from constitutional amendment.

Except as otherwise provided or permitted by the Basic Law, the exercise of governmental powers and the discharge of governmental functions are incumbent on the Länder [Art. 30 of the Basic Law]. Each Land has its own constitution – according with the principles of a republican, democratic and social state governed by the rule of law within the meaning of the Basic Law [Art. 28]. The distribution of legislative competence between the Federation and the Länder is defined in the Basic Law, in that the Länder *shall have the right to legislate insofar as this Basic Law does not confer legislative power on the Federation* [Art. 70]. Educational and cultural legislation is therefore primarily the responsibility of the Länder. The administration of these matters is almost entirely the responsibility of the Länder. Alongside education, science and culture there are other major fields in which the Länder enjoy exclusive powers; these include internal security/police, local government and regional structural policy.

With a view to coordinating cooperation in the areas of education and training, higher education and research, as well as cultural matters, the Länder established the Standing Conference of the Ministers of Education and Cultural Affairs [*Ständige Konferenz der Kultusminister der Länder*] in 1948, which has served as a forum for cooperation ever since [as to its special status see chapter 2.7.]. Similarly, the Länder have set up confer-

ences of the relevant ministers for the other areas of responsibility, such as the Conference of Ministers of the Interior and the Conference of Ministers of Economics.

Local self-government

Local self-government as an expression of civil freedom has a long tradition extending as far back as the Middle Ages in Germany. The right of local authorities [*Kommunen*] to self-government as enshrined in the Basic Law [Art. 28] covers issues pertaining to the local community such as maintenance of roads and public facilities as well as local public transport and town planning. It also includes the construction and maintenance of further public service areas, such as day-care centres for children, school buildings, theatres and museums, hospitals, sports facilities and swimming pools. The local authorities are likewise responsible for adult education and youth welfare and help promote and support cultural activities by providing the majority of public expenditure in this area. In order to meet these responsibilities, local authorities are entitled to levy their own taxes and charges [property and trade tax, consumer and expenditure taxes]. The local authorities also receive a proportion of wage and income taxes, as well as of turnover tax.

1.4. Population: Demographic Situation, Languages and Religions

Demographic Situation

Organisation of administration

As of 31 December 2011, Germany has been divided regionally and for administrative purposes into 16 Länder [including three city states], 22 administrative regions [*Regierungsbezirke*], 402 districts [*Kreise*] comprising 107 municipalities with the status of a district [*kreisfreie Städte*] and 295 rural districts [*Landkreise*] and 11,292 municipalities [*Gemeinden*]. The city states of Berlin, Bremen [two municipalities] and Hamburg are also counted as local authorities, as are all municipalities with the status of a district and inhabited areas not belonging to any municipality. Some Länder also have inter-municipal corporations [*Gemeindeverbände*] which are formed if their members agree to pool their efforts with each retaining its individual rights.

Population structure

Germany's population structure is essentially shaped by the huge population movements and displacements in the post-war era. By the end of 1950, around 12 million German exiles and refugees from the former German eastern provinces and eastern Europe had moved into the area of the Federal Republic of Germany and the German Democratic Republic [GDR]. By the autumn of 1950 forced repatriation had for the most part been completed. In the ensuing period from 1950 to 1995, around 3.5 million repatriates arrived in the areas constituting the former Federal Republic and, after 1990, in Germany as a whole. By far the majority came from eastern Europe and either had German citizenship or were ethnic Germans. By the time the Berlin Wall was built in 1961 and the border between the two Germanies sealed off by the GDR, 2.7 million refugees and migrants had come from over there; between 1961 and 1988, the Federal German authorities counted about 616,000. In 1990, another 390,000 people left the GDR.

A further factor influencing the changing population structure is the number of foreign nationals living in Germany. In 2011, there were more than 6.9 million foreign nationals, or just less than 8.5 per cent of the overall population. In numerical terms, Turks repre-

sented the biggest group, at 23 per cent of Germany's foreign population. In 2011, more than one-third of all foreign residents [37.5 per cent] came from EU Member States, of which Italy was most strongly represented at 7.5 per cent of the entire foreign population.

Settlement structure

Since the restoration of German unity, the Federal Republic of Germany covers a total of some 357,000 km². In 2011, just less than 82 million people lived in Germany. With a population density of 229 inhabitants per km² in 2011, Germany is one of the most densely populated nations in Europe.

In geographical terms, the population is distributed extremely unevenly. The most densely populated areas are the city states of Berlin, Bremen and Hamburg. Nordrhein-Westfalen, where towns and cities run into each other without any clear boundaries in the industrial area surrounding the Rhine and Ruhr rivers, had just less than 17.9 million inhabitants in 2011 with a population density of 523 inhabitants per km². Other conurbations include the Rhine-Main area, the industrial area in the Rhine-Neckar district, the commercial area around Stuttgart and the areas around Bremen, Cologne, Dresden, Hamburg, Leipzig, Munich and Nuremberg/Fürth.

These densely populated regions contrast with extremely thinly populated areas, e.g. in the North German Plain, parts of the Central Upland, the Brandenburg Marches and in Mecklenburg-Vorpommern.

The west of Germany is considerably more densely populated than the east of Germany, including Berlin. In the east in 2011, just less than 20 per cent of the population lived on 30 per cent of Germany's total area; this represents fewer people than live in Nordrhein-Westfalen, which is just less than 10 per cent of Germany's total area.

In 2010 just under half of the German population lived in urban or densely-populated areas [municipalities with at least 50,000 inhabitants and a population density of more than 500 inhabitants per km²]. Just under 30 million people lived in semi-urban or medium density population areas [municipalities with at least 50,000 inhabitants and a population density of 100 to 500 inhabitants per km²]. This was 35.6 per cent of the total population. Around 12 million people lived in municipalities in rural areas with a population density of fewer than 100 inhabitants per km². This was just under 15 per cent of the total population.

Birth rate development

In line with the majority of western industrial nations, Germany has a low birth rate and a correspondingly small number of children. The decisive decline in the birth rate took place between the mid-sixties and the mid-seventies.

In the Länder in eastern Germany, 99,250 births were registered in 2011. In the Länder in western Germany, the annual birth rate in 2011 was 530,360. In Berlin, 33,075 births were registered. The absolute number of births in Germany in 2011 was 662,685. Compared to the year 2010, the number of births has decreased by more than 15,000.

Age distribution

The age distribution of the population of Germany is on the point of changing with lasting effect. This is due to both the declining number of children and the increasing life

expectancy. This results in a drop in the proportion of young people at the same time as an increase in the proportion of older people.

In 2011, just less than 15 million inhabitants were younger than 20. This corresponds to a proportion of 18.2 per cent. The proportion of inhabitants aged 60+ increased from 20.0 per cent in 1970 to 26.6 per cent in 2011. Their numbers amounted to just less than 21.8 million and, in 2011, they outnumbered the younger inhabitants.

Population by age

Age from	2000	2005	2011
0 to 5	3,943,844	3,570,858	3,408,762
5 to 10	4,073,345	3,968,520	3,515,789
10 to 15	4,760,053	4,110,494	3,907,537
15 to 20	4,612,432	4,835,789	4,080,462
20 to 25	4,644,257	4,853,808	4,959,920
25 to 45	25,255,123	23,736,398	21,081,841
45 to 60	15,558,307	16,822,030	19,110,641
60 and over	19,412,179	20,540,098	21,778,791
Total	82,259,540	82,437,995	81,843,743

Source: Statistisches Bundesamt

Migration (cross-border arrivals and departures)

Despite the low birth rates, the population has grown by a total of 4 million since 1970. This is due to the number of migrations: Since 1970, some 6.5 million more people have immigrated to Germany than emigrated from Germany.

In 2011, 958,299 people immigrated from abroad, 678,969 left Germany. This represents an increase of 279,330 people. On average between 1991 and 1996, Germany's migration excess was just below 500,000 per year. In 2011, more than three-fourths of immigrants to Germany came from Europe, over 80 per cent of these from European Union member states.

Languages

German is stipulated by law as the official language of administration and the judiciary. The two main provisions can be found in the Administrative Procedure Act [*Verwaltungsverfahrensgesetz*, Section 23 - R5] and the Court Constitution Act [*Gerichtsverfassungsgesetz*, Section 184 - R4]. There are special provisions in Brandenburg and Sachsen for the use of the Sorbian [Wendish] language.

There are no corresponding legislative provisions on the language of instruction in the education sector. German is the normal language of instruction and training at general education and vocational schools as well as institutions of higher education.

The exceptions in the school sector include, alongside certain privately-maintained schools, all bilingual schools and classes as well as instruction and extra classes in the mother tongue for pupils whose native tongue is not German. In 1998, Germany joined the European Charter of Regional and Minority Languages of the Council of Europe and applies this agreement to those speaking Danish, Frisian, Sorbian, Romany and Low

German. The children of the Danish minority in Schleswig-Holstein can attend privately-maintained *Ersatzschulen* [alternative schools] instead of the general education schools of the public sector, as long as the educational objectives of these schools essentially correspond to those of the school types provided for in the Schleswig-Holstein education act [R114]. Lessons in these schools are taught in Danish. As a rule, German is a compulsory subject as of grade 2. Parents may choose whether their children should attend schools catering for the Danish minority. They merely have to inform the local *Grundschule* [primary school] that their child has been accepted at a school which caters for the Danish minority, and thus absolve him/her from the need to attend the public-sector school.

Children of ethnic Sorbian descent in the settlement area of the Sorbs in Brandenburg and Sachsen, in particular, have the opportunity of learning the Sorbian language at Sorbian or other schools and are also taught in the Sorbian language in certain subjects as well as at certain grades or levels of education. All schools in Sachsen and those in the Sorbian settlement area in Brandenburg also impart basic knowledge of Sorbian history and culture. Parents may decide freely whether their children are to attend the Sorbian schools where Sorbian is a compulsory subject and sometimes also the language of instruction. Additionally, Romany, the language of the German Sinti and Romanies, as well as Frisian and Low German in the Länder of northern Germany are taken into account to varying degrees in schools, higher education institutions and in adult education.

As a rule, the language of instruction in higher education is also German. Individual classes may also be conducted in a foreign language if it serves the objectives of the course of study. The institutions of higher education are making increasing use of this possibility. This particularly applies to the *internationale Studiengänge* [international degree courses]. As a rule, the main element of these study courses is the fact that a foreign language – predominantly English – is used as the language of instruction and as a working language. This development is supported by the increasing internationalisation of institutions of higher education and the Bologna Process for the realisation of a European Higher Education Area. More detailed information on international degree courses is available in chapter 13.5.

Religions

The Basic Law [*Grundgesetz* – R1] guarantees freedom of belief and conscience and the freedom of creed, religious or ideological; the undisturbed practice of religion is guaranteed [Art. 4].

There is no state church in the Federal Republic of Germany; the Basic Law guarantees the rights of the religious communities [Art. 140]. As religious communities, their relationship with the state has been adopted from the provisions of the 1919 Weimar constitution [Art. 136–139 and 141], which are part of the Basic Law, and is characterised by the principle of the separation of church and state. At the same time, the state confers certain tasks and rights on the religious communities [e.g. the levying of church taxes]. Religious communities have the status of independent public law bodies or can apply for the granting of this status if their constitution and the number of their members offer a guarantee of permanence [Art. 137 Paragraph 5 of the Weimar constitution]. In 2011, the Roman Catholic Church in Germany had 24.5 million members and the Protestant Church had 23.6 million members [just less than a third of the population each]. The

Free churches and the Greek Orthodox Church as well as the Jewish communities are also represented among others. The large number of people with migrant backgrounds who have made their home in the Federal Republic account for approximately 4 million Muslims, the largest group of which are of Turkish nationality.

According to the Basic Law, religious instruction is part of the curriculum in public-sector schools, except non-denominational schools. As stipulated by the Basic Law, religious instruction is given in accordance with the doctrine of the religious community concerned [Art. 7, Paragraph 3]. The stipulations contained in the Basic Law on religious instruction as a standard subject are not, however, applied in Brandenburg, Bremen and Berlin since these Länder had already laid down different regulations under Land law on 1 January 1949, in other words prior to the promulgation of the Basic Law [Art. 141]. In about half of the Länder there are lessons for pupils of Jewish, Orthodox and other faiths. Aspects of the Islamic religion are currently taught in some Länder, for instance as part of the instruction given in the pupils' native language. Some Länder also offer Islamic instruction in German, predominantly as pilot projects and trials at individual schools. Until now, however, this has not been state religious instruction under the terms of Article 7, Paragraph 3 of the Basic Law, as Islamic organisations have not been recognised as religious communities under the terms of the Basic Law. In August 2012 Nordrhein-Westfalen was the first Land to introduce Islamic religious education as a standard subject. Niedersachsen introduced Islamic religious education on 1 August 2013. An advisory body is acting for Islamic religious communities under the terms of the Basic Law in both Länder on a transitional basis, and representing the concerns and interests of Islamic organisations in the process of introducing and implementing Islamic religious education as a standard subject. In Hessen Islamic religious education is to be introduced as a standard subject from the 2013/2014 school year. The Hessen Ministry for Education and Cultural Affairs has determined that two Islamic organisations meet the requirements of Article 7, Paragraph 3 of the Basic Law in full and are therefore entitled to the establishment of religious instruction for their respective religious communities.

The Basic Law stipulates that parents have the right to decide whether children receive religious instruction [Art. 7, Paragraph 2]. According to the Law on the Religious Education of Children [*Gesetz über die religiöse Kindererziehung* - RIE], once a child has reached the age of 12, the decision made by the parents must have the child's consent. From the age of 14, each child is free to decide whether to attend religious instruction, unless Land legislation makes other provision. In most of the Länder, pupils who do not participate in religious education are instead taught ethics as a standard subject. The aim of ethics instruction is to provide a basic education in ethics and enable pupils to make reasoned judgments and act responsibly. It also takes account of the diversity of beliefs and world views through dialogue and examination of socially relevant convictions and traditions. In Brandenburg, the subject "Fundamental questions of life - ethics - religious education" [*Lebensgestaltung-Ethik-Religionskunde* - LER] is taught as a compulsory subject in grades five to ten; on request, pupils may also, in addition or as an alternative, attend classes in religious instruction. In Berlin, the subject "Ethics" is taught as a compulsory subject in grades 7 to 10; on request, pupils may also in addition attend classes in religious instruction. For the situation of Protestant religious education and Catholic religious education, see the reports of 2002 of the Standing Conference

of the Ministers of Education and Cultural Affairs of the Länder. An amended version of the report on the teaching of ethics was published in February 2008.

1.5. Political and Economic Situation

Gross national revenue in Germany reached Euro 2,620.4 billion in 2011. Per capita this was Euro 32,042. Gross domestic product totalled Euro 2,570.8 billion and Euro 31,436 per capita.

In 2011, based on the yearly average, the number of people in employment in Germany was just less than 39.9 million people or 48.8 per cent of the population, including just less than 18.4 million women, i.e. 44.2 per cent of the female population. The proportion of employed women between the ages of 15 and 65 amounted to 67.6 per cent in 2011.

In 2011, the average number of unemployed was approximately 3.0 million people, 2.0 million in the Länder in western Germany and 950,000 unemployed in the Länder in eastern Germany. In the Länder in western Germany, the unemployment rate was 6.0 per cent, in the Länder in eastern Germany 11.3 per cent. This amounts to an unemployment rate for Germany of 7.1 per cent. An average of 278,886 [9.4 per cent of all unemployed people] persons under 25 years of age were without employment in 2011.

Education spending as a proportion of gross domestic product

2000	2005	2010
3.8	3.9	4.3

Source: Statistisches Bundesamt

Educational attainment of the 25-64-year-old population in per cent

	2000	2005	2011
Below upper secondary	18	17	14
Upper secondary and post-secondary non-tertiary	58	59	59
Tertiary education	23	25	28

Source: Statistisches Bundesamt, Mikrozensus 2000, 2005, 2011

2. ORGANISATION AND GOVERNANCE

2.1. Introduction

In the Federal Republic of Germany responsibility for the education system is determined by the federal structure of the state. Unless the Basic Law [*Grundgesetz* - RI] awards legislative powers to the Federation, the Länder have the right to legislate. Within the education system, this applies to the school sector, the higher education sector, adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the Länder. Detailed regulations are laid down in the constitutions of the Länder [RI2-27] and in separate laws of the Länder on early childhood education, on the school system, on higher education, on adult education and on continuing education. Responsibility for the remuneration and pensions of civil servants [e.g. teachers, professors and junior professors] also lies with the Länder.

The scope of the Federal Government's responsibilities in the field of education is defined in the Basic Law, according to which the Federation bears responsibility particularly for the regulations governing the following domains of education, science and research:

- In-company vocational training and vocational further education
- Admission to higher education institutions and higher education degrees [here the Länder may enact laws at variance with the legislation of the Federation]
- Financial assistance for pupils and students
- Promotion of scientific and academic research and technological development, including the promotion of up-and-coming academics
- Youth welfare [in particular early childhood education and care in day-care centres and child-minding services]
- Legal protection of participants of correspondence courses
- Regulations on entry to the legal profession
- Regulations on entry to medical and paramedical professions
- Employment promotion measures as well as occupational and labour market research

Furthermore, the Federation has legislative authority over the status-related rights and duties of civil servants, as well as the legislative authority over foreign affairs.

In addition to the division of responsibilities described above, the Basic Law also provides for particular forms of cooperation between the Federation and the Länder within the scope of the so-called joint tasks [*Gemeinschaftsaufgaben*]. Pursuant to Article 91b, Paragraph 1 of the Basic Law, in cases of supra-regional importance, the Federation and the Länder may thus mutually agree to cooperate in the promotion of:

- research facilities and projects apart from institutions of higher education
- scientific projects and research at institutions of higher education [agreements require the consent of all Länder]
- construction of facilities at institutions of higher education, including large scientific installations

The functional and organisational design of the new joint task pursuant to Article 91b, Paragraph 1 of the Basic Law is regulated in an administrative agreement between the

Federation and the Länder on the establishment of a Joint Science Conference [*Gemeinsame Wissenschaftskonferenz - GWK*]. Additionally, pursuant to Article 91b, Paragraph 2 of the Basic Law, the Federation and the Länder may mutually agree to cooperate for the assessment of the performance of educational systems in international comparison and in drafting relevant reports and recommendations. For more detailed information on the collaboration between the Federation and the Länder in the education sector, see chapter 2.7.

2.2. Fundamental Principles and National Policies

In the Federal Republic of Germany responsibility for the education system is determined by the federal structure of the state. Under the Basic Law [*Grundgesetz - R1*] the exercise of governmental powers and the fulfilment of governmental responsibility is incumbent upon the individual Länder as far as the Basic Law does not provide for or allow for any other arrangement. The Basic Law contains a few fundamental provisions on questions of education, culture and science: thus for example it guarantees the freedom of art and scholarship, research and teaching [Art. 5, Paragraph 3], the freedom of faith and creed [Art. 4], free choice of profession and of the place of training [Art. 12, Paragraph 1], equality before the law [Art. 3, Paragraph 1] and the rights of parents [Art. 6, Paragraph 2]. The entire school system is under the supervision of the state [Art. 7, Paragraph 1].

2.3. Lifelong Learning Strategy

There is general social agreement that lifelong learning including continuing education is increasingly assuming a key role in today's information and knowledge society.

In July 2004, the Federation and the Länder adopted a joint strategy for lifelong learning in Germany [*Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland*]. The strategy is aimed at demonstrating how learning can be encouraged and supported for all citizens of all ages and at all stages in their lives; this takes place at different locations and teaching is offered in various forms. Lifelong learning includes all formal, non-formal and informal learning. The strategy is oriented around the various phases in a person's life, ranging from early childhood to old age, as well as around key elements for lifelong learning that represent main development focuses. Within this framework, realistic prospects are to be developed for the long-term that build on the existing educational structures, activities and experiences and define a structured framework for lifelong learning that is flexible and open for the necessary continuous further development. Development focuses of this strategy are:

- inclusion of informal learning
- self-guidance
- development of competences
- networking
- modularisation
- learning counselling
- new learning culture / popularisation of learning
- fairness of access

The relevance of these development focuses and how they form part of a strategy of lifelong learning is shown on the basis of the life phases of children, young people, young

adults, adults and older people. Linking the life phases with development focuses simultaneously counteracts a separation of educational areas. Depending on their specialisation in accordance with educational policy, the framework defined with this strategy paper should be completed by Federation and Länder.

The institutions involved have reached a general consensus with regard to the necessary reforms in continuing education. The main points are as follows:

- measures to improve the transparency of the continuing education market by developing local and regional centres for continuing education as well as the further development of the continuing education InfoWeb [www.iwwb.de]
- further development of quality assurance in continuing education through recognised testing agencies and suitable certification methods
- the modularisation of study courses and the award of credit points
- promotion of participation in continuing education and of continuing education institutions that align themselves with current supply and demand
- the enabling of continuing education times [learning-time accounts]
- the development of scientific and academic continuing education
- new financing instruments

Information on the Federal Government position paper on lifelong learning, *Konzeption der Bundesregierung zum Lernen im Lebenslauf*, which was adopted in April 2008, can be found in chapter 14.2.1.

2.4. Organisation of the Education System and of Its Structure

The education system in the Federal Republic of Germany is divided into

- early childhood education
- primary education
- secondary education
- tertiary education
- continuing education

Early childhood education and care

Early childhood education is provided by institutions catering for children until the age of six at which they usually start school. Children of school age who have not yet attained a sufficient level of development to attend a school have a further option in some Länder, namely *Schulkindergärten* and *Vorklassen*. These institutions are either assigned to the early childhood or the primary sector according to the particular Land. Attendance is usually voluntary, although in most of the Länder in question the authorities are entitled to make it compulsory. For children of school age, the child and youth welfare sector also offers before-school and after-school care options. For details see chapter 4.

Compulsory education

As a rule, general compulsory schooling begins for all children in the Federal Republic of Germany in the year in which they reach the age of six and involves nine years of full-time schooling [ten years in Berlin, Brandenburg, Bremen and Thüringen; in Nordrhein-

Westfalen, the duration of full-time compulsory education is nine years for the *Gymnasium*, and ten years for other general education schools]. Those young people who do not attend a full-time general education school or vocational school at upper secondary level once they have completed their period of compulsory general schooling must still attend part-time schooling [compulsory *Berufsschule* attendance – *Berufsschulpflicht*]. This usually lasts three years, according to the duration of training in a *anerkannter Ausbildungsberuf* [recognised occupation requiring formal training]. For pupils who do not attend a general education school at upper secondary level or enter training, some Länder have regulations under which pupils are required to remain in full-time education and attend some sort of vocational school.

Disabled children and young people are also required to attend school and complete their compulsory education. On the basis of their *sonderpädagogischer Förderbedarf* [special educational needs], they are either taught in mainstream schools together with non-handicapped pupils, or in *Förderschulen* [special schools].

Compulsory schooling involves regular attendance of lessons and other compulsory school events. Both pupils and parents are responsible for seeing that this obligation is met and training companies are also responsible for ensuring that their trainees fulfil their obligation to attend vocational school. The school head checks on attendance records and can, if necessary, enforce attendance through various measures against the pupil, parents or the training company.

Primary education

As a rule, in the year in which children reach the age of six, they are obliged to attend primary school. All pupils in Germany enter the *Grundschule* which covers grades 1 to 4. In Berlin and Brandenburg, the *Grundschule* covers six grades. Primary education is dealt with in detail in chapter 5.

For pupils with *sonderpädagogischer Förderbedarf* [special educational needs], whose development cannot be adequately assisted at mainstream schools, a range of *Förderschulen* [special schools] exists, which are also known as *Sonderschulen*, *Förderzentren* or *Schulen für Behinderte* in some Länder. More detailed information on special needs education at *Förderschulen* is available in chapter 12.5.

Transition from primary to secondary education

The transition from the *Grundschule* [primary school] to one of the different lower secondary school types where pupils remain at least until the completion of their full-time compulsory education is dealt with differently depending on Land legislation. The vote of the school which the pupil is leaving is taken as a basis for the decision or as guidance in the decision regarding the pupil's future school career. This is accompanied by detailed consultations with parents. The final decision is taken either by the parents or the school or school supervisory authority. For certain school types, it is dependent on pupils demonstrating a certain level of ability and/or on the capacity available in the desired school. For an overview of regulations specific to the various Länder with regard to the transition from the *Grundschule* [primary school] to lower secondary education, see the website of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz*] [www.kmk.org].

Secondary education

Following the primary school stage at which all children attend mixed-ability classes [grades 1 to 4, in Berlin and Brandenburg grades 1 to 6] the structure of the secondary school system [grades 5/7 to 12/13] in the Länder is characterised by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible, namely

- Hauptschule
- Realschule
- Gymnasium
- Schularten mit mehreren Bildungsgängen

The *Hauptschule*, *Realschule* and *Gymnasium* are school types usually offering one course of education in which all teaching is channelled to a specific qualification. *Schularten mit mehreren Bildungsgängen* [schools offering more than one type of course of education] bring two or three courses of education under one umbrella. The various types of school will be described in more detail in chapter 6 as part of the description of secondary education.

For pupils with *sonderpädagogischer Förderbedarf* [special educational needs] whose development cannot be adequately assisted at mainstream schools, various types of *Förderschulen* [special schools, also known in some Länder as *Sonderschulen*, *Förderzentren* or *Schulen für Behinderte*] have been set up within the organisational framework of general and vocational education. More detailed information on special needs education at *Förderschulen* is available in chapter 12.3.

Once pupils have completed compulsory schooling – generally when they reach the age of 15 – they move into upper secondary education. The type of school entered depends on the qualifications and entitlements obtained at the end of lower secondary education. The range of courses on offer includes full-time general education and vocational schools, as well as vocational education and training within the *duales System* [dual system]. The majority of the Länder offer the following general education and vocational schools, with some forms specific to individual Länder:

General education schools:

- Gymnasium
- Schularten mit drei Bildungsgängen and gymnasiale Oberstufe

Vocational schools:

- Berufsschule
- Berufsfachschule
- Fachoberschule
- Berufsoberschule
- Berufliches Gymnasium

A description of the courses on offer at the types of school listed above is included in chapter 6 on secondary education.

Tertiary education

The tertiary sector encompasses institutions of higher education and other establishments that offer study courses qualifying for entry into a profession to students who have completed the upper secondary level and obtained a higher education entrance qualification.

The Federal Republic of Germany has the following types of higher education institutions:

- Universitäten, Technische Hochschulen/Technische Universitäten, Pädagogische Hochschulen, Theologische Hochschulen
- *Kunsthochschulen* and *Musikhochschulen* [colleges of art and music]
- Fachhochschulen

Additionally there are a number of special higher education institutions which only admit certain groups, e.g. higher education institutions of the Federal Armed Forces and *Verwaltungsfachhochschulen*, and are not considered below.

Those with a higher education entrance qualification may also choose to enter a *Berufsakademie* offered by some Länder as an alternative to higher education. At state or state-recognised *Studienakademien* [study institutions] and in companies students receive academic but, at the same time, practical career training.

The *Fachschulen* and the *Fachakademien* in Bayern are also part of the tertiary sector. *Fachschulen* are institutions of continuing vocational education that, as a rule, call for the completion of relevant vocational education and training in a *anerkannter Ausbildungsberuf* [recognised occupation requiring formal training] and relevant employment.

For more detailed information on tertiary education institutions, see chapter 7.

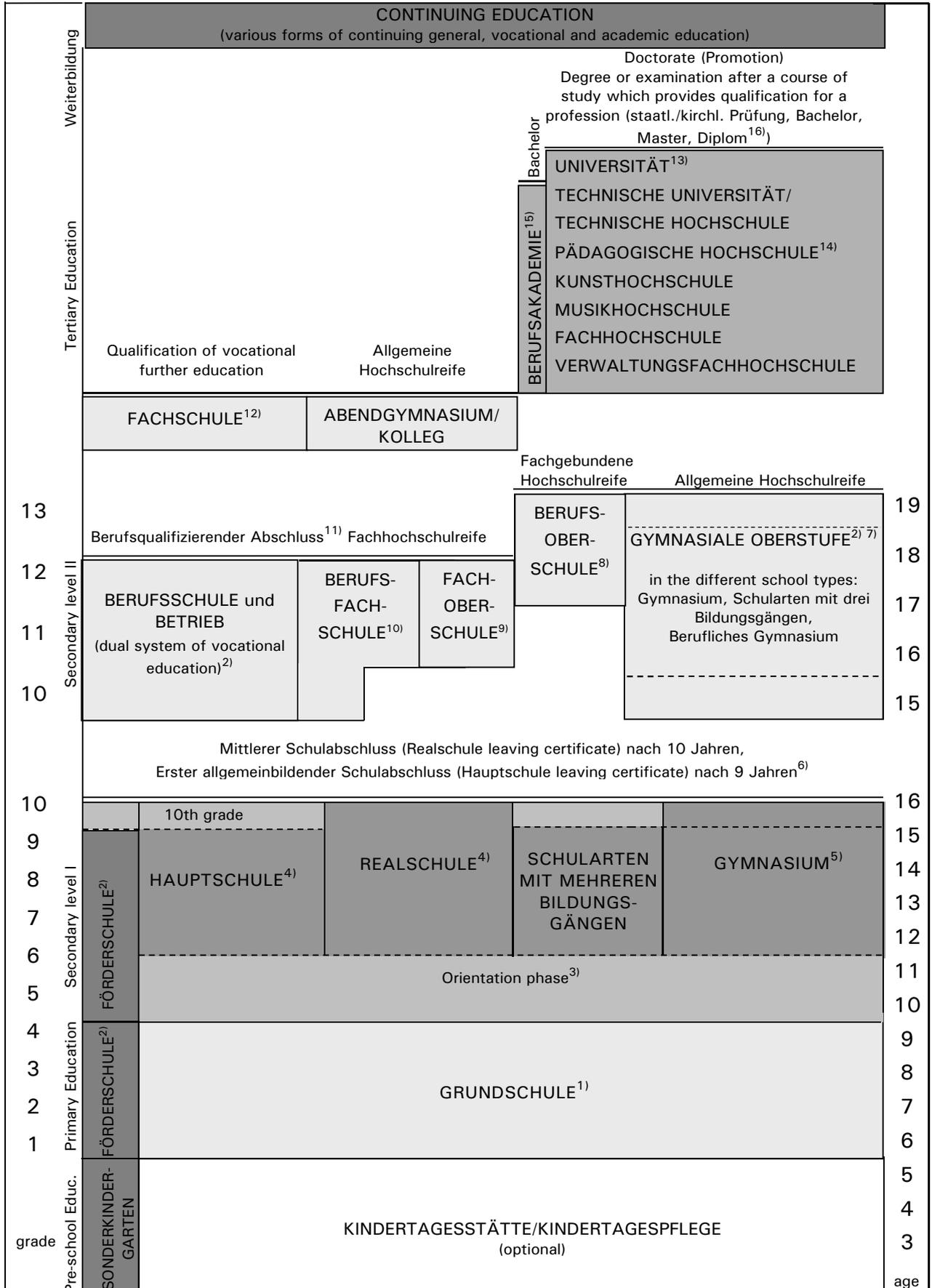
Continuing education

Against the background of demographic change, continuing education is assuming greater importance. As a continuation or resumption of organised learning on completion of initial training of differing duration, continuing education builds on existing knowledge and skills as well as experience. New forms of learning, for example, as part of non-formal learning, are becoming increasingly important in continuing education. Continuing education encompasses the general, vocational and socio-political domains in equal measure. While each of them has specific functions, their interactions are on the increase.

In response to the vast range of demands made on continuing education, a differentiated structure has been developed. Continuing education is offered by municipal institutions, in particular *Volkshochschulen*, as well as by private institutions, church institutions, the trade unions, the various chambers of industry and commerce, political parties and associations, companies and public authorities, family education centres, academies, *Fachschulen*, institutions of higher education and distance learning institutions. Radio and television companies also provide continuing education programmes.

For a more detailed description of the continuing education sector, see chapter 8.

Basic Structure of the Educational System in the Federal Republic of Germany



Annotations

Diagram of the basic structure of the education system. The distribution of the school population in grade 8 as per 2011 taken as a national average is as follows: *Hauptschule* 15.3 per cent, *Realschule* 24.0 per cent, *Gymnasium* 36.2 per cent, *integrierte Gesamtschule* 11.2 per cent, types of school with several courses of education 8.3 per cent, special schools 4.2 per cent.

The ability of pupils to transfer between school types and the recognition of school-leaving qualifications is basically guaranteed if the preconditions agreed between the Länder are fulfilled. The duration of full-time compulsory education [compulsory general education] is nine years [10 years in five of the Länder] and the subsequent period of part-time compulsory education [compulsory vocational education] is three years.

- 1 In some Länder special types of transition from early childhood to primary education [*Vorklassen*, *Schulkindergärten*] exist. In Berlin and Brandenburg the primary school comprises six grades.
- 2 The disabled attend special forms of general-education and vocational school types [partially integrated with non-handicapped pupils] depending on the type of disability in question. Designation of schools varies according to the law of each Land [*Förderschule* / *Schule für Behinderte* / *Sonderschule* / *Förderzentrum*]. The *Förderschule* with a focus on “learning” [school for children with learning difficulties, *Schule für Lernbehinderte*] and the *Förderschule* with a focus on “mental development” award school-specific qualifications.
- 3 Grades 5 and 6 constitute a phase of particular promotion, supervision and orientation with regard to the pupil’s future educational path and its particular direction.
- 4 The *Hauptschule* and *Realschule* courses of education are also offered at schools with two courses of education, for which the names differ from one Land to another. The following types of school bring the courses of education of *Hauptschule* and *Realschule* under one educational and organisational umbrella: *Mittelschule* [Sachsen], *Regelschule* [Thüringen], *Sekundarschule* [Bremen, Sachsen-Anhalt], *Erweiterte Realschule* [Saarland], *Verbundene Haupt- und Realschule* [Hessen], *Regionale Schule* [Mecklenburg-Vorpommern], *Realschule plus* [Rheinland-Pfalz], *Regionalschule* [Schleswig-Holstein], *Oberschule* [Brandenburg], *Mittelstufenschule* [Hessen].
- 5 The *Gymnasium* course of education is also offered at schools with three courses of education. The three courses of education of *Hauptschule*, *Realschule* and *Gymnasium* are also offered at the following types of school: *Integrierte Gesamtschule*, *Kooperative Gesamtschule*, *Integrierte Sekundarschule* [Berlin], *Oberschule* [Bremen, Niedersachsen], *Stadtteilschule* [Hamburg], to some extent *Regionale Schule* [Mecklenburg-Vorpommern], *Gemeinschaftsschule* [Baden-Württemberg, Saarland, Sachsen-Anhalt, Schleswig-Holstein, Thüringen], *Sekundarschule* [Nordrhein-Westfalen].
- 6 The general education qualifications that may be obtained after grades 9 and 10 carry particular designations in some Länder. These certificates can also be obtained in evening classes and at vocational schools or through an external examination before a state examining board.
- 7 Admission to the *gymnasiale Oberstufe* requires a formal entrance qualification which can be obtained after grade 9 or 10. Since 2012, in the majority of Länder the *Allgemeine Hochschulreife* can be obtained after the successful completion of 12 consecutive school years

- [eight years at the *Gymnasium*]. At schools with three courses of education the *Gymnasium* course of education is not, as a rule, reduced to eight years.
- 8 The *Berufsoberschule* has so far only existed in a few Länder and offers school-leavers with the *Mittlerer Schulabschluss* who have completed vocational education and training or five years' working experience the opportunity to obtain the *Fachgebundene Hochschulreife*. Pupils can obtain the *Allgemeine Hochschulreife* by proving their proficiency in a second foreign language.
 - 9 The *Fachoberschule* is a school type lasting for two years [grades 11 and 12] which admits pupils who have completed the *Mittlerer Schulabschluss* and qualifies them to study at a *Fachhochschule*. Pupils who have successfully completed the *Mittlerer Schulabschluss* and have been through initial vocational training can also enter the *Fachoberschule* directly in grade 12. The Länder may also establish a grade 13. After successful completion of grade 13, pupils can obtain the *Fachgebundene Hochschulreife* and under certain conditions the *Allgemeine Hochschulreife*.
 - 10 *Berufsfachschulen* are full-time vocational schools differing in terms of entrance requirements, duration and leaving certificates. Basic vocational training can be obtained during one- or two-year courses at *Berufsfachschulen* and a vocational qualification is available at the end of two- or three-year courses. Under certain conditions the *Fachhochschulreife* can be acquired on completion of a course lasting a minimum of two years.
 - 11 Extension courses are offered to enable pupils to acquire qualifications equivalent to the *Hauptschule* and *Realschule* leaving certificates.
 - 12 *Fachschulen* cater for continuing vocational education [1-3 year duration] and as a rule require the completion of relevant vocational education and training in a recognised occupation and subsequent employment. In addition, the *Fachhochschulreife* can be acquired under certain conditions.
 - 13 Including institutions of higher education offering courses in particular disciplines at university level [e.g. theology, philosophy, medicine, administrative sciences, sport].
 - 14 *Pädagogische Hochschulen* [only in Baden-Württemberg] offer training courses for teachers at various types of schools. In specific cases, study courses leading to professions in the area of education and pedagogy outside the school sector are offered as well.
 - 15 The *Berufsakademie* is a tertiary sector institution in some Länder offering academic training at a *Studienakademie* [study institution] combined with practical in-company professional training in keeping with the principle of the dual system.
 - 16 The reform of the study structure with the conversion to Bachelor's and Master's degrees is to a large extent complete. Only a small number of study courses lead to a Diplom degree.

As at January 2014

2.5. Organisation of Private Education

In all areas of education there are also, to a greater or lesser extent, privately-maintained institutions. Institutions which fall under this category are those at pre-school level, which are assigned to child and youth welfare, schools and higher education institutions, as well as adult education institutions. The fact that public-sector and privately-maintained institutions exist side by side and cooperate with each other guarantees not only choice in terms of the educational programmes available but also choice between various maintaining bodies, which promotes competition and innovation in education. Through their maintenance of educational establishments, churches and other groups within the community help shape both society and the state.

Early childhood education and care

Particularly in the Länder in western Germany, the education, socialisation and care of children up to school age takes place mainly in privately-maintained day-care centres. Social Security Code VIII [*Achtes Buch Sozialgesetzbuch – Kinder- und Jugendhilfe* – R60] gives priority to institutions run by non-public bodies [churches, welfare associations, parents associations etc.] in the interests of providing a diverse range. Public bodies [local authorities – *Kommunen*] should only establish their own institutions if non-public bodies do not offer suitable institutions or cannot set them up in time. As a result of this principle, around 67 per cent of day-care centres in Germany were run by non-public bodies of the child and youth welfare services in 2012.

Day-care centres for children which are funded by local authorities or non-public bodies are subject to public supervision by the responsible bodies for the public youth welfare services at Land level. This is generally exercised by the youth welfare offices of the Länder [*Landesjugendämter*]. Maintaining bodies for youth welfare services from the private sector receive financial support from the Land as well as from the local authorities [*Kommunen*] to run day-care centres [e.g. for operating costs and investments]. For more information on the funding of early childhood education and care see also chapter 3.2.

Privately-maintained schools

The right to establish privately-maintained schools is expressly guaranteed by the Basic Law [*Grundgesetz*, Art. 7, Paragraph 4 – R1] and, to some extent, by provisions in the constitutions of the individual Länder. This freedom to establish privately-maintained schools is combined with a guarantee of the privately-maintained school as an institution. Thus, constitutional law rules out a state monopoly of education. The proportion of privately-maintained schools varies considerably from Land to Land and between the different types of school. The main legal provisions for the establishment of privately-maintained schools are the relevant provisions in the Education Acts [R83, R85, R87, R89, R91, R94, R96, R98, R100–101, R103, R105, R111, R113–115] and the special laws on privately-maintained schools [R84, R92, R95, R104, R108, R112, R117], as well as financial aid regulations in the form of laws and regulations of the Länder. Standard framework conditions in the Länder are guaranteed by an Agreement on Private Schools [*Vereinbarung über das Privatschulwesen*] of August 1951 drawn up by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*].

Under the Basic Law, privately-maintained schools are also under the supervision of the state. When establishing a privately-maintained school, general legal requirements must

be observed first of all, for instance with regard to building and fire safety regulations, health protection and protection of children and young people. The personal suitability of maintaining bodies, managers and teachers also has to be vouched for.

Primary sector

In the primary sector, privately-maintained schools may only be established on very strict conditions [Art. 7, Paragraph 5 of the Basic Law]. Their establishment is permitted only where the school authority finds that they serve a special pedagogical interest or where – at the request of parents – they are to be established as *Gemeinschaftsschulen* [non-denominational schools], denominational schools or schools pursuing a certain ideology and no public-sector primary school of that type exists locally. Privately-maintained primary schools are therefore the exception; in almost all cases they are either denominational primary schools, *Freie Waldorfschulen* [Rudolf Steiner schools], reformist schools or primary schools with an integrated boarding facility.

Secondary sector

At secondary level two types of privately-maintained school are to be differentiated:

- *Ersatzschulen* [alternative schools] are, in terms of their overall purpose, to serve as a substitute for a public-sector school which already exists or is essentially provided for in a Land. They must acquire state approval. At these schools compulsory schooling can be completed. However, these alternative schools, in their capacity as, for example, denominational schools, reformist schools or boarding schools may also fulfil an educational mission of their own.
- *Ergänzungsschulen* [complementary schools] are to complement the range of courses on offer from public bodies by offering types of education which do not generally exist in public-sector schools, above all in the vocational sphere. Complementary schools merely have to notify education authorities that they plan to start up. Under certain conditions, the school authorities can, however, also prohibit the establishment and operation of a complementary school.

State approval of Ersatzschulen

The criteria for approval of *Ersatzschulen* [alternative schools] are laid down in the Basic Law [Art. 7, Paragraph 4]. Such approval is given by the competent education authority of the respective Land on condition that privately-maintained schools are not inferior to public-sector schools in terms of their educational aims, their facilities and the training of their teaching staff and that they do not encourage segregation of pupils according to the means of their parents. Approval shall be withheld where the economic and legal status of the teaching staff is not adequately secured. The school supervisory authority must monitor whether the criteria on the basis of which approval was granted are being respected and can withdraw approval if these criteria are no longer being met.

The named individual prerequisites for state approval of privately-maintained schools as alternatives to public-sector schools include:

- the equivalence of educational aims:

As far as the equivalence of the educational aims of private schools and the corresponding school type in the public sector is concerned, strict adherence to the approved teach-

ing hours and curricula of public-sector schools is not required. The private school can pursue religious or ideological educational aims and may use its own teaching methods.

- the equivalence of facilities:

This involves aspects such as school equipment on the one hand, and issues relating to school organisation on the other. Although schools must have equivalent buildings and equipment, differences are permitted in the organisation of privately-maintained schools [e.g. management by staff, particular rights of participation for pupils and parents].

- the equivalence of teacher training:

The teaching staff must have an academic education and teaching qualifications comparable to those provided by the state system of teacher training; in practice, most teachers have completed state teacher training courses.

- teachers' economic and legal security:

A contract of employment is required, covering duties, conditions for resignation or dismissal, holiday entitlement, sufficient emoluments and a right to future pension payments. In this way it should be ensured that teachers at privately-maintained schools are not in a significantly worse position than teachers at public-sector schools in terms of economic and legal security.

- no segregation of pupils according to means:

Under the Basic Law [Art. 7, Paragraph 4] pupils should be able to attend alternative schools regardless of their economic means. School fees may be charged but must be socially equitable. State-approved alternative schools therefore only charge moderate fees or guarantee relief to pupils whose parents are of limited financial means [e.g. reduction in school fees, reduction for additional siblings attending the same school]. Details on the financing of privately-maintained schools may be found at chapter 3.2.

State recognition of Ersatzschulen

In almost all Länder, state approval of a private school as an *Ersatzschule* [alternative school] does not automatically give that school the right to hold examinations and award leaving certificates corresponding to the qualifications gained at public-sector schools. The pupils concerned may only receive these through an external examination, i.e. an examination before a state examining board at a public-sector school.

Only state recognition permits the alternative school to hold examinations in accordance with the regulations in force for public-sector schools and to award certificates; state recognition thus confers the legal powers enjoyed by public-sector schools on the alternative school. A prerequisite for this recognition is that the conditions already required for approval are fulfilled on a permanent basis [operation of school without complaint from school supervisory authority], and that the regulations applicable to public-sector schools are applied to the acceptance of pupils and their transfer between school grades, as well as to examinations.

Recognition also involves several additional rights and obligations for the *Schulträger* [the body maintaining the school], and for teachers, parents and pupils. These include, for example, a fundamental right to public funding from the Länder for the school, a

right which, in some Länder, can only be exercised following state recognition. Public funding for pupils of public-sector schools is used as a yardstick for funding directed at pupils of *Ersatzschulen*. Teachers may also be granted sabbatical leave to work at recognised alternative schools and have these years included in their years of teaching service. They bear titles like those conferred on teachers in the public sector; and schools can train student teachers. On the other hand, recognised schools in some Länder are also obliged to abide by public-sector school provisions relating to *Schulordnung* [school regulations], provision governing council meetings and rights to participation.

State-recognised institutions in the tertiary sector

The overwhelming majority of HIGHER EDUCATION INSTITUTIONS in the Federal Republic of Germany are state-run institutions maintained by the Länder. The Länder laws governing higher education [*Hochschulgesetze* - R124, R126, R129, R131, R133-134, R137, R139, R141, R143-144, R146, R147-150, R152, R155, R157, R160] stipulate what minimum requirements have to be satisfied if non-public institutions are to be recognised as institutions of higher education by the state.

The Länder alone are responsible for awarding recognition to non-public institutions. The Federation and the Länder have agreed that non-public institutions are to be accredited by the Science Council [*Wissenschaftsrat*]. Institutional accreditation is a procedure of quality assurance which is to determine whether an institution is capable of providing study courses which according to legislation belong to the sector of higher education. Within the framework of the accreditation procedure, thus is to be examined and established whether standards of quality are fulfilled. These standards follow the requirements laid down in the Framework Act for Higher Education of the Federation and Länder laws governing higher education and should be related to the individual profile of the institution to be recognised. Official recognition by the respective Land is dependent on proof of that the non-public higher education institution is of equivalent status [not identical in form] to state higher education institutions. Therefore there is a whole list of points where the non-public institution must prove that it satisfies the demands, the standards and the performance of a comparable state institution. Furthermore, it must also be ensured that those belonging to the institution of higher education have at least a minimum level of co-determination in teaching and research matters. Recognition involves establishing the designation and organisation of the higher education institution, as well as the courses of study and examinations it plans to offer and the award of higher education degrees.

The number of state-run and state-recognised institutions of higher education and student figures is steadily increasing. As at the 2013 summer semester, according to the Higher-Education Compass [*Hochschulkompass*] offered by the German Rector's Conference [*Hochschulrektorenkonferenz* - HRK], there were a total of 392 state-run and state-recognised institutions of higher education in the Federal Republic of Germany. These include 153 - mainly small - state-recognised institutions of higher education maintained privately or by the Churches.

Berufsakademien [professional academies] are governed by regulations specific to the Länder [R124, R136, R138, R142, R151, R154, R159, R162]. Whilst all professional academies are publicly maintained in Sachsen and Thüringen, the *Berufsakademie* laws in Hessen, Niedersachsen, Saarland and Schleswig-Holstein only provide for the existence of exclusively state-recognised professional academies, which require the approval of

the relevant Land ministry. The Hamburg *Berufsakademie* law facilitates the establishment of state as well as state-recognised institutions. Unlike the state institutions, the non-public professional academies in Germany are not financed by the Länder.

Privately-maintained institutions providing adult education and training

The continuing education schemes on offer cover a broad spectrum of courses in continuing general, political and cultural education and continuing vocational training, which are supported by a diverse range of institutions – state and private-sector, non-profit-making and profit-oriented, in-company and public – and of institutions attached to the Protestant and Catholic Churches, the trade unions and other social groups.

2.6. National Qualifications Framework

In October 2006, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] and the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] agreed to work together to develop a German Qualifications Framework for Lifelong Learning [*Deutscher Qualifikationsrahmen für lebenslanges Lernen* – DQR]. The starting point was the Recommendation of the European Parliament and of the Council on the Establishment of the European Qualifications Framework [EQF], which entered into force in April 2008. Under that Recommendation the national qualifications systems were to be connected to the EQF by 2010, and by 2012 all new qualification certificates were to contain a clear reference to the appropriate level of the EQF. In addition, a national coordination point is to link the qualification levels of the national systems with the levels of the EQF.

The EQF, as a reference framework for lifelong learning, maps the learning outcomes of the respective European national education systems in eight levels. It serves as a translation device between the education and qualifications systems of the EU member states and is intended to make learning outcomes from all educational sectors internationally more comprehensible and more comparable, thus promoting the mobility of employees in Europe. To ensure that the learning outcomes of the German education system are recognised EU-wide, it must be possible to allocate them to the EQF appropriately through a national qualifications framework.

The Federation and the Länder are agreed that the allocation of qualifications and degrees to levels is the task of the individual EU member states. The allocation is not intended to replace the existing system of entrance qualifications and takes place in accordance with the principle that each qualification level should always be accessible via various educational pathways. The achievement of a level does not provide automatic entitlement to access the next level and is not considered in conjunction with the implications for collective wage agreements and laws relating to remuneration. The EU Directive on the Recognition of Professional Qualifications remains unaffected by the EU Recommendation.

The Federal Ministry of Education and Research and the Standing Conference took up the EU Recommendation and set up a joint “Federation/Länder Coordination Group for the German Qualifications Framework” [*Bund-Länder-Koordinierungsgruppe Deutscher Qualifikationsrahmen*], which was commissioned to oversee the process of drawing up a German Qualifications Framework. This process involves a range of stakeholders from general education, higher education and vocational education and training, the social partners and other experts from research and practice, who, together with the Federa-

tion/Länder Coordination Group for the German Qualifications Framework, form the “German Qualifications Framework Working Group” [AK DQR]. The results of the work are the subject of ongoing feedback to the delegates’ home institutions and committees.

In February 2009 the Federation/Länder Coordination Group and the German Qualifications Framework Working Group presented a first draft of the German Qualifications Framework discussion proposal, which consisted of an introductory text, the DQR matrix and a glossary, and, in terms of content, allowed the allocation of all qualifications acquired in Germany. The DQR matrix contains, like the EQF, eight levels which describe learning outcomes [bundled into competences]. Unlike the EQF the DQR differentiates between two categories of competence: “Professional competence” – subdivided into “Knowledge” and “Skills”, and “Personal competence”, subdivided into “Social competence” and “Autonomy”. In principle all DQR levels should be accessible via various educational pathways. In levels 5 to 8 the DQR opted for parallel descriptions allowing the allocation of academic and vocational qualifications. Compatibility with the Qualifications Framework for German Higher Education Qualifications [*Qualifikationsrahmen für Deutsche Hochschulabschlüsse - HQR*] adopted in 2005 is guaranteed in DQR levels 6 to 8.

Trial Period

In a development stage started in May 2009, the viability of the DQR discussion proposal was tested by allocating sample qualifications. The allocation of qualifications used examples from four selected occupational fields and fields of activity across all levels, in order to obtain greater validity working across educational sectors. The occupational and thematic sectors were metalworking/electrical professions, IT, trade and health. The members of the working groups were either designated by institutions and associations as proven experts from all educational sectors [e.g. academics or practitioners from the field of continuing vocational education] or appointed directly.

The aim of this phase of development was to examine the structures of the DQR matrix and draw potential conclusions about the comprehensibility and consensuality of the descriptive categories. The working groups were required to set out reasons for the chosen allocations and describe any classification difficulties which might have indicated a need to review the wordings of the DQR matrix. The reports of the four working groups are available in German on the German Qualifications Framework homepage [www.deutscherqualifikationsrahmen.de].

Next Steps and Implementation

Following presentation of the expert votes the Members of the Federation/Länder Coordination Group and the German Qualifications Framework Working Group discussed how to assess the results and whether changes to the matrix were needed. The expert public was informed of the status of development at the second DQR conference in October 2010. In March 2011 the German Qualifications Framework Working Group agreed on a draft DQR, which the Standing Conference of the Ministers of Education and Cultural Affairs also approved.

In top-level talks on the DQR on 31 January 2012 the Federation, Länder, social partners and business organisations agreed on a fundamental line for the introduction of the DQR. The allocation of general school-leaving certificates has initially been deferred for a five-year trial period. Hence to begin with, only qualifications of direct relevance to

the labour market have been assigned to the DQR. After a period of five years, based on competence-oriented training regulations for initial vocational education and training and competence-oriented educational standards for general school-leaving certificates, on the understanding of the equivalence of general education and vocational training, all allocations are once again to be jointly discussed and decided on. Developments on the European level are to be taken into account in this process, and potential upgrading of qualifications is to be investigated. The German Qualifications Framework Working Group [*Arbeitskreis DQR*] has been asked to carry out the remaining allocations of formal qualifications.

The allocation of the DQR levels to the EQF levels was carried out in the so-called referencing process. In December 2012 Germany, represented by the BMBF and KMK, successfully presented the *German EQF Reference Report* to the European Commission.

The signing of the Joint Resolution on the DQR by the BMBF, the Federal Ministry of Economics and Technology [*Bundesministerium für Wirtschaft und Technologie* – BMWi], the Standing Conference and the Conference of Ministers of Economics of the Länder [*Wirtschaftsministerkonferenz* – WMK] in May 2013, laid the foundation for the introduction of the DQR. The Annex to the Joint Resolution provides an overview of the allocations of qualifications from the formal sector, each with a reasoning geared to learning outcomes. In most cases an anchor qualification stands for one type of qualification. The exemplary reasoning is followed by a list of the qualifications which correspond to that type and are allocated in the same way.

The indication of the EQF/DQR reference level will be binding on all new certificates issued for qualifications by the respective authorities [schools, chambers, etc.]. In the higher education sector the EQF/DQR level will be indicated in the *Diploma Supplement*. Standard wording will be used in all education sectors. There will be no such indication on certificates for qualifications acquired before the entry into force of the Joint Resolution. The level will be indicated only on certificates for qualifications listed in the allocation list [Annex to the Joint Resolution]. The review of the legislation in the various spheres of competence beginning in 2013 will enable a step-by-step indication of the EQF reference level on the certificates for qualifications.

As well as qualifications from the formal sector, in future the results of non-formal learning are also to be allocated to the DQR. An expert working group has been set up to this end. The aim is to develop procedures and criteria for the allocation of the results of non-formal learning to the DQR levels. In a further stage it shall be possible to include informally acquired competences in the DQR too. The development of procedures required to determine and assess the results of informal learning [“validation”] is taking place outside the DQR process.

The DQR Manual explains the DQR to all interested persons. It serves as a guide for authorities which are responsible for allocating qualifications to the DQR. It specifies the criteria and procedures for the description of qualifications for the DQR and is intended to ensure that the allocation of newly developed qualifications always follows the same criteria and procedures. It lays down binding allocations which indicate the competences acquired through a particular qualification, thereby making the allocations comprehensible, and also describes the competences and sources of information. A glossary explains the terms which are important to understand the DQR.

2.7. Administration and Governance at Central and/or Regional Level

Responsibilities of the Federal Government

Within the Federal Government, the FEDERAL MINISTRY OF EDUCATION AND RESEARCH [*Bundesministerium für Bildung und Forschung* – BMBF] is primarily responsible for the Federation’s areas of responsibility. The FEDERAL MINISTRY FOR FAMILY AFFAIRS, SENIOR CITIZENS, WOMEN AND YOUTH [*Bundesministerium für Familien, Senioren, Frauen und Jugend* – BMFSFJ] is responsible for the instruction, education and care of children in day-care centres and in child-minding services.

The Federal Ministry of Education and Research was created as the Federal Ministry of Education and Science in 1969 in connection with the amendment to the Basic Law [*Grundgesetz* – R1], which gave the Federation additional responsibilities in the educational sector. It was then merged in 1994 with the Federal Ministry of Research and Technology. Wherever necessary, consultations between Federation and Länder take place in the *Bundesrat*, the Joint Science Conference [*Gemeinsame Wissenschaftskonferenz* – GWK], the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] and the Science Council [*Wissenschaftsrat*]. The Federal Ministry of Education and Research is organised in one Central Directorate-General and seven Directorates-General:

- Directorate-General 1: Strategies and Policy Issues
- Directorate-General 2: European and International Cooperation in Education and Research
- Directorate-General 3: Vocational Training; Lifelong Learning
- Directorate-General 4: Science System
- Directorate-General 5: Key Technologies – Research for Innovation
- Directorate-General 6: Life Sciences – Research for Health
- Directorate-General 7: Provision for the Future – Basic and Sustainability Research

For current information on the direction of the Ministry, see the website [www.bmbf.de].

The purview of the Federal Ministry of Education and Research embraces the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* – BIBB]. It is a major instrument for cooperation between employers, trade unions, Federation and Länder at the national level. The Vocational Training Act [*Berufsbildungsgesetz* – R78] defines the institute’s responsibilities as follows:

- to carry out vocational education and training research under a pre-defined research programme;
- in accordance with the instructions of the competent federal ministry, to take part in the drafting of *Ausbildungsordnungen* [training regulations] and other ordinances, to take part in the preparation of the Report on Vocational Education and Training [*Berufsbildungsbericht*], to take part in the compilation of vocational education and training statistics, to promote pilot schemes, to take part in international cooperation in the field of vocational education and training, as well as to assume further administrative tasks of the Federation for the promotion of vocational education and training;

- in accordance with general administrative provisions of the competent federal ministry, to implement the promotion of intercompany training centres and support the planning, establishment and further development of these facilities;
- to maintain and publish the register of *anerkannte Ausbildungsberufe* [recognised occupations requiring formal training];
- to carry out the tasks described in the Law on the Protection of Participants in Distance Education [*Fernunterrichtsschutzgesetz* – R152] and to contribute to the improvement and extension of vocational distance learning through the promotion of development projects.

With the consent of the BMBF, the Federal Institute for Vocational Education and Training may conclude contracts with other parties outside the Federal Administration for the assumption of further tasks.

Vocational education and training in Germany is based on the consensus principle. Whenever major decisions on structure and substance have to be taken, such decisions are reached in a joint effort by Federation and Länder, employers and employees. These groups – as well as a representative of the municipal associations, of the Federal Employment Agency [*Bundesagentur für Arbeit*] and of the Research Council acting as advisors – are members of the Federal Institute for Vocational Education and Training's board. The scientific advisory committee is intended to promote the quality of the Institute's research work by advising the board and the management of the Federal Institute.

Responsibilities of the Ministries of Education, Cultural Affairs and Science and cooperation at supra-regional level

Educational legislation and administration of the education system are primarily the responsibility of the Länder [cf. chapter 2.2.]. This particularly applies to the school system, higher education and the adult education/continuing education sector.

Following the founding of the Federal Republic of Germany, it soon became clear that there was a basic public need for education to be coordinated and harmonised throughout the country if people were to be provided with the opportunity of mobility between the Länder in their professional and private lives. The main aim of the cooperation entered into by the Länder in 1948 with the founding of the STANDING CONFERENCE OF THE MINISTERS OF EDUCATION AND CULTURAL AFFAIRS OF THE LÄNDER IN THE FEDERAL REPUBLIC OF GERMANY [*Kultusministerkonferenz*] was to guarantee by means of coordination the necessary measure of shared characteristics and comparability in the Federal Republic of Germany's education system, an aim that is still pursued to this day.

The Standing Conference brings together the ministers and senators of the Länder responsible for education and training, higher education and research, and also cultural affairs. It is based on an agreement between the Länder and deals with policy matters pertaining to education, higher education, research and culture that are of supra-regional importance, with the aim of forming a common viewpoint and a common will as well as representing common interests. The resolutions of the Standing Conference can be adopted either unanimously, with a qualified majority or with a simple majority, depending on their content. They have the status of recommendations – with the political commitment of the competent Ministers to transform the recommendations into law, however – until they are enacted as binding legislation by the parliaments in the Länder.

The resolutions are implemented in the individual Länder in the form of administrative action, ordinances or laws, with the Land parliaments playing a role in the legislative procedure.

Cooperation within the Standing Conference has led to uniform and comparable developments in many areas of the school and higher education system. In March 1999, the Länder within the Standing Conference agreed that the collaboration would increasingly consist in the agreement of qualitative standards. As a consequence, the simultaneous reduction of detailed formal regulations is affording greater importance to the diversity and the competition between the Länder. Some of the most important results of the co-ordination work of the Standing Conference are detailed below.

The so-called *Hamburger Abkommen*, an agreement which was drawn up by the Standing Conference and adopted by the Prime Ministers of the Länder in 1964 [last amended in 1971], remains the cornerstone on which the joint fundamental structures of the school system in the Federal Republic of Germany is based. It incorporates the following general provisions: the beginning and duration of full-time compulsory education, the dates for the start and end of the school year, the length of school holidays as well as the designation of the various educational institutions and their organisation [types of school etc.], the recognition of examinations and leaving certificates, and the designation of grade scales for school reports. On the basis of the *Hamburger Abkommen*, the Standing Conference has agreed further fundamental common features for the school system over the past few decades as well as mutual recognition of leaving certificates for schools in all Länder, through supplementary resolutions, which were summarised in a resolution in May 2001. Further structural development in school education in general has been stimulated by German unity, and, in particular, by the framework agreement of 1993 on types of school and courses in lower secondary education and their leaving certificates [last amended in October 2012], as well as by the framework agreement on the standards in German, mathematics and foreign languages required for the *Mittlerer Schulabschluss*, which was adopted in 1995 [since replaced by the educational standards for the *Mittlerer Schulabschluss*]. In June 2000 a revised version of the agreement on the structure of the *gymnasiale Oberstufe* in the upper secondary level [*Sekundarstufe II*] of 1972 was adopted, which not only reinforces the importance of acquiring knowledge in major subjects such as German, mathematics and foreign languages in preparation for higher education, but also takes into account new educational findings in learning methods and class organisation [last amended in June 2013]. With the so-called *Husumer Beschlüsse* of 1999, agreements in the four subject areas – teacher training and mutual recognition of teaching careers, equivalence of general and vocational training, the *gymnasiale Oberstufe*, i.e. upper *Gymnasium* level, and pilot projects – were changed in order to allow the individual Länder greater scope for their own decisions.

With the so-called *Konstanzer Beschluss* of October 1997, the Standing Conference has made quality development and quality assurance in schools one of its central issues. In May 2002, the Standing Conference agreed to coordinate the measures for assuring quality already implemented by the Länder and in 2003 and 2004 adopted *Bildungsstandards* [educational standards] binding for all Länder for the primary sector, for the *Hauptschulabschluss* and for the *Mittlerer Schulabschluss*. The Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen* – IQB], which has been founded in 2004 and is jointly supported by the Länder, is to review and further develop the educational standards in cooperation with the Länder. In October 2012 the

Standing Conference, on the basis of a resolution of October 2007, adopted educational standards [general higher education entrance qualification] in German and mathematics and in one advanced foreign language [English/French] for the *Allgemeine Hochschulreife* which will form the bases for the subject-specific requirements of the *Allgemeine Hochschulreife* at the start of the introductory stage for the *gymnasiale Oberstufe* in the 2014/2015 school year. For these subjects the Standing Conference had already decided, in March 2012, to develop a shared pool of standards-based *Abitur* examination tasks which will be constantly expanded from 2013 onwards and is to be available to the Länder from the 2016/2017 school year. The educational standards are part of a comprehensive strategy for educational monitoring as adopted by the Standing Conference in 2006. For further information on the procedures and tools of educational monitoring, see chapter 11.2.

The structural change of the employment system from an industrial society to a service and knowledge society has led to a significant increase in the vocational qualification requirements at the workplace. Against this background, comprehensive initial and continuing education has gained significant importance. The conformity in the organisation of the vocational school system and its leaving certificates which is required for the labour market and for vocational qualification has been created by the Standing Conference of the Ministers of Education and Cultural Affairs through skeleton agreements regarding the courses of education. The expansion of vocational schools as an alternative course of education to acquire the entitlements of the general education school system was supported by the Standing Conference through resolutions on the mutual recognition of the leaving certificates and entitlements.

The Agreement on the Standardisation in the Field of the *Fachhochschule* System of 1968 [*Abkommen der Länder in der Bundesrepublik Deutschland zur Vereinheitlichung auf dem Gebiet des Fachhochschulwesens*] is still of particular importance to the structure of higher education today. The Agreement defined the *Fachhochschulen*, which were formed from engineering schools and comparable institutions, as separate institutions in the higher education sector. Through cooperation between the Standing Conference of the Ministers of Education and Cultural Affairs, and the association of institutions of higher education as represented by their rectors or presidents, the German Rectors' Conference [*Hochschulrektorenkonferenz* - HRK] it has been possible, even since the 1950s, to bring together governmental administration, on the one hand, and self-administration in the field of higher education, on the other. This cooperation has led, among other things, to agreements on the content and structure of study courses and examinations within the overall framework of nationwide study reform. One of the crucial topics being addressed by the Standing Conference since the 1990s is the need for basic structural reform of higher education. The emphasis of this reform process, which has been accompanied by the Standing Conference and the German Rectors' Conference with recommendations on the implementation of structural study reform, is on the marked differentiation between courses of study that qualify for entry into a profession and the training of up-and-coming academics, as well as the expansion of *Fachhochschulen*, which in the long term should take in 40 per cent of applicants. Further topics relating to the field of higher education which have been covered in depth by the Standing Conference over the past few years include the promotion of excellence, structural guidelines for the Bachelor's and Master's study courses, further development of the system of the accreditation of study courses within the framework of quality assurance

across the Länder and across institutions of higher education, quality assurance in teaching, continuing academic education, the reinforcement of the right of higher education institutions to decide on the admission of applicants, the continuation of the Bologna Process for the realisation of a European Higher Education Area and the opening up of higher education institutions to vocationally qualified applicants.

For a detailed description of the cooperation of the Ministers of Education, Cultural Affairs and Science visit the website of the Standing Conference [www.kmk.org].

Cooperation between Federation and Länder

Joint Science Conference

In the course of Federalism reform I, in 2006 the joint task *Promotion of research* was defined in detail and enhanced by supra-regional components of the joint task *Expansion and construction of higher education institutions including university clinics* that until then was provided for by the Basic Law [Art. 91b, Paragraph 1]. For the joint tasks in the field of the promotion of science and research, the Federation and the Länder have established a Joint Science Conference [*Gemeinsame Wissenschaftskonferenz* – GWK]. Members of the GWK are the Ministers and Senators of the Federation and Länder responsible for science and research as well as for finance. The GWK addresses all questions of research funding, science and research policy strategies and the science system which jointly affect the Federal Government and the Länder.

Cooperation of the Federation and the Länder for the assessment of the performance of educational systems in international comparison

Pursuant to Article 91b, Paragraph 2 of the Basic Law, the Federation and the Länder may mutually agree to cooperate for the assessment of the performance of educational systems in international comparison and in drafting relevant reports and recommendations. Important projects in the area of cooperation between the Federation and the Länder with regard to the assessment of the performance of educational systems in international comparison and in drafting relevant reports and recommendations are discussed in meetings of the Federal Minister of Education and Research and the ministers and senators of the Länder who are responsible for education. The meetings are prepared by a control group which in turn is supported by a scientific advisory committee.

Coordinating Committee for Training Regulations and Framework Curricula in vocational training

As regards vocational education and training, the Federation is responsible for in-company vocational training, and the Länder are responsible for vocational education in schools. For vocational education and training within the *duales System*, which takes place in cooperation between school and company, the Federation and the Länder agree on fundamental issues and in particular on training rules and regulations for the learning locations. Due to the fact that the responsibility is divided, a Coordinating Committee for Vocational Education and Training was set up on the basis of an agreement entered into in 1972. This committee deals with fundamental issues relating to the coordination of in-company vocational training and vocational education in the *Berufsschule* in recognised occupations requiring formal training [*anerkannte Ausbildungsberufe*] under Federal law. An ongoing task of the coordinating committee is the re-structuring of occupations requiring formal training, harmonising *Ausbildungsordnungen* [training regu-

lations] and *Rahmenlehrpläne* [framework curricula] for vocational training and school-based vocational education. In the coordinating committee, the Federal Government is represented by the Federal Ministry of Education and Research, the Federal Ministry of Economics and Technology [*Bundesministerium für Wirtschaft und Technologie* - BMWi], and by the Ministry responsible for the respective occupation. The Länder are represented by the members of the Committee for Vocational Education of the Standing Conference.

Science Council

Under an administrative agreement between the Federation and the Länder, the Science Council [*Wissenschaftsrat*] was established in 1957. Its tasks include the drawing up of recommendations on the content and structural development of higher education, science and research for the Federal Government and the governments of the Länder, as well as the joint promotion of the construction of facilities at institutions of higher education, including large scientific installations, in cases of supra-regional importance pursuant to Article 91b, Paragraph 1, No. 3 of the Basic Law. Furthermore, the Science Council develops position papers on the institutional accreditation of private institutions of higher education. The Science Council is made up of scientists, recognised public figures and representatives from the Federal and Länder governments.

Foreign Cultural Policy

As regards foreign cultural policy, the Federation's responsibility for foreign relations [Art. 32 of the Basic Law] must be reconciled with the internal responsibility of the Länder for education and cultural affairs [Art. 30 of the Basic Law]. This partnership brings with it the rights and duties of the Länder to contribute to tasks related to foreign cultural policy. These tasks range from bilateral cooperation within the framework of cultural agreements with foreign states to multilateral cooperation at the level of the Council of Europe, UNESCO, the OECD and the OSCE and supra-national cooperation within the EU. In addition to the internal coordination of the Länder, the Standing Conference is thus also a tool for a partnership-based cooperation with the Federation, particularly with regard to foreign cultural policy, as well as international and European cooperation in the education system and in cultural affairs. For more detailed information on cooperation between the Länder and the Federation in the field of foreign cultural policy, see chapter 13.1.

The system of German schools abroad is one particular area in which the Federation and the Länder cooperate as part of Germany's foreign cultural policy. An agreement reached in 1992 between the Federation and the Länder created the Joint Committee of the Federation and the Länder on School Affairs Abroad [*Bund-Länder-Ausschuss für schulische Arbeit im Ausland* - BLASchA], which took up where the work of the Standing Conference's Committee for German Schools Abroad, convened in 1951, had left off. The Committee is responsible for cooperation between the Standing Conference [*Kultusministerkonferenz*] and the Federal Foreign Office [*Auswärtiges Amt*] in the areas of schools abroad, European Schools and the promotion of German language tuition abroad.

General administration at the level of the Länder

The Ministries of Education, Cultural Affairs and Science

The Ministries of Education, Cultural Affairs and the Ministries of Science in the Länder [which have different titles in the various Länder] in their capacity as highest authorities of a Land are responsible for education, science and culture. Their scope of responsibilities generally includes schools, higher education, libraries, archives, adult education, arts and culture in general, relations between the state and religious or ideological communities, [known as *Kultusangelegenheiten*], the preservation of monuments and sites and, in some Länder, also sport and youth welfare.

The Ministries of Education, Cultural Affairs and Science develop policy guidelines in the fields of education, science and the arts, adopt legal provisions and administrative regulations, cooperate with the highest authorities at national and Land level and supervise the work of authorities under their purview and of subordinated bodies, institutions and foundations. To assist the ministries in their work the Länder have established their own institutes for school education, higher and continuing education.

The Ministries of Education and Cultural Affairs [in Berlin, Bremen and Hamburg: Senate department] are headed by a Minister/Senator who is answerable to parliament. The Minister is usually represented by a State Secretary [*Staatssekretär*] or Director-General [*Ministerialdirektor*].

The following list shows the division of the departments in each of the Länder. For current information on ministers, see the respective website.

Baden-Württemberg

MINISTERIUM FÜR KULTUS, JUGEND UND SPORT
Thouretstr. 6
70173 Stuttgart
www.kultusportal.bw.de

MINISTERIUM FÜR WISSENSCHAFT, FORSCHUNG
UND KUNST
Königstraße 46
70173 Stuttgart
www.mwk.baden-wuerttemberg.de

Bayern

BAYERISCHES STAATSMINISTERIUM
FÜR BILDUNG UND KULTUS, WISSENSCHAFT UND KUNST
Salvatorstraße 2
80333 München
www.km.bayern.de

Berlin

SENATSVERWALTUNG FÜR BILDUNG, JUGEND UND WISSENSCHAFT
Bernhard-Weiß-Straße 6
10178 Berlin
www.berlin.de/sen/bjw

Brandenburg

MINISTERIUM FÜR BILDUNG, JUGEND UND SPORT

Heinrich-Mann-Allee 107

14473 Potsdam

www.mbjs.brandenburg.de

MINISTERIUM FÜR WISSENSCHAFT, FORSCHUNG UND KULTUR

Dortustraße 36

14467 Potsdam

www.mwfk.brandenburg.de

Bremen

SENATOR FÜR BILDUNG UND WISSENSCHAFT

Rembertiring 8-12

28195 Bremen

www.bildung.bremen.de

Hamburg

BEHÖRDE FÜR SCHULE UND BERUFSBILDUNG

Hamburger Straße 31

22083 Hamburg

www.hamburg.de/bsb

BEHÖRDE FÜR WISSENSCHAFT UND FORSCHUNG

Hamburger Straße 37

22083 Hamburg

www.hamburg.de/bwf

Hessen

HESSISCHES KULTUSMINISTERIUM

Luisenplatz 10

65185 Wiesbaden

www.kultusministerium.hessen.de

HESSISCHES MINISTERIUM FÜR WISSENSCHAFT UND KUNST

Rheinstraße 23-25

65185 Wiesbaden

www.hmwk.hessen.de

Mecklenburg-Vorpommern

MINISTERIUM FÜR BILDUNG, WISSENSCHAFT UND KULTUR

Werderstraße 124

19055 Schwerin

http://www.regierung-mv.de/cms2/Regierungsportal_prod/Regierungsportal/de/bm/

Niedersachsen

NIEDERSÄCHSISCHES KULTUSMINISTERIUM

Schiffgraben 12

30159 Hannover

www.mk.niedersachsen.de

NIEDERSÄCHSISCHES MINISTERIUM
FÜR WISSENSCHAFT UND KULTUR
Leibnizufer 9
30169 Hannover
www.mwk.niedersachsen.de

Nordrhein-Westfalen

MINISTERIUM FÜR SCHULE UND WEITERBILDUNG
DES LANDES NORDRHEIN-WESTFALEN
Völklinger Straße 49
40221 Düsseldorf
www.schulministerium.nrw.de

MINISTERIUM FÜR INNOVATION, WISSENSCHAFT UND FORSCHUNG
DES LANDES NORDRHEIN-WESTFALEN
Völklinger Straße 49
40221 Düsseldorf
www.wissenschaft.nrw.de

MINISTERIUM FÜR FAMILIE, KINDER, JUGEND, KULTUR UND SPORT DES LANDES NORD-
RHEIN-WESTFALEN
Haroldstr. 4
40213 Düsseldorf
www.mfkjks.nrw.de

Rheinland-Pfalz

MINISTERIUM FÜR BILDUNG, WISSENSCHAFT, WEITERBILDUNG UND KULTUR DES LANDES
RHEINLAND-PFALZ
Mittlere Bleiche 61
55116 Mainz
www.mbwwk.rlp.de

Saarland

MINISTERIUM FÜR BILDUNG UND KULTUR
Trierer Str. 33
66111 Saarbrücken
www.saarland.de/ministerium_bildung_kultur.htm

Sachsen

SÄCHSISCHES STAATSMINISTERIUM FÜR WISSENSCHAFT UND KUNST
Wigardstraße 17
01097 Dresden
www.smwk.sachsen.de

SÄCHSISCHES STAATSMINISTERIUM FÜR KULTUS
Carolaplatz 1
01097 Dresden
www.bildung.sachsen.de

Sachsen-Anhalt

KULTUSMINISTERIUM DES LANDES SACHSEN-ANHALT
Turmschanzenstraße 32
39114 Magdeburg
www.mk.sachsen-anhalt.de

MINISTERIUM FÜR WISSENSCHAFT UND WIRTSCHAFT DES LANDES SACHSEN-ANHALT
Hasselbachstr. 4
39104 Magdeburg
www.mw.sachsen-anhalt.de

Schleswig-Holstein

MINISTERIUM FÜR SCHULE UND BERUFSBILDUNG DES LANDES SCHLESWIG-HOLSTEIN
Brunswiker Straße 16-22
24105 Kiel
www.schleswig-holstein.de/msb/de/msb_node.html

MINISTERIUM FÜR SOZIALES, GESUNDHEIT, WISSENSCHAFT UND GLEICHSTELLUNG DES
LANDES SCHLESWIG-HOLSTEIN
Adolf-Westphal-Str. 4
24145 Kiel
Tel.: 0431/988-0
Fax: 0431/988-5815
http://www.schleswig-holstein.de/MSGWG/DE/MSGWG_node.html

Thüringen

THÜRINGER MINISTERIUM FÜR BILDUNG, JUGEND UND SPORT
Werner-Seelenbinder-Straße 7
99096 Erfurt
www.thueringen.de/th2/tmbwk

The Ministries of Education, Cultural Affairs and Science have their own sections, departments and groups just like any other ministries. The allocation of specific responsibilities to the various organisational units is partly attributable to local developments and partly to ideas on cultural and educational policy. But for all their differences, the responsibilities of the Länder ministries are corresponding and their forms of organisation comparable.

Taking Sachsen and Bremen as examples, we shall look at the functions and organisational set-up at the departmental level of the ministries responsible for education and science as at January 2014.

State Ministry for Education and Sport of the Land Sachsen

Minister: BRUNHILD KURTH

The Ministry is composed of the following departments:

Department 1: Central services
Department 2: Teachers/resources
Department 3: Policy/vocational schools
Department 4: General education schools/day care for children

State Ministry for Science and the Arts of the Land Sachsen

State Minister: Prof. Dr. Dr. SABINE VON SCHORLEMER

The Ministry is composed of the following departments:

Department 1: Central matters
Department 2: Arts
Department 3: Higher education institutions
Section Group Z: Research, technology

Unlike Sachsen, Bremen has just one authority for the areas of education and science:

Senator for Education and Science

Senator: PROF. DR. EVA QUANTE-BRANDT

The Ministry is divided into the following departments:

Department 1: Central services
Department 2: Education
Department 3: Higher education institutions and research

State supervision and administration in specific educational sectors

The following description of each individual educational sector provides a comprehensive view of the administration of the various educational institutions.

Pre-school institutions

The education, upbringing and supervision of children until the age of six at which they usually start school, is generally assigned to the child and youth welfare sector. On the federal level, within the framework of public welfare responsibility lies with the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth [*Bundesministerium für Familie, Senioren, Frauen und Jugend* - BMFSFJ], on the level of the Länder, the Ministries of Youth and Social Affairs and, in part, also the Ministries of Education and Cultural Affairs, are the competent authorities. In some Länder, *Vorklassen* [pre-school classes] for children who are ready for school but are not yet of school age, or *Schulkindergärten* [school kindergartens] and *Vorklassen* for children of compulsory schooling age who are not yet ready for school exist. As a rule, these institutions are accountable to the school supervisory authorities.

Public supervision [operating licence] to protect children in day-care centres maintained both by public and non-public bodies is generally exercised by the youth welfare offices of the Länder [*Landesjugendämter*] which are the responsible bodies at Land level for the public child and youth welfare services. This covers in particular compliance with the framework guidelines applicable to group size or staff-to-child ratios, staff qualifications, the space required, and standards relating to equipment, hygiene and safety.

The principles of education policy in the elementary sector are laid down in the Common Framework of the Länder for early education in the early childhood sector [*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*] which was resolved by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*] and the Youth Ministers Conference [*Jugendminister-*

konferenz] in 2004. On the level of the Länder, education plans specify the basic notion of education and describe the day-care centres' independent responsibility for education. The responsibility for the actual educational work performed in the individual day-care centres lies with the maintaining body.

For children under three years of age, moreover, since 2005 child-minding services have gradually been upgraded as an equal-ranking, alternative form of care and the quality of these services developed. Permits for child-minding services are issued by the local youth welfare office [*Jugendamt*] and are dependent on the establishment of the personal suitability of the childminder and also, as a rule, on evidence of a basic qualification. The legally enshrined educational mandate also extends to child-minding services.

School supervision and administration

Under the Basic Law [Art. 7 Paragraph 1] and the constitutions of the Länder [R12-R27], the entire school system is under the supervision of the state. Supervision of the general and vocational school system is the responsibility of the Ministries of Education and Cultural Affairs in the Länder in their capacity as the highest educational authorities. The duties of the Ministries of Education and Cultural Affairs in the Länder and of the subordinate education authorities include the organisation, planning, management and supervision of the entire school system. The Länder sphere of influence also includes the detailed regulation of the school's mission and its teaching and educational objectives [*internal school matters*] within the framework of the education acts [R83, R85, R87, R89, R91, R94, R96, R98, R100-101, R103, R105, R111, R113-115]. The educational objectives presented in school legislation are given concrete shape in the curricula for which the Minister of Education and Cultural Affairs of the respective Land is responsible. In order to implement the curricula for the various subjects in the different types of school, textbooks are used as learning material in the classroom. As a rule, these books must be approved by the Ministries of Education and Cultural Affairs; the titles of approved books are regularly published in a list.

While the State is responsible for *internal school matters*, the school-maintaining bodies assume responsibility for *external school matters*. The public maintaining bodies of schools are, as a rule, the towns and cities [*Städte*] and municipalities [*Gemeinden*] and rural districts [*Landkreise*] or municipalities with the status of a district [*kreisfreie Städte*], and to some extent also the Länder. Generally speaking, the school-maintaining body is responsible for external school matters, i.e. school buildings, interior fittings, the procurement and provision of learning and teaching materials, administrative staff and ongoing administration, and also bears the non-personnel costs. The school-maintaining body is also, as a rule, responsible for school organisation measures such as setting up, changing and shutting down schools.

The supervision of schools includes *Rechtsaufsicht* [legal supervision], *Fachaufsicht* [academic supervision] and *Dienstaufsicht* [supervision of the staff at public-sector schools].

Rechtsaufsicht [legal supervision] involves monitoring the lawfulness of the administration of external school matters, which is usually carried out by the *Kommunen* [local authorities] in their capacity as *Schulträger* [maintaining bodies].

Fachaufsicht [academic supervision] over teaching and educational work [internal school matters] in all public-sector schools is another responsibility of the school super-

visory authorities. Academic supervision over primary schools and *Hauptschulen*, *Förderschulen* [with the exception of residential special schools] and to some extent over *Realschulen* is exercised by the *Schulämter* [lower-level school supervisory authorities]. The Ministries of Education and Cultural Affairs, sometimes the middle-level school supervisory authorities and the lower-level school supervisory authorities, supervise all other types of school and schools of particular importance.

Land authority to carry out academic supervision is derived from the state sovereignty over schools enshrined in the Basic Law. This states that the entire school system is under the supervision of the state. The supervisory authorities are awarded the power to check that schools are keeping to the prescribed curricula and *Prüfungsordnungen* [examination regulations] by visiting the school and sitting in on lessons, and to take necessary steps.

The *Fachaufsicht* is limited by the individual pedagogical responsibility of the school and the pedagogical responsibility of the teacher. In several Länder, the school supervisory authorities are legally required to respect the individual pedagogical responsibility of the schools. With increasing institutional independence of schools, the role of school supervision changes as well. In some Länder, the school supervision is supplemented by mandatory external evaluation [*Schulinspektion*, *Schulvisitation*] which is intended to provide the individual schools with information regarding their quality development. The state's influence on schools is increasingly exercised via the approval of *Schulprogramme* [school-specific programmes] and the determination of target agreements with the individual schools or head teachers, respectively. During this process, the personal supervision by the school supervisory authorities tends to lose importance compared to the duties of supporting and advising school development and quality management in schools. In this respect, school counselling prepares schools for new tasks and encourages them to promote the pedagogical responsibility of teachers and schools, particularly by instigating a binding agreement that governs pedagogic aims and focal points of the work involved, as well as in the development of school-specific programmes.

Pedagogical responsibility – also termed pedagogical freedom or methodological freedom – includes the right of teachers to teach lessons on their own authority within the framework of the applicable legal provisions. The teacher is guaranteed this freedom in the interests of the pupils, as pupil-oriented teaching can only take place if the teacher has an adequate amount of freedom in selecting the content of lessons, teaching methods and assessment. As the case may be, the pedagogical freedom of the teacher is to be seen in relation to the requirement of acting in a professional manner, and to the pedagogical responsibility of the school. For example, the teachers are bound by the basic pedagogical concepts laid down in the school programmes.

The school supervisory authorities in the Länder also supervise teachers and head teachers of public-sector schools. Staffing issues, management and the general behaviour of the individuals working in the school are subject to such *Dienstaufsicht* [staff supervision]. In some Länder, due to the increasing responsibility of the schools, the *Dienstaufsicht* has been transferred to the head teachers.

In-company vocational training institutions

As regards vocational education and training, regulation of in-company vocational training lies within the responsibility of the Federation. Within the Federal Government, the

relevant competent ministries adopt, in agreement with the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF], *Ausbildungsordnungen* [training regulations], which are drawn up by the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB] pursuant to directions from the competent ministries and under participation of representatives of employers and trade unions. Pursuant to a procedure agreed between the Federation and the Länder [Joint Results Protocol - *Gemeinsames Ergebnisprotokoll*], the training regulations are coordinated with the *Rahmenlehrpläne* [framework curricula] for the classes at vocational schools which have been simultaneously developed by the Länder.

A training establishment may not only be the individual training company, but also an association of several companies which cooperate in order to meet the requirements of the training regulation [network training - *Verbundausbildung*]. Parts of the in-company training may be performed in institutions of the economy which are publicly promoted [*überbetriebliche Ausbildungsstätten*]. Additionally, privately-maintained educational institutions may also conduct in-company training, in order to compensate for a lack of training places.

At the level of the Länder vocational training committees are set up which are composed of employers', trade unions' and ministerial representatives. They advise the governments of the Länder on vocational training matters. Their responsibilities also include the promotion of a steady quality development in vocational education and training.

Institutions in the tertiary sector

As a rule, institutions of higher education have the status of a public-law corporation and are public institutions under the authority of the Länder. They can also be established with a different legal form. Under the Basic Law, the freedom of art and scholarship, research and teaching is guaranteed [Art. 5, Paragraph 3], i.e. an autonomous sphere of academic self-administration is needed to guarantee freedom of scholarship. In administrative matters there is a cooperative relationship between the responsible Land ministry and the higher education institution. Within a unitary administration the latter's functions include both academic matters and governmental matters such as personnel, economic, budgetary and financial administration. Independent of this, *Rechtsaufsicht* [legal supervision] and, to a certain extent, *Fachaufsicht* [academic supervision], the power of establishment and organisation and authority over financial and staffing matters all lie with the responsible Land ministry or government.

As part of the supervision of higher education, new courses of studies and, as a rule, *Studienordnungen* [study regulations], which must be produced for all courses of studies in higher education, must be announced to or have the approval of the responsible ministry at Land level. *Prüfungsordnungen* [examination regulations] are dealt with in different ways: as far as study courses leading to a *Staatsprüfung* [state examination] are concerned, the examination regulations are issued by the competent Land ministries or, in agreement with the Land ministry competent for the relevant state examination, by the higher education institutions. Examination regulations for *Hochschulprüfungen* [academic examinations] are, like the study regulations, drawn up by the higher education institution itself but must, as a rule, be announced to or have the approval of the Land ministry responsible.

In order to guarantee standards in terms of academic content and the professional relevance of the new Bachelor's and Master's degrees, in December 1998 the Standing Conference of the Ministers of Education and Cultural Affairs adopted an accreditation procedure in addition to state approval. In accordance with this resolution, the accreditation is carried out by agencies that have a mandate for a set period of time by an independent Accreditation Council [*Akkreditierungsrat*] acting for all Länder. Since 2005, the Accreditation Council has been performing its duties within the framework of the Foundation for the Accreditation of Study Courses in Germany [*Stiftung zur Akkreditierung von Studiengängen in Deutschland*]. For more information on the accreditation of study courses, see chapter 11.3.

In addition to the higher education institutions to which access is open to all, there are some specialised institutions with restricted access which are maintained by the Federation and the Länder. These include the universities for the Federal Armed Forces and *Verwaltungsfachhochschulen* [*Fachhochschulen* for federal and Land public administration]. Finally, Germany has church-run institutions of higher education, as well as state-recognised higher education institutions.

The general principles for the legal position of higher education institutions and for the academic and creative arts staff, including the participation of all members of these institutions in self-administration are laid down in the Framework Act for Higher Education [*Hochschulrahmengesetz* - R119]. It is on the basis of these principles that the organisation and administration of higher education institutions are regulated in detail by Länder legislation [R124, R126, R129, R131, R133-134, R137, R139, R141, R143-144, R146, R147-150, R152, R155, R157, R160] for those higher education institutions that come within the purview of each Land. Through amendments of the Framework Act for Higher Education, the scope of the Länder for their own decisions in the reforming of the organisation and the administration of higher education institutions has been extended considerably in recent years. The detailed state control exercised by the Länder is increasingly being replaced by the autonomous action of higher education institutions.

In the course of the reform for the modernisation of the federal system [Federalism reform I] in the year 2006, the competence of the Federation for the framework legislation governing the general principles of higher education was repealed.

The organisation and administration of *Berufsakademien* [professional academies] are governed by the *Berufsakademie* laws [R124, R136, R138, R142, R151, R154, R159, R162] passed in the individual Länder. *Berufsakademien* can be divided into *Studienakademien* [study institutions] and, with regard to the practical part of the training offered, designated training establishments [under the terms of a dual system]. The state study institutions are Land institutions and hence subject to the direct supervision of the ministry responsible for science and research. The training establishments for the practical component of training courses include private businesses, comparable establishments - particularly with regard to the liberal professions - and establishments run by maintaining bodies responsible for the provision of social tasks. The training and examination regulations for individual courses are adopted by the relevant ministry in the form of ordinances.

In addition to the state-run *Berufsakademien*, some Länder only offer privately-maintained professional academies, which, in each case, require recognition from the relevant ministry.

Institutions for continuing education

In the field of continuing education we find, more than anywhere else in the education system, a large number of different institutions and offers side by side – and also collaborating wherever necessary – run by the public and the private sector, non-profit making and commercial organisations, employers' and public institutions. The independence of institutions active in the field of continuing education, the freedom to organise courses as they see fit and to select their own staff are guaranteed as conditions essential to a continuing education set-up according with the interests of the community and its members.

The federal system in Germany means that the regulation of and assistance for general continuing education, continuing education leading to school qualifications, vocational further education at *Fachschulen* and that with an academic bias as well as, in some cases, political programmes, is in the hands of the Länder. The responsibilities of the Federation refer in particular to vocational education outside the school context, the development of new methods in continuing education through pilot projects, certain elements of political further education and statistical matters. The promotion of vocational further education under the Social Security Code III [*Sozialgesetzbuch III* – R163] is the responsibility of the Federal Employment Agency [*Bundesagentur für Arbeit*]. The Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz* – AFBG – R166] provides a comprehensive nationwide means for financing vocational career advancement training. Responsibility for further vocational training as regulated by the Vocational Training Act [*Berufsbildungsgesetz* – R78] and the Handicrafts Code [*Handwerksordnung* – R79] lies with the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF]. Further training courses for which there is a regional need only are regulated by the *competent bodies*, generally the relevant chambers [e.g. chambers of handicrafts, chambers of industry and commerce], under their own responsibility. Responsibility for the master craft examinations as regulated by the Handicrafts Code lies with the Federal Ministry of Economics and Technology [*Bundesministerium für Wirtschaft und Technologie*]. The funding of continuing education by all involved reflects the complex pattern of responsibility for this sector.

2.8. Administration and Governance at Local and/or Institutional Level

Administration and government at local level

Pre-school institutions

Overall responsibility for pre-school establishments at local level lies with the youth welfare offices, the responsibility for the organisation of specific educational work in day-care centres for children [*Kindertageseinrichtungen*] lies with the maintaining bodies. A special feature is the bipartite nature of the youth welfare office [*Jugendamt*], in which the tasks of the youth welfare office are performed jointly by the administration and the youth welfare committee [*Jugendhilfeausschuss*]. The youth welfare committee ensures the involvement of local civil society in fundamental issues of further development of child and youth welfare.

School administration

Public-sector schools are, for the most part, state/local authority schools maintained jointly by the Land and the *Kommunen* [local authorities]. The cost of the teaching staff

is borne by the Land and other staff or material costs are borne by the local authority. The local authorities, which are responsible for the establishment and maintenance of schools and supply them with financing, are described as *Schulträger*, or school maintaining bodies.

Schools with a catchment area extending beyond the local authority area, e.g. schools offering specialised education in artistic subjects or sport, certain *Fachschulen* and *Förderschulen* [special schools] are in the majority of cases state schools, i.e. they are maintained by a Land, which bears the complete staffing and material costs. In some Länder, there are also local authority schools that are established by the local authorities and, in terms of the costs of teaching staff and material costs, are supported solely by them.

In-company vocational training institutions

At the local level, the self-administrative organisations of the economy [chambers of industry and commerce, chambers of handicraft, chambers of agriculture, chambers representing the liberal professions] are responsible for consulting and supervising in-company vocational training and for intermediate and final examinations in accordance with legislation.

At the training companies the elected representatives of the employees have a say in the planning and conduct of in-company vocational training and the appointment of trainees and instructors.

Administration and government at institutional level

Early childhood education and care

Early childhood education includes all institutions run by the non-public and public child and youth welfare services which cater for children until the age of six at which they usually start school.

For children from the age of three years until they start school, the *Kindergarten* is the traditional form of institutionalised early childhood education in Germany. Responsibility for the individual *Kindergarten* lies with the maintaining bodies [e.g. churches, welfare associations, local authorities, parents associations etc.].

For children under three day-care centres for children offer unmixed crèche groups and also some mixed age groups. The target group of children under three is catered for above all by supervision and care offers in child-minding services. Childminders are self-employed, but may also be employed by private bodies or the local authority.

Children in day-care centres in the early childhood education sector are looked after by trained educational staff and by assistant staff. The trained staff include state-recognised *Sozialpädagogen* [graduate youth and community workers] and state-recognised *Erzieher* [pedagogic staff]. Some Länder also have assistants who help trained educational staff in their work. These include nursery assistants and social assistants in particular.

Day-care centres are generally headed by *Sozialpädagogen* or by *Erzieher*. Heads of the day-care centres also carry out some pedagogical group work.

Primary and secondary education

Schools are run by a head teacher, who bears a particular title [e.g. *Rektor*]. He or she is responsible for educational and pedagogical work in the school as a whole and at the same time is a member of the teaching staff. His/her responsibilities and duties are usually set out in the Education Act and in specific regulations for such posts. The head staff are required to cooperate closely with the teachers' conference and the *Schulkonferenz* [school conference] in so far as this is provided for in the primary sector by Land legislation. The head teacher, whilst being subject to the legal and administrative regulations of the school supervisory authority, is also authorised to issue instructions to the other members of the teaching staff and the non-teaching personnel within the framework of his duties relating to *Dienstaufsicht* [staff supervision] and *Fachaufsicht* [academic supervision].

The head teachers' duties include the following:

- Unless this has been entrusted to other staff members, they work out the details of the weekly timetable, supervision and stand-in schedules, endeavouring to ensure that all teachers have about the same workload. They keep track of standards in the various classes by sitting in on lessons and inspecting written work so as to ensure uniform marking standards.
- They are responsible for monitoring all pupils' school attendance and ensuring compliance with the *Schulordnung* [school regulations] and the health protection and accident prevention regulations.
- They represent the school vis-à-vis outside bodies and individuals, notably the *Schulträger* [maintaining authority] and the general public. They may require outsiders [sales representatives, traders etc.] to leave the premises in order to avoid disruptions of normal school life.
- They conduct the school's external affairs [e.g. purchase of teaching materials] in close cooperation with the *Schulträger* [the authority maintaining the school] and are bound by its instructions in this field.
- During the past years, the scope of duties of the head teacher has expanded due to measures for the legal autonomisation of schools. As such, the right and/or the obligation of the schools to pass, implement and evaluate specific *Schulprogramme* [school-specific programmes] has brought about new duties for the head teacher. As part of securing the quality of the lessons, the head teacher is additionally responsible for lesson development, staff development and organisational development as well as for the planning of further training, staff management and, where applicable, for the administration of budgetary funds.

Whenever the head teacher is prevented from carrying out his functions, all these duties become the affair of the deputy head. In some Länder, the *Kommunen* [local authorities] as the maintaining bodies are involved in the appointment of the head teacher in that they are granted the right to make proposals or asked to give their opinion. For the qualifications required for application see chapter 10.1.

The head teacher generally chairs the conference where all teachers from the whole school meet to discuss matters of shared interest [*Lehrerkonferenz*], which he or she both convenes and presides over. The principle of shared staff responsibility for educa-

tion and teaching applies in all Länder. However, the responsibility of the staff body as a whole is limited by the fact that the head teacher bears sole responsibility for certain tasks, as described above.

To support the head staff, organisational and administrative tasks [e.g. planning the school timetable, taking charge of the school library] can be transferred to individual teachers. In addition, the Ministry of Education and Cultural Affairs of the Land concerned appoints teachers as consultants for individual subject areas, whose job is to advise and support schools, teachers and officials of the school supervisory authority. The classroom hours of these teachers are reduced to allow them to carry out their management functions or administrative and consultative functions.

Tertiary education

Until 1998, the way in which the higher education institutions were organised and administered by the Länder was fundamentally governed uniformly by the provisions set out in the Framework Act for Higher Education [*Hochschulrahmengesetz* - RHG] of the Federal Government. However, since the amendment of the Framework Act in 1998, organisation and administration in higher education institutions essentially falls within the remit of the Länder; this has resulted in greater diversity in the regulations of the Länder. As part of the current higher education reforms, the Länder have partly restructured the organisation and administration of their higher education institutions. The detailed state control exercised by the Länder is increasingly being replaced by the autonomous action of higher education institutions. The main aim of the reform is to strengthen the capacity to act and the achievement potential of the individual higher education institutions by the partial shifting of decision-making competences from the Land ministry and the bodies of participation to the governing board of the higher education institution or the head of the department.

Basically, higher education institutions are organised and administered as follows: Higher education institutions are governed either by a rector [or rector's body] or else by a president [or presidential body]. The rector is elected from among the group of professors belonging to that institution, or selected from among external applicants. Anyone who has completed higher education and has the necessary career experience, notably in academic affairs or administration, may be nominated as a rector or president [see also chapter 10.5]. Alongside the rector or president, higher education institutions have a chancellor who is the most senior administrative officer and is responsible for the budget.

To support the governing board of the higher education institutions with external expertise, higher education councils [*Hochschulrat*] or boards of trustees [*Kuratorium*] have been established in almost all of the Länder; these include personalities from industry or academics from other institutions. Depending on the law of the respective Land, these bodies can exercise a right of veto or participation in, for example, basic budgetary issues or decisions regarding the development plans of the higher education institution. As a rule, they also have an advisory function and make recommendations.

The basic organisational unit at higher education institutions is the department [*Fachbereich*], in some Länder also known as faculty [*Fakultät*]. Without impinging on the responsibility of the composite central bodies [*Kollegialorgane*], it performs the duties of the higher education institution that fall within its remit. The *Fachbereich* is re-

sponsible for ensuring that its members and scientific establishments are able to carry out the functions entrusted to them. The *Fachbereich* council is responsible for all research and teaching issues. It is chaired by the *Dekan* [dean], who must be a professor from among the council. Under recent laws the dean of a *Fachbereich* exercises a right of supervision and instruction over the professors of the department with regard to the fulfilment of teaching and examination commitments.

Higher education institutions adopt their own statutes, or *Grundordnungen* [basic constitutions] which are subject to the approval of the Ministry of Education or the Ministry of Science and Research of the Land in which they are situated. Depending on the law of the respective Land, decisions on the basic constitution and the election of the governing board of the higher education institution are taken by the senate of the higher education institution, the higher education council or the board of trustees, or a second composite central body [*Konzil* – Council, *Konvent* – Convention, *Großer Senat* – Full Senate, *Versammlung* – Assembly] in which representatives of the higher education institution, including members of staff and students, collaborate.

In some Länder the former two composite central bodies [*Kollegialorgane*] have been replaced by a single body which carries out the duties of the earlier bodies and is generally responsible for monitoring and advising the governing board of the higher education institution.

Organisation and administration of the state-run *Berufsakademien* are not subject to the provisions of the Framework Act for Higher Education or the Higher Education Acts of the Länder, but are subject to the *Berufsakademie* laws of the Länder. Accordingly, the state-run *Berufsakademien* are predominantly managed by a board of trustees, expert committees and the director of the *Studienakademie* [study institution] offering the theoretical component of training.

Internal consultation

The teachers' conference

One of the bodies of participation in the school sector is the teachers' conference [*Lehrerkonferenz*] in which the teaching staff takes decisions on instruction and education, taking care not to encroach on the freedom of the individual teacher to hold his or her lessons as he or she thinks fit. The term *teachers' conference* applies to the full conference, composed of all the teachers in a particular school, as well as to smaller conferences, made up, for example, of teachers from a particular department or responsible for one single class. It is one of the tasks of the teachers' conference to select textbooks from the regularly published lists of textbooks approved by the Ministry. In addition, the teachers' conference is also responsible for deciding on disciplinary measures, up to and including expulsion, in conflict situations. In several Länder, parents' [and sometimes pupils'] representatives have a right to make their views known and take part in the deliberations of such bodies. They are not, however, as a rule, permitted to take part in discussions and decisions on what marks to award in certificates or whether pupils should or should not be moved up to the next school grade. In some Länder, parents' and, as the case may be, pupils' representatives have an advisory vote in conferences deliberating on certificates and/or on whether or not pupils should be moved up to the next grade. In the full conference, where all teachers from the whole school meet, it is

generally the head teacher who presides over the conference and is responsible for the implementation of any decisions.

School conference

Besides the teachers' conference, the *Schulkonferenz* [school conference] generally exists as an additional organ governing cooperation between the head staff and teachers, pupils and parents as well as external cooperation partners, if applicable. It is constituted in different ways in the individual Länder. Sometimes teachers, parents and pupils are represented in equal numbers in the school conference, and sometimes teachers and/or parents are more strongly represented. The school conference is either chaired by the head of the school or by a member elected by the conference.

School conferences have different consulting rights and rights to participation in the various Länder. Länder legislation contains different sets of objectives for the school conferences, but these do not represent hard and fast regulations. In most cases the *Schulkonferenz* is involved in the following areas:

- Organisation of school life and teaching: school regulations and disciplinary rules, lessons and breaks, allocation of classrooms
- Pupils' protection: road safety provisions for children on their way to and from school, school transport and prevention of accidents on the school premises
- Organisation of events outside school, but under school supervision, e.g. school partnerships and stays at residential facilities in the country, visits to factories and museums etc., school rambles

The school conference may also deal with general educational and teaching questions, e.g. the suitability of textbooks, classwork and homework requirements and the standards for the award of the different marks. The conference has the power to reach binding decisions on such matters as homework supervision, pupils' workgroups and the holding of pilot projects. In some Länder it also discusses and approves, or rejects, the organisation of the school in its present form, its division, relocation or merger with another school and construction projects as well as the school furnishings and equipment. Finally, corrective and disciplinary measures in conflict situations and counselling for parents and pupils may be dealt with.

In some Länder, the school conference has a say in the selection of the head teacher. The authority it enjoys in this respect varies between the Länder, from the right to propose a head teacher to the right to reject a particular choice. For legal reasons, however, it is the school's supervisory authority which actually appoints the head teacher.

Pupils' participation

The Länder Education Acts [R83, R85, R87, R89, R91, R94, R96, R98, R100-101, R103, R105, R111, R113-115] and school participation laws [R107] recognise pupils' basic right to participation and regulate the make-up and responsibilities of the pupils' representative body. Pupils elect pupil representatives from their forms or year groups to look after their interests in accordance with the principle of representation. Pupil representatives together make up the pupil parliament [*Schülerparlament*, also known as the *Schülerrat* or *Schülerausschuss*]. This body elects one or more pupil spokespersons for the whole school. At local authority [*Kommunen*], town or district level, they are usually organised into local-authority, town or district pupil parliaments [*Gemeindeschülerrat*,

Stadtschülerrat, Kreisschülerrat] and at Länder level into Länder pupil councils [*Landesschülerrat*]. The school and the school supervisory authorities may not usually influence the choice of pupil representatives.

As well as the pupil representation organs, Land Education Acts or school constitution acts also provide for general assemblies of pupils [*Schülervollversammlungen*] either from the entire school or from different levels of the school, where it is intended that all pupils in a school or particular level of that school exchange opinions and hold talks or discussions.

Internal consultation in the tertiary sector

In their capacity as a public-law corporation and, at the same time, a public institution, institutions of higher education have the right of self-administration. Under the Framework Act for Higher Education [*Hochschulrahmengesetz* - R119] and the Länder laws governing higher education [R124, R126, R129, R131, R133-134, R137, R139, R141, R143-144, R146, R147-150, R152, R155, R157, R160], all members of a higher education institution, i.e. all those whose main employment is at the institution and all matriculated students, are involved in the decision-making process. One or two composite central bodies are constituted to govern cooperation between the governing board of the institution and the members of that institution. For the purpose of their representation in bodies of participation, the following each form a group of their own:

- the professors
- the students
- academic staff
- the other staff members

The type and scope of participation of the groups in the higher education bodies depend on the qualifications, functions and responsibilities of the parties involved and who the decisions affect. It is the professors who have the majority of votes in those bodies composed according to the various types of member that have the power of decision-making on research, artistic development programmes and the appointment of professors. Professors have at least half of the votes in matters regarding teaching, with the exception of evaluation.

Students usually set up *Studierendenschaften* [student bodies] to look after student interests in terms of higher education policy and social and cultural matters, supra-regional and international student relations as well as those student interests relating to the responsibilities of the higher education institutions. These student bodies, of which each student automatically becomes a member upon matriculation, are self-administrative. They are represented by the student parliament [*Studierendenparlament*] and the General Student Committee [*Allgemeiner Studierendenausschuss* - AStA] at most institutions of higher education. Both are elected by the students. The *Studierendenschaft* is subject to the *Rechtsaufsicht* [legal supervision] of the governing body of the higher education institution. Students also participate in teaching evaluation.

Participation of members in the administration and organisation of the *Berufsakademien* is regulated in the *Berufsakademie* laws [R124, R136, R138, R142, R151, R154, R159, R162] of the Länder. Under these laws, the director of the *Studienakademie* [study institution], representatives of the teaching staff, the involved training establishments, and

the students are represented in the various committees, where they have a say in both fundamental and subject-related issues, as well as in the matter of coordination between the study institution and the involved training establishments.

Consultation involving players in society at large

According to the Basic Law [*Grundgesetz* – R1], the care and upbringing of children are a natural right of parents and a duty primarily incumbent on them [Art. 6, Paragraph 2]. However, the state keeps watch over the exercise of parental rights. The term *parents* refers to the respective persons who have parental power, i.e. those persons whom the care and custody of the child or young person has been conferred upon.

Consultation and participation in the pre-primary sector

In the field of early childhood instruction, education and care collaboration with parents is particularly important. Social Security Code VIII [SGB VIII – child and youth welfare – R60] lays down that parents and legal guardians are to be involved in decisions on important matters relating to instruction, education and care [Section 22a, paragraph 2]. This is carried out inter alia through the establishment of parents' councils [*Elternbeiräte*], which is regulated by Land law. At the individual level the experts in the establishments are required to work together with the parents and legal guardians for the welfare of the children and to ensure the continuity of the education process. The concept of educational partnership [*Bildungs- und Erziehungspartnerschaft*] has therefore become firmly grounded in the professional debate.

In addition, different forms of cooperation have more recently been established between day-care centres for children and other family and child-related offers in the community with the aim of guaranteeing comprehensive support for children offering the best possible quality. One outcome of this is the further development of a growing number of day-care centres for children into family centres.

Parents' participation in the school sector

The state is fundamentally responsible for the schooling of children under Article 7, Paragraph 1 of the Basic Law. However, the state's right to regulate the education of children at school is limited by parental rights to bring up their children, without it being possible to derive specific rights to a say and rights of participation from parental rights. However, the Länder are free to equip parents' councils with rights to participation.

Parents exercise their rights, on the one hand, individually and, on the other hand, collectively through parents' groups and their representatives on other consulting and decision-making bodies at schools. The rights to a say enjoyed by the parents of primary school pupils do not fundamentally differ from those afforded parents of secondary school pupils who have not yet reached their majority.

Each of the Länder has developed its own approach to participation at school, whereby the collective participation of parents at school level and inter-school level is regulated to varying degrees and in diverse manners in the constitutions of the Länder and in the Education Acts. It is generally the case, however, that parents have an opportunity to make their views felt at two levels, the lower level being the individual class [in bodies called *Klassenelternversammlung* or *Klassenpflegschaft*] and the upper level being the school as a whole [in the *Schulelternbeirat* or *Elternvertretung*]. At a higher level we find

regional parents' councils at the level of the local authority or district and, higher still, the representative organs at the Land level [*Landeselternbeirat*], sometimes organised according to the different school types. Finally, the representative bodies combine to form a single federal parents' council at national level [*Bundeselternrat*], in order to provide a forum for information for parents on developments in the field of education policy and to advise parents on school-related issues.

Other social groups involved in participation in the school sector

With the exception of vocational schools there are no provisions for individuals or institutions other than teachers, parents and pupils to have a say at the school level, be it individual classes or the school as a whole.

It is not until we reach the regional level or the Land level that representatives of business, the trade unions, the churches, local authority associations, institutions of higher education, youth associations and public figures are also involved in the decision-making process. These interest groups can exert influence on school affairs of general or fundamental importance at Land level, either through the permanent advisory committees [*Landesschulbeiräte*] or through legally regulated ad-hoc questioning. At the request of their members, however, such representatives may also be invited to attend meetings of lower-level bodies for information and advice.

The expansion of all-day school types has significantly increased the trend towards involving external learning partners in the local school-based social and academic educational work. For further information on the expansion of all-day offers, see chapters 5.2. and 6.2.

External consultation in the tertiary sector

In order to support the management of the higher education institution in matters of basic relevance by means of external expertise, higher education councils [*Hochschulrat*] or boards of trustees [*Kuratorium*] have been established in almost all of the Länder and include personalities from the economy or scientists from other institutions. Depending on the law of the respective Land, these bodies can exercise a right of veto or participation in, for example, basic budgetary issues or decisions regarding the development plans of the higher education institution. As a rule, they also have an advisory function and make recommendations.

Participation and consultation involving players in the society at large in the sector of continuing education

Various forms of cooperation have evolved between continuing education institutions, organisations which maintain continuing education and social partners [local authorities and Länder authorities, companies, employers' and employees' representatives, chambers of industry and commerce and other self-governing organisations within industry]. However, this does not affect the freedom of institutions to take decisions relating to the courses they organise or the teaching staff they select.

2.9. Statistics on Organisation and Governance

Children in day care 2012

	Children under the age of three		Children aged three to six	
	Number	Attendance rate	Number	Attendance rate
Germany	558,208	27.6	1,951,805	95.4
west German Länder [excluding Berlin]	361,078	22.3	1,556,060	92.9
east German Länder [excluding Berlin]	197,130	49.0	375,745	95.6

Source: Statistische Ämter des Bundes und der Länder, Kindertagesbetreuung regional 2012

Vorklassen and Schulkindergärten in 2011

Type of institution	Number of institutions	Pupils
<i>Vorklassen</i>	277	9,801
<i>Schulkindergärten</i>	1,123	18,436

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1, 2012

Privately-maintained *Vorklassen* und *Schulkindergärten* in 2011

Type of school	Number of schools	Pupils	Proportion of the total of pupils attending the respective type of institution in per cent
<i>Vorklassen</i>	25	813	8.3
<i>Schulkindergärten</i>	103	2,848	15.4

Source: Statistisches Bundesamt Fachserie 11, Reihe 1.1, 2012

Primary schools – *Grundschulen* – in 2011

Number of schools	Teachers	Pupils
16,103	164,199	2,790,138

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012 and Statistisches Bundesamt, Fachserie 11, Reihe 1, 2012

In 2011 the ratio of pupils to teachers in *Grundschulen* [primary schools] was 17.0 pupils for each teacher, while there were 21.0 pupils per class on average.

Privately-maintained primary schools – *Grundschulen* – in 2011

Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school in per cent
795	85,970	3.0

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2012

Secondary schools providing general education by selected type of school, as per 2011

Type of school	
Non-type-related <i>Orientierungsstufe</i>	1,073
<i>Hauptschulen</i>	3,606
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	1,756
<i>Realschulen</i>	2,530
<i>Gymnasien</i>	3,124
<i>Integrierte Gesamtschulen</i> [including primary education]	1,118
<i>Freie Waldorfschulen</i> [including primary education]	211
Total	13,418

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1, 2012

Pupils at selected secondary schools providing general education, as per 2011

Lower secondary level	
Non-type related <i>Orientierungsstufe</i>	101,135
<i>Hauptschulen</i>	656,754
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	399,899
<i>Realschulen</i>	1,130,004
<i>Gymnasien</i>	1,517,106
<i>Integrierte Gesamtschulen</i>	523,811
<i>Freie Waldorfschulen</i>	41,485
Total	4,370,194
Upper secondary level	
<i>Gymnasien</i>	916,022
<i>Integrierte Gesamtschulen</i>	92,469
<i>Freie Waldorfschulen</i>	14,536
Total	1,023,027

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012

Vocational schools by type of school, as per 2011

Type of school	
<i>Berufsschulen</i> in the dual system	1,596
<i>Berufsgrundbildungsjahr</i> including <i>Berufsvorbereitungsjahr</i>	1,261
<i>Berufsfachschulen</i>	2,495
<i>Fachoberschulen</i>	874
<i>Berufliche Gymnasien</i>	839
<i>Berufsoberschulen/ Technische Oberschulen</i>	268
Other	108
Total	7,441

Source: Statistisches Bundesamt, Fachserie 11, Reihe 2, 2012

Pupils at selected vocational schools as per 2010

Type of school	
<i>Berufsschulen</i> [part-time]	1,569,657
of which: <i>Berufsschulen</i> in the dual system	1,563,918
of which: <i>Berufsvorbereitungsjahr</i>	5,739
<i>Berufsschulen</i> [full-time]	67,870
of which: <i>Berufsvorbereitungsjahr</i>	43,202
of which: <i>Berufsgrundbildungsjahr</i>	24,668
<i>Berufsfachschulen</i>	455,189
<i>Berufsoberschule/Technische Oberschule</i>	24,768
<i>Berufliche Gymnasien</i>	168,359
<i>Fachoberschulen</i>	137,478
Other	8,558
Total	2,431,879

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012

Trainees in the dual training system by sector, as per 2011

Sector	
Industry and commerce	850,689
Crafts	414,207
Agriculture	36,624
Civil service	37,998
Liberal professions	111,861
Home economics	9,276
Total	1,460,658

Source: Statistisches Bundesamt, Fachserie 11, Reihe 3, 2012

**Teachers at secondary schools providing general education, as per 2011
(Full-time teachers and part-time teachers counted in terms of the equivalent
number of full-time teachers)**

Lower secondary level	
Non-school type-related <i>Orientierungsstufe</i>	7,639
<i>Hauptschulen</i>	55,804
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	32,826
<i>Realschulen</i>	65,292
<i>Gymnasien</i>	96,361
<i>Integrierte Gesamtschulen</i>	38,561
<i>Freie Waldorfschulen</i>	3,204
Total	299,687
Upper secondary level	
<i>Gymnasien</i>	70,761
<i>Integrierte Gesamtschulen</i>	7,176
<i>Freie Waldorfschulen</i>	1,147
Total	79,084

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012

**Teachers at selected vocational schools as per 2011
(Full-time teachers and part-time teachers counted in terms of the equivalent
number of full-time teachers)**

Type of school	
<i>Berufsschulen</i> [part-time]	43,416
of which: <i>Berufsschulen</i> in the dual system	43,170
of which: <i>Berufsvorbereitungsjahr</i>	246
<i>Berufsschulen</i> [full-time]	7,058
of which: <i>Berufsvorbereitungsjahr</i>	4,876
of which: <i>Berufsgrundbildungsjahr</i>	2,182
<i>Berufsfachschulen</i>	33,976
<i>Berufliche Gymnasien</i>	1,711
<i>Berufsoberschulen/Technische Oberschulen</i>	12,892
<i>Fachoberschulen</i>	7,410
Others	1,012
Total	107,475

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012

**Pupil-teacher ratio and number of pupils per class at
lower secondary level 2011**

Type of school	Pupils per teacher	Pupils per class
<i>Orientierungsstufe</i> independent of school type	13.2	21.5
<i>Hauptschulen</i>	11.8	19.8
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	12.2	21.2
<i>Realschulen</i>	17.3	26.1
<i>Gymnasien</i>	15.7	26.6
<i>Integrierte Gesamtschulen</i>	13.6	25.5
<i>Freie Waldorfschulen</i>	12.9	25.5

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012

Pupil-teacher ratio and number of pupils per class in selected full-time vocational schools 2011

Type of school	Pupils per teacher	Pupils per class
<i>Berufsschulen</i> in the dual system	36.2	19.3
<i>Berufsvorbereitungsjahr</i>	9.6	13.7
<i>Berufsgrundbildungsjahr</i>	11.3	20.2
<i>Berufsfachschulen</i>	13.4	20.6
<i>Berufsoberschulen/ Technische Oberschulen</i>	14.5	22.4
<i>Fachoberschulen</i>	18.6	22.8

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012

Selected privately-maintained schools in the secondary sector in 2011

Type of school	Number of schools	Pupils in the secondary sector	Proportion of the total of pupils attending the respective type of school in per cent
General education schools			
<i>Orientierungsstufe</i> independent of school type	112	5,665	5.6
<i>Hauptschulen</i>	191	24,800	3.8
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	175	18,448	4.6
<i>Realschulen</i>	342	113,092	10.0
<i>Gymnasien</i>	515	277,484	11.4
<i>Integrierte Gesamtschulen</i> [schools including primary education]	179	28,048	4.6
<i>Freie Waldorfschulen</i> [schools including primary education]	211	56,021	100
Total	1,725	523,558	9.7
Selected types of vocational schools			
<i>Berufsschulen</i> ¹	205	41,674	2.7
<i>Berufsfachschulen</i>	1,000	107,915	23.7

¹ *Berufsschulen* in the dual system including *Berufsgrundbildungsjahr* on a cooperative basis.

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2012

Institutions of higher education by type (as per the 2013 summer semester)

Universities and equivalent institutions	121
<i>Fachhochschulen</i>	215
Colleges of art and music	56
Total	392

Source: Hochschulrektorenkonferenz, Hochschulkompas, Sommersemester 2013

**Institutions of higher education by type of funding
(as per the 2013 summer semester)**

state-run higher education institutions	259
non-state, state-recognised higher education institutions	153
of which private	113
of which church-maintained	40

Source: Hochschulrektorenkonferenz, Hochschulkompass, Sommersemester 2013

**German and foreign students by type of institution of higher education¹
(as per the 2011/2012 winter semester)**

	Total	Universities and equivalent institutions	Colleges of art and music	<i>Fachhochschulen including Verwaltungsfachhochschulen</i>
Germans	2,115,682	1,388,328	24,155	703,199
Foreigners	265,292	183,504	9,414	72,374
Total	2,380,974	1,571,832	33,569	775,573

¹ Including those higher education institutions for which there are no detailed figures but rather key data from the previous report.

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2012

**Students by subject categories
(as per the 2011/2012 winter semester)**

Students	
Languages, the humanities	457,464
Sport, sports sciences	27,392
Law, economics and social sciences	726,195
Mathematics, natural sciences	423,100
Human medicine	131,688
Veterinary medicine	8,236
Agronomy, forestry, nutritional science	45,554
Engineering sciences	472,590
Fine arts, art studies	85,951
Other subjects and unclear	2,804
Total	2,380,974

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2012

Final examinations 2011

Examinations	
Total	392,171
<i>Diplom</i> [U] and corresponding final examinations [†]	94,018
Teaching examinations	38,758
Bachelor's degree	152,484
Master's degree	41,292
Degrees at <i>Fachhochschulen</i>	38,638
Doctoral degree	26,981

[†] Including final examinations in artistic and other subjects.

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.2, 2012

Students at *Berufsakademien* in the tertiary sector 2011

Students	9,636
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Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2012

Fachschulen 2011

Schools	1,390
Pupils	180,612
Teachers	10,076

Source: Statistisches Bundesamt, Fachserie 11, Reihe 2, 2012 and Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012

Privately-maintained *Fachschulen* 2011

Schools	457
Pupils	58,825
Proportion of the total of students attending <i>Fachschulen</i> in per cent	32.6

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2012

Participation in continuing education by sector

Proportion of people [population 18-64 years old], who in the last 12 months have participated in:	2010	2012
Type 1: in-company continuing education	26	33
Type 2: individual vocational continuing education	12	12
Type 3: non-vocational continuing education	11	13
Not classifiable	1	0
No participation in continuing education	58	51
Total [multiple selections]	108	109
In one or more of these areas:		
Participation in continuing education as a whole	42	49

Source: Bundesministerium für Bildung und Forschung, Weiterbildungsverhalten in Deutschland - AES 2012 Trendbericht

Participation in continuing education by subject area

Topic area	2010	2012
Languages, culture, politics	12	13
Basic education courses, literacy	1	1
Art, music, media	3	4
Languages, literature, history, religion, philosophy	6	7
Politics and society, information science	2	2
Educational science and social competence	11	8
Personal development, communication, social competence	4	3
Teaching and training	4	3
Youth and social work	3	2
Health and sport	16	19
Medical subjects, pharmacy	6	5
Health, care, medical services	7	10
Sport	3	3
Business, labour, law	31	33
Trade, marketing, accountancy	9	7
Management, administration	4	5
Labour and organisation, working environment	8	9
Legal subjects	4	3
Personal services	2	2
Health and safety, environmental protection	5	6
Nature, technology, computers	26	25
Natural science subjects	1	1
Mathematics, statistics	0	1
Information technology	1	2
Working with computers, software topics	10	8
Engineering, technology	5	5
Manufacturing industries, construction	2	3
Agriculture, veterinary sciences	1	1
Traffic, transport	4	5
Security services	2	1
Not classifiable, or only classifiable on single digit level	4	2
Total	100	100

Source: Bundesministerium für Bildung und Forschung, Weiterbildungsverhalten in Deutschland – AES 2012 Trendbericht

Volkshochschulen in 2011
Courses and enrolment by programme area

	Courses		Enrolment	
	Number	per cent	Number	per cent
Politics, social studies, environment	43,083	7.5	687,565	10.8
Humanities, design	94,536	16.4	955,243	15.0
Health education	185,832	32.3	2,224,979	34.8
Languages	173,122	30.1	1,771,850	27.7
Work, career	67,570	11.7	617,806	9.7
Basic education, school leaving qualifications	11,669	2.0	130,978	2.1
Total	575,812	100	6,388,421	100

Source: Volkshochschul-Statistik, working year 2011, 2012

Abendschulen and Kollegs in 2011

Schools	325
Students - total	58,928
at Abendhauptschulen	1,044
at Abendrealschulen	20,472
at Abendgymnasien	19,261
at Kollegs	18,151
Teachers - total	3,740
at Abendhauptschulen	72
at Abendrealschulen	977
at Abendgymnasien	1,194
at Kollegs	1,497

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1, 2012 and Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 198, 2012

Privately-maintained *Abendschulen* and *Kollegs* 2010

Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school
95	11,478	19.5

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2012

Participants in distance learning courses by subject area in 2011

Subject area	Participants ¹	
	Number	per cent
Social sciences	1,347	0.7
Education, psychology	10,658	5.9
Humanities	3,799	2.1
Languages	10,827	6.0
Business and commerce	49,547	27.3
Mathematics, natural sciences, technology	9,159	5.0
Leisure, health, housekeeping	30,482	16.8
School leaving qualifications and similar	28,932	15.9
Business managers, engineers and translators	22,697	12.5
Computer courses	13,462	7.4
Hobby and leisure courses	767	0.4
Total	181,677	100

Source: Forum DistancE-Learning, Fernunterrichtsstatistik 2011, 2012

Pupils with special educational support in general education schools in 2011

Focus of special education	Pupils with special educational support in			Attendance rate in per cent ¹
	Mainstream schools	Special schools	Mainstream schools and special schools in total	
Learning	55,334	145,383	198,717	2.6
Sight	2,393	4,804	7,197	0.1
Hearing	5,583	11,045	16,628	0.2
Speech	18,725	35,326	54,051	0.7
Physical and motor development	7,951	24,834	32,785	0.4
Mental development	4,229	74,621	78,850	1.0
Emotional and social development	28,266	37,129	65,395	0.9
Sick	566	10,631	11,197	0.1
Types of special education not assigned to any other disability category	952	21,946	22,898	0.3
All types of special education	121,999	365,719	487,718	6.4

¹ Percentage of all pupils of compulsory schooling age [Years 1-10 including special schools]

Source: Sekretariat der Kultusministerkonferenz, 2012

Special schools in 2011

	Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school in per cent
<i>Förderschulen</i>	3,282	365,715	100
of which privately - maintained	655	71,106	19.4

Source: Statistisches Bundesamt, Fachserie 11, Reihen 1 und 1.1, 2012

3. FUNDING

3.1. Introduction

The financing of education from the public purse is currently based on the following arrangements:

- Most educational institutions are maintained by public authorities.
- They receive the greater part of their funds from public budgets.
- Certain groups undergoing training receive financial assistance from the state to provide them with the money they need to live and study.
- The public financing arrangements for the education system are the result of decision-making processes in the political and administrative system in which the various forms of public spending on education are apportioned between Federation, Länder and *Kommunen* [local authorities] and according to education policy and objective requirements.

Public spending on education

The political and administrative hierarchy in the Federal Republic of Germany is made up of three levels: 1] Federation; 2] Länder; and 3] local authorities [*Kommunen*], i.e. districts, municipalities with the status of a district and municipalities forming part of districts. Decisions on the financing of education are taken at all three levels, but over 90 per cent of public expenditure are provided by the Länder and the local authorities.

The expenditure [basic funds] of the Federation, Länder and local authorities in Germany are shown in the demarcation of the financing statistics of the public budgets. In 2010, according to the financing statistics, the public sector expended a total of Euro 106.3 billion on out-of-school youth education and day-care centres for children, general and vocational schools, higher education institutions, financial assistance for pupils and students, and other educational expenditure. This amounted to Euro 7.8 billion for the Federation, Euro 75.1 billion for the Länder and Euro 23.4 billion for the local authorities. This corresponds to 4.3 per cent of gross domestic product and 19.1 per cent of the total public budget.

Education budget

According to the International Standard Qualification of Education [ISCED], expenditure on education in Germany in 2010 totalled Euro 151.5 billion on pre-school education, schools and the associated areas, the tertiary sector, miscellaneous and other expenses. Additional German expenditure related to education according to the financing statistics amounted to Euro 21 billion for in-company vocational education, further education offers and the promotion of participants in continuing education. The education budget thus comprised a total Euro 172.4 billion in 2010. This corresponds to 6.9 per cent of gross domestic product. The Federation contributed a total 12.5 per cent to educational spending, the Länder 52.2 per cent, local authorities 14.8 per cent, the private sector 20.1 per cent and 0.4 per cent came from abroad.

Based on the internationally applied [ISCED] breakdown for education systems, of the overall education expenditure in Germany pre-school education accounted for Euro 15.1 billion [Federation: Euro 0.0 billion, Länder Euro 5.3 billion, local authorities

Euro 6.3 billion, the private sector Euro 3.5 billion], schools and the associated areas accounted for Euro 81.7 billion [Federation Euro 5.3 billion, Länder Euro 52.8 billion, local authorities Euro 13.6 billion, the private sector Euro 9.9 billion], the tertiary sector for Euro 32.6 billion [Federation Euro 5.8 billion, Länder Euro 21.0 billion, local authorities Euro 0.2 billion, the private sector Euro 5.0 billion, and sources from abroad Euro 0.6 billion], and miscellaneous for Euro 2.2 billion [Federation Euro 0.1 billion, Länder Euro 1.9 billion, local authorities Euro 0.2 billion]. Private household expenditure on educational goods and services outside educational establishments totalled Euro 5.6 billion. The amount spent on promoting participants in ISCED courses of education was Euro 14.3 billion [Federation Euro 5.9 billion, Länder Euro 7.0 billion, local authorities Euro 1.3 billion].

Of the additional German expenditure related to education, in-company continuing education, accounted for Euro 10.0 billion [Federation Euro 0.4 billion, Länder Euro 0.6 billion, local authorities Euro 0.4 billion, the private sector Euro 8.6 billion], expenditure on further education offers Euro 9.9 billion [Federation Euro 3.0 billion, Länder Euro 1.4 billion, local authorities Euro 3.4 billion, the private sector Euro 2.0 billion] and the promotion of participants in continuing education by the Federation Euro 1.1 billion.

In 2010 the total budget for education, research and science amounted to Euro 234.7 billion. This corresponds to 9.4 per cent of gross domestic product. It is the common goal of the Federation and the Länder to increase the share of expenditure on education and research to a total of 10 per cent of gross domestic product by 2015.

In-company training within the *duales System*, which is maintained by industry and by other training companies and institutions, is mainly financed by the companies. The *Berufsschulen* [vocational schools] which are, together with the training companies, jointly responsible for education and training within the dual system receive public financing.

3.2. Early Childhood and School Education Funding

Funding

Early childhood education and care

Publicly-maintained day-care centres for children [maintained by the local authorities] are financed by the local authority [*Kommune*], by the Land [subsidies to cover personnel and material costs etc.] and through parental contributions. Meanwhile, day-care centres that are privately maintained [by churches, parents' initiatives etc.] are also financed by the local authority [*Kommune*], by the Land and through parental contributions, and, in addition, by the maintaining body's own resources. Financing by the Länder may include subsidies to cover investment, personnel and material costs etc.

In 2010, according to the financing statistics, the public sector expended Euro 15.7 billion on day-care centres. The Länder share amounted to Euro 6.7 billion or 41.3 per cent of expenditure on the primary sector and the local authority share to Euro 9.1 billion or 57.8 per cent of expenditure.

The Federation, the Länder and the local authorities agreed in 2007 to progressively establish quality and needs-oriented day-care services for children under three years of age in day-care centres and child-minding services until 2013. Since 1 August 2013 all

children from the age of one have had a legal right to early-childhood education in a day-care centre or child-minding service. The Federation is making a total of Euro 5.4 billion available to the Länder up to 2014 to create additional places in day-care centres and child-minding services for children under the age of three and to finance their operation. From 2015 the Federation will be supporting the long-term operation of these newly created places with a total of Euro 845 million.

Through the “*Offensive Frühe Chancen: Schwerpunkt-Kitas Sprache & Integration*” [Early Opportunities Offensive: Focus *Kitas* Language and Integration] moreover, the Federation will be supporting the Länder in the field of quality assurance in day-care centres from 2011 to 2014 with a sum of Euro 400 million.

Primary and secondary education

Financing of school education

The public-sector school system is financed on the basis of a division of responsibilities between the Länder and the *Kommunen* [local authorities]. While the latter bear the costs of non-teaching staff and the material costs, the Ministries of Education and Cultural Affairs of the Länder are responsible for the teaching staff payroll. Attendance of public-sector schools is free of charge.

In order to balance out school costs between the local authorities and the Länder, for certain expenses [e.g. for transporting pupils to and from school] the local authorities receive reimbursements or lump-sum allocations from the Land budget [generally by the Ministry of Education and Cultural Affairs or by the Ministry of Finance]. The Land also supports the local authorities through one-off grants, for example, contributions to school construction costs or certain subsidies for running costs.

Where schools have catchment areas extending beyond the local area, e.g. certain *Förderschulen* [special schools] and *Fachschulen*, the Land can be the *Schulträger* [maintaining body] and therefore also responsible for funding the material costs and the non-teaching staff payroll.

In 2010, according to the financing statistics, the public sector expended Euro 59.1 billion on general and vocational schools. The Länder share amounted to Euro 46.3 billion or 78.3 per cent of expenditure, and the local authority share to Euro 11.1 billion or 18.8 per cent of expenditure. Euro 1.7 billion or 2.8 per cent of expenditure on general and vocational schools fell to the Federation.

Financing of vocational training within the dual system

The *duales System* [dual system] of vocational education and training operates at two locations, namely within companies and at the *Berufsschule* [vocational school]. Vocational training outside the school sector is mainly financed by companies, whose net costs are estimated at about Euro 7.7 billion in 2010. The public-sector contribution largely consists of Federation and Länder programmes to promote additional in-company and external training places, vocational training assistance from the Federal Employment Agency [*Bundesagentur für Arbeit*] and promotion of vocational training for disadvantaged young people under Social Security Codes II and III [*Sozialgesetzbücher II & III*]. The total public-sector share in 2010 was around Euro 2.4 billion. Expenditure for vocational schools, the majority of which are financed by the Länder, was about Euro 8.6 billion in 2010. As well as expenditure on part-time vocational schools in the *duales*

System, this amount also covers expenditure on full-time vocational education and training in schools and in-school promotion measures of the transitional system. It also includes the promotion of vocational school pupils in in-school vocational preparation programmes under the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* – BaföG – R81] and expenditure by the labour administration for courses preparing participants for an occupation and other measures to ease the transition into a vocational education and training course. This expenditure is expected to total about Euro 1 billion.

Financial Autonomy and Control

Early childhood education and care

Under the statutory provisions the maintaining bodies for day-care centres for children are free to administer their own funding.

Primary and secondary education

A process to modernise and further develop the field of public administration is currently underway, which aims to attain a more effective and efficient use of resources. The purpose of this process is, above all, to remove the heavily regulated use of resources by extending the financial autonomy of the schools. The possibility of schools managing their own budgetary funds has increased in recent years on the basis of amendments to the school legislation. In the majority of Länder, schools are already able to determine their own use of resources for one or several types of expenses [e.g. learning and teaching aids] within the budget allocated by the maintaining body. Initial approaches are also in place for the autonomous use of the personnel resources allocated.

Fees within Public Education

Early childhood education and care

Early childhood education is not a part of the state school system, and attendance of day-care centres is not, as a general rule, free of charge. To cover some of the costs, parental contributions are levied, the level of which may vary from Land to Land as well as from local authority to local authority and can depend on parents' financial circumstances, the number of children or the number of family members. In some Länder no contributions are levied for the final year in a day-care centre for children. In Rheinland-Pfalz and in Berlin the last three years in a day-care centre for children prior to starting school are non-contributory.

Primary and secondary education

Attendance of public-sector primary and secondary schools is free of charge, and there are no fees for enrolment or for report cards.

Financial Support for learners' families

Early childhood education and care

On application, financial contributions may be waived in part or in full if parents cannot afford to pay them. These would then be assumed by the local youth welfare office.

Primary and secondary education

In March 2011, with retroactive effect from 1 January 2011, the Act on the education and participation package [*Gesetz zum Bildungs- und Teilhabepaket*] entered into force. The Act grants children whose parents are in receipt of type-II unemployment benefit [*Arbeitslosengeld II*] or social security benefit [*Sozialgeld*], social assistance [*Sozialhilfe*], receive the supplementary child allowance [*Kinderzuschlag*] or housing benefit [*Wohngeld*], are legally entitled to subsidies for lunches in day-care centres for children, schools or after-school centres, to learning support, to contributions for youth sports clubs or music schools, and, where applicable, to the costs of day trips organised by the school or day-care centre for children. The local authorities are responsible for funding and implementing the education and participation package.

Financial support for families of pupils with special educational needs

No information is available on financial support measures for families of pupils with special educational needs. Families of children with disabilities can be supported in the framework of services promoting the participation of people with disabilities.

Financial support for learners

Financial support for pupils

In general, there are no provisions for financial assistance to secondary school pupils from grades 5 to 9. Some Länder have regulations allowing for the provision of financial assistance to pupils up to grade 9 who must be accommodated outside of their home.

On the basis of legal regulations on the part of the Federation [*Federal Training Assistance Act – Bundesausbildungsförderungsgesetz – BAföG – R81*], pupils from grade 10 onwards at general and vocational secondary schools are entitled under certain conditions to financial support from the state, as a rule, in the form of a grant, if they have no other means [mainly from their parents' income] of maintenance and financing training. For certain types of school, financial support for pupils is dependent on pupils being accommodated outside the parental home if the place of training is not accessible from there. Training assistance is paid to cover living costs and training, with the income and financial means of the pupil as well as the income of his or her parents and, if applicable, his or her spouse also being taken into account. After the basic allowances have been increased in October 2010, pupils may – depending on whether or not they live with their parents and what type of training institution they attend – receive financial assistance of between Euro 216 and Euro 465 monthly under the terms of the Federal Training Assistance Act. In individual cases a health and long-term care insurance subsidy of Euro 73 may also be granted. The assistance provided by the state does not have to be repaid.

In 2012 around 308,000 pupils received training assistance under the Federal Training Assistance Act. Federation and Länder expenditure on financial support for pupils under the Federal Training Assistance Act amounted to just under Euro 913 million. Pupils granted support each received an average Euro 401 monthly.

Besides federal training assistance, pupils are entitled under certain circumstances to a contribution to reasonable accommodation and heating expenses under the Social Security Code II [*Sozialgesetzbuch II – basic security benefits for job-seekers – R164*]. Under certain conditions they are entitled – in some cases on top of the federal training assis-

tance - to benefits covering subsistence under the Social Security Code II, from which those entitled to federal training assistance are otherwise excluded. Some Länder have provisions under which upper secondary pupils who have no claim to assistance under the Federal Training Assistance Act can receive financial assistance from the Land under certain conditions.

Teaching aids

So that pupils have access to all teaching aids used in lessons regardless of their economic and social circumstances, most Länder have regulations on the provision of financial assistance for pupils to purchase teaching aids [*Lernmittelhilfe*], or on their provision free of charge [*Lernmittelfreiheit*]; this provision is, in part, staggered according to parents' income and number of children. Under these regulations, pupils are either exempt from the costs of teaching aids or only have to pay part of the costs. The funds are provided either by the *Schulträger* [the local authority responsible for establishing and maintaining the schools], or by the Land in question. In the majority of Länder, pupils at public-sector schools are lent textbooks and other expensive teaching aids for the time they require them. When teaching aids become the property of pupils, parents may be required to pay a portion of the costs in some cases. Parents and pupils are expected to provide their own expendable materials [exercise books, pens and pencils] and other items [e.g. drawing instruments, material for use in crafts and needlework/metalwork lessons]. In some Länder schools also provide expendable materials. The precise arrangements vary from Land to Land. Some Länder expect parents to pay a portion of the cost of teaching aids themselves, either in the form of a lump sum or by buying certain items directly. Others offer pupils the option of buying their own teaching aids by making a contribution [say 50 per cent] to the cost. It is also the responsibility of the Land to decide whether pupils at privately-maintained schools are to be supplied with teaching aids free of charge.

Due to the tight budgetary situation, in several Länder, the parents' contribution towards the costs of teaching aids has been increased over the last years or teaching aids are no longer supplied free of charge [except in cases of particular hardship].

Transport to and from school

Each of the Länder has arrangements as regards the transport of pupils to and from school. There are certain differences as to who is entitled to use school transport and the scope of services provided. In all cases, however, there are comprehensive provisions for the period of compulsory full-time schooling to which the following statements refer. In general, fares are reimbursed, usually for public transport, while under certain conditions a school transport service is established in its own right. The purpose is to guarantee fair opportunities for pupils from all walks of life, between urban and rural areas, non-handicapped and handicapped schoolchildren.

It is generally the responsibility of the districts and municipalities to ensure adequate provision for transporting pupils to and from the school they attend. School transport is usually funded by the maintaining bodies [i.e. usually the local authority]. In most cases subsidies are granted by the Land in question.

School transport services must be reasonable in terms of costs for the authority which supplies the funding and offer acceptable standards to the pupils who use them. Only such pupils who live a certain distance away from their school have a right to use

transport to school. There are slight differences on this between the various Länder. Two kilometres is the general minimum distance for which transport is provided for primary school pupils, whilst from grade 5 onwards pupils living up to three or four kilometres away from school are expected to make their own way there and back. Exceptions can be made for shorter distances than these if the roads are particularly dangerous, and for handicapped pupils. Public transport is usually the cheapest solution. Where no public transport is available the local authorities provide school buses. In cases where this alternative does not make economic sense or is unreasonable for handicapped pupils, a subsidised private car or handicapped taxi service often provides the best solution. Where a pupil is unable to make his own way to school because of a physical or mental disability, the local authority may also pay the fares of a person to accompany him. The actual form of transport between home and school always depends on local conditions and the specific cases involved. Some Länder have enacted very detailed regulations, while others leave it up to the districts and municipalities to make their own arrangements for the implementation of general guidelines.

The authorities are not obliged to provide transport for pupils to any school, regardless of distance. A right to school transport as such exists only to the *nearest school*, though the term is defined differently from one Land to the next. A partial refund of travelling costs may often be granted in cases where parents decide to send their children to a school other than that which is nearest to their home.

The assumption of travelling costs by the authorities does not mean that school transport is entirely free of charge in all Länder. In some Länder, the transport costs are assumed in full if the parental income is so low that they are considered to be living in poverty. In other Länder, parents still have to make a contribution despite being on a low income. However, in this case, the amount of the contribution depends on the parental income.

Accident insurance for pupils

In the Federal Republic of Germany accident insurance does exist for all pupils and students during lessons, on the way from home to school and back and during school functions. School functions also include any programmes immediately preceding or following timetabled lessons where the school is required to provide supervision. These also include meals provided by the school, school walking excursions, study trips within and outside Germany as well as school trips. Statutory accident insurance is normally in the hands of the local authority accident insurance association.

Private and Grant-Aided Education

Early childhood education and care

Maintaining bodies for youth welfare services from the private sector receive financial support from the Land as well as from the local authorities [*Kommunen*] to run day-care centres for children [e.g. for operating costs and investments].

Primary and secondary education

Financing of privately-maintained schools

The maintaining bodies of privately-maintained schools receive some financial support from the Länder, in various forms. The reference value is the situation pertaining to

costs in the public-sector schools. All of the Länder guarantee standard financial support to schools entitled to such assistance; this includes contributions to the standard staff and material costs. The Länder either grant a lump-sum contribution, calculated on the basis of specific statistical data and varying according to school types, or the individual school may have to set out its financial requirements and receive a percentage share in subsidies. As well as school fees and standard financial support, there are other forms of financial assistance, which may be paid together with that support, such as contributions to construction costs, contributions to help provide teaching aids to pupils free of charge, contributions to old-age pension provision for teachers, and granting sabbatical leave to permanent teachers with civil servant status while continuing to pay salaries. Parents and guardians may have school fees and transport costs reimbursed. The funds are mostly provided by the Länder, but a small proportion is provided by the local authorities. A huge number of *Ersatzschulen* [alternative schools] are maintained by the Catholic or Protestant churches, which fund their schools from their own means to the extent that sometimes little or no fees must be charged. The share of public funding in the overall financing of privately-maintained schools varies between the Länder, and also depends on the type of school [there are also numerous special provisions, for example for approved privately-maintained schools in contrast to recognised privately-maintained schools, for boarding schools and for church-run alternative schools].

3.3. Higher Education Funding

Funding

Financing of higher education institutions by the Länder

Public higher education institutions are maintained by the Länder, and therefore receive the majority of their financial backing from the Land concerned. The Länder supply these institutions with the funds they need to carry out their work from the budget of the Ministry of Education and Cultural Affairs or the Ministry of Science and Research. The financing procedure comprises several stages. First the higher education institution notifies the Land authorities of its finance requirement in the form of an estimate to be included in the budget of the Land ministry responsible for higher education. The entire budget is then compiled by the competent minister by agreement with the other responsible ministries and finally included in the budget proposals the government presents to parliament for its approval. The funds are made available once the parliament has discussed the budget and adopted it. Financing is generally oriented in accordance with the responsibilities of and services provided by the institutions of higher education in the field of research and teaching, in the promotion of up-and-coming academics and the equality of opportunity for women in science. The Land distributes and spends the funds according to requirements within the institution, a process which is again supervised by the Land. By contrast, it is not the Senator [i.e. Minister] responsible who establishes the budgetary plans of the universities in Berlin but the board of trustees, made up of members of the Land government and the higher education institution.

In 2010, according to the financing statistics, the public sector expended Euro 22.6 billion on higher education institutions. The Länder share was Euro 19.3 billion, or 85.7 per cent of expenditure, while the Federation share was Euro 3.2 billion or 14.3 per cent of expenditure.

Financing of higher education institutions by Federation and Länder

The funds provided by the Länder from their budgets cover personnel and material costs as well as investments, in other words expenditure on property, buildings as well as for first and major equipment. As a consequence of Federalism reform I, the joint task *Extension and construction of higher education institutions, including university clinics* has ceased to exist. The Länder now have full legislative authority over the construction of higher education institutions. As a compensatory measure the Länder will be receiving in principle annual financial assistance from the federal budget up to 2019. These compensation payments have initially been fixed at Euro 695.3 million to the end of 2013. In July 2013 it was laid down by law that the Federation's compensation payments for the period from 2014 to the end of 2019 will be continued at the same rate.

Pursuant to Article 91b, Paragraph 1 of the Basic Law [*Grundgesetz*], in cases of supra-regional importance, the Federation and the Länder may cooperate in the promotion of:

- scientific research institutions and projects outside of institutions of higher education
- scientific and research projects at institutions of higher education [agreements require the consent of all Länder]
- research buildings at institutions of higher education, including major equipment

As part of the Excellence Initiative of the Federation and the Länder for the Promotion of Science and Research in German Higher Education Institutions [*Exzellenzinitiative des Bundes und der Länder zur Förderung von Wissenschaft und Forschung an deutschen Hochschulen*] adopted in 2005, the Federation and the Länder support scientific activities of universities and their cooperation partners in the higher education sector, in non-university research as well as in the economy. In the individual lines of funding for

- graduate schools for the promotion of young scientists,
- excellence clusters for the promotion of top-class research, and
- future concepts for a project-related expansion of top-class research at universities,

a total sum of Euro 1.9 billion was made available from 2006 until 2011. In June 2009 the Federation and the Länder agreed to continue the Excellence Initiative on the basis of Article 91b, Paragraph 1, No. 2 of the Basic Law. In June 2012 the grants committee decided on support: a total of 39 universities from 13 Länder were successful with 45 graduate schools and 45 excellence clusters. Eleven universities were given funding for their future concepts. Until 2017 a total of Euro 2.7 billion is available. Of these funds, 75 per cent are provided by the Federation, and 25 per cent by the Land where the respective seat is located.

In 2007, in order to enable institutions of higher education to cope with an increasing number of new entrants and to maintain the efficiency of research at higher education institutions, the Federation and the Länder on the basis of Article 91b, Paragraph 1, No. 2 of the Basic Law adopted the Higher Education Pact 2020 [*Hochschulpakt 2020*]. The first programme line of the Higher Education Pact 2020 is to counter the challenges posed by the rising number of people interested in pursuing studies at higher education institutions. In the first phase of the programme [2007-2010] higher education institutions were enabled to admit more than 185,000 additional new entrants as compared with 2005. The programme line for the admission of additional new entrants has an

overall volume of Euro 1.56 billion in the first programme phase. The Federation contributed Euro 566 million of this, while the Länder ensured the overall financing. In June 2009 the Federation and Länder agreed to continue the Higher Education Pact for a second programme phase from 2011 to 2015. The agreement was further developed in 2013. In the second phase of the programme an expected 624,000 additional new entrants are to be helped to take up a course of study. The Federal Government will be providing around Euro 7 billion in the years 2011 to 2015 for the expansion of study opportunities, while the Länder ensure overall financing of the measures.

In June 2010 the Federal Government and the governments of the Länder agreed to extend the Higher Education Pact to include a joint programme designed to achieve better study conditions and more quality in teaching. The Federation is making a total of around Euro 2 billion available for the Teaching Quality Pact [*Qualitätspakt Lehre*] up to and including 2020. The Land where the respective higher education institution is located ensures the overall financing. Over 90 per cent of all public-sector higher education institutions participated in the two rounds of applications in 2011. In total, from the 2011/2012 winter semester or 2012 summer semester, 186 higher education institutions from all 16 Länder are being grant-aided. A range of measures by the higher education institutions in receipt of funding to improve staffing and the qualification of teaching staff, and to safeguard and develop high-quality teaching, aim in particular to ensure greater academic success, a successful start to studies, and a productive approach to students' diverse starting conditions. Funding has been pledged up to 2016 initially, while additional funding to the end of 2020 may be approved on the basis of an interim report.

With its funding to promote research buildings at institutions of higher education, including major equipment, the Federation aims to create the infrastructure for research of supra-regional importance. Euro 298 million has been made available for this purpose each year to 2013, currently divided into Euro 213 million for research buildings and Euro 85 million for major equipment. Research buildings are eligible for funding if they predominantly serve research of supra-regional importance and the investment costs are greater than Euro 5 million. Länder applications for the promotion of research buildings are submitted to the Federation and the Science Council [*Wissenschaftsrat*]. An item of major equipment is eligible for funding if it predominantly serves research of supra-regional importance and the overall purchase costs including accessories are in excess of Euro 100,000 at *Fachhochschulen* and Euro 200,000 at other higher education institutions. Applications for the funding of major equipment are submitted to the German Research Foundation [*Deutsche Forschungsgemeinschaft* - DFG].

Financing of research at higher education institutions by external funding

The funds allocated from the budget of the Land ministries responsible for higher education are the main source of finance for higher education institutions. However, members of the institutions engaged in research are also entitled, within the scope of their professional responsibilities, to carry out research projects which are not financed through the Land budget, but by third parties, e.g. organisations concerned with the promotion of research. The most important institution involved in promoting basic research in higher education is the German Research Foundation. It promotes research by, for example, providing individuals or institutions with financial assistance. In 2011, the Federation and the Länder supplied funds of more than Euro 1.87 billion for this

purpose. In the second programme line of the Higher Education Pact, research projects funded by the DFG will receive full-cost funding amounting to 20 per cent of the project funds. Overhead funding is being granted for special research programmes, research centres and post-graduate research groups with effect from 2007, and for other new research projects funded by the DFG with effect from 2008. The Federation has provided an amount of Euro 700 million for overhead funding by the year 2010. As part of the expansion of the Higher Education Pact in June 2009 the Federation has also made funding available for 2011 to 2015 to finance DFG programme lump sums amounting to around Euro 1.61 billion. In 2011 higher education institutions also attracted funding under the specialised programmes of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] amounting to around Euro 925 million as contributions to research promotion. This includes the lump-sum project payments amounting to 10 per cent of the funding, which the BMBF is granting to higher education institutions from financial year 2011 as part of direct research promotion. From 2012 this lump-sum for newly granted project payments will increase to 20 per cent of the funding. Higher education institutions also receive funds from companies, if the companies commission them with certain research and development work.

Financing of *Berufsakademien*

The financing for training at state-run *Berufsakademien* is met partly by the Land and partly by the training establishments. Whilst the costs for the in-company training are met by the training establishments, the state *Studienakademien* [study institutions], where students receive the theoretical part of their training, are funded in full by the Land.

Financial Autonomy and Control

The funding system of higher education in Germany is undergoing a period of change. The detailed state control exercised by the Länder is increasingly being replaced by the autonomous action of higher education institutions. The initial impact of the reform approaches will primarily make itself felt in the distribution modalities. Budget funding is hence increasingly apportioned via performance-related parameters, taking into account such criteria as the number of students within the *Regelstudienzeit* [standard period of study] and the total number of graduates or the level of external funding, known as *Drittmittel*, attracted for research purposes and/or the number of doctorates. The awarding of funds based on performance can be particularly successful in cases where the financial autonomy of higher education institutions is extended and their management structures are strengthened, as envisaged by the amendments to the Higher Education Acts in an increasing number of Länder. The relationship between the state and higher education institutions is increasingly marked by agreements on objectives and performance requirements, which define the deliverables. Higher education institutions have increasing scope as regards specific measures to implement the agreed objectives. They have also been given greater flexibility in the use of the funds thanks to the introduction of global budgets, for instance. In addition to their basic funding, higher education institutions apply for funds from public and private bodies to promote research and development and to support teaching and up-and-coming academics.

Fees within Public Higher Education

The Länder may, at their own discretion, impose study fees on students. In order to maintain equal educational opportunities, the interest of low-income groups of the population should be taken into account. Simultaneously, loan systems have been developed which, for German students, students from other European Union member states, and foreign students eligible for funding under the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* – BAföG – R81], provide for a full or partial student loan for tuition fees and the income-related repayment of the loan after completion of the study course. The study fees should be applied to the improvement of the quality of lectures and study courses and/or to the improvement of study conditions.

In the 2012/2013 winter semester only Bayern and Niedersachsen continued to charge general study fees. In Bayern study fees have been abolished from the 2013/2014 winter semester. In Niedersachsen study fees are to be abolished from the 2014/2015 winter semester.

Some Länder also charge a small administration fee for registration or a contribution for the use of the institution's social facilities. If the institution has an organ of student self-administration [General Student Committee – *Allgemeiner Studierendenausschuss*] within the framework of a constituted student body [*verfasste Studierendenschaft*] [in all Länder with the exception of Bayern] students also pay an additional contribution. In most Länder, fees for long-term students and for an additional course of study are now being charged.

In parts, the *Berufsakademien* also impose admission fees or contributions for the use of social facilities.

Financial Support for Learners' Families

In addition to the direct financial support available to students from low-income families through the Federal Training Assistance Act, currently all students under the age of 25 benefit through the tax allowances to which their families are entitled and which are laid down in the German Income Tax and Child Benefit Acts. If students finish studying before their 25th birthday, the financial benefits enjoyed through their family come to an end with the end of the course of study.

Financial Support for Learners

Students in the tertiary sector who have no other means [mainly from their parents' income] of maintenance and financing a course of study [*Bedarf*] can also receive financial assistance under the terms of the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* – BAföG]. Training assistance is granted to German students and also to foreign students who have the prospect of obtaining permanent resident status in Germany or who, under EU rules on free movement of persons, have equivalent rights to German students.

The training must as a rule be started by 30 years of age in order to be eligible for funding under the BAföG. For Master's study courses the age limit is 35 years. The duration for which such assistance is payable largely depends on the course of study chosen. As a rule, the assistance limit corresponds to the *Regelstudienzeit* [standard period of study] according to Article 10 Section 2 of the Framework Act for Higher Education [*Hochschulrahmengesetz* – R119] or the standard period of study as stipulated in the re-

spective examination regulations. From the fifth subject-related semester, students only continue to receive funding if they provide a certificate required for admission to examinations [*Leistungsnachweis*]. The amount of the assistance in principle depends on the student's own income and financial means as well as those of his or her parents and spouse.

The financial assistance is also paid during non-lecture periods to meet students' requirements for that time. Students in higher education and at *Akademien* not living with their parents may receive up to Euro 670 per month [Euro 597 for their maintenance and accommodation, Euro health insurance allowance and Euro 11 long-term care allowance], and where applicable a child-care supplement of Euro 113 per month for the first child and Euro 85 for the second child. This maximum amount also applies to students at the *Fachakademien* in Bayern and to students at the so-called *Höhere Fachschulen*, which usually require a *Mittlerer Schulabschluss* and award a higher professional qualification as well as the *Allgemeine Hochschulreife* or *Fachgebundene Hochschulreife* in some cases. Half of the amount is provided over the maximum period for which assistance is payable as a non-repayable grant, while the other half takes the form of an interest-free state loan. Repayment terms for this state loan depend on social considerations and income. For study sections which have started after February 28, 2001, only a maximum amount of Euro 10,000 must be repaid.

Those students who begin or continue their studies in another EU member state or in Switzerland are funded as well. Periods ranging from a minimum of one semester up to one year spent abroad outside the EU and Switzerland are funded if they are beneficial to studies and can be – at least partially – counted towards the training period, or are carried out within the framework of higher education cooperation schemes. In exceptional cases funding may also continue over a longer period.

In 2012 around 671,000 students received financial assistance under the Federal Training Assistance Act. Federation and Länder training assistance expenditure supporting students totalled just under Euro 2.4 billion. Students in receipt of assistance obtained an average of Euro 448 each.

Furthermore, in 2001 an Educational Credit Programme [*Bildungskreditprogramm*] was introduced which can support pupils and students in an advanced stage of their training. This credit, which is offered by the Federal Government in conjunction with the Reconstruction Loan Corporation [*Kreditanstalt für Wiederaufbau* – KfW] and the Federal Office of Administration [*Bundesverwaltungsamt* – BVA], may be approved alongside federal training assistance payments to fund exceptional expenses which are not covered by the Federal Training Assistance Act. With a maximum credit amount of Euro 7,200 per training segment, trainees can choose up to 24 equal monthly payments of Euro 100, 200 or 300 per month. If needed, alongside the monthly payment, Euro 3,600 of the total credit may be paid out as an advance payment, provided the limit of 24 monthly payments is not exceeded. Funding is only possible if the trainee is under 36 years old. As a rule students can only take up this credit until the end of the twelfth semester of study. The credit accrues interest as soon as it is paid out. However, interest is automatically deferred until repayment commences.

As part of the student loan programme of the Reconstruction Loan Corporation [*Kreditanstalt für Wiederaufbau* – KfW], since 2006, students of any study course are

offered a loan in order to finance cost of living to the amount of Euro 100 up to 650 per month, irrespective of their income or assets.

In addition to financial assistance provided under the Federal Training Assistance Act, there are other sources of funding available to students. In some Länder, for example, the student associations at the institutions of higher education or the institutions of higher education themselves provide loans of varying amounts in cases of extreme social need. Several smaller, predominantly regional foundations, which usually have private funds at their disposal, also provide needy students with assistance. The student loan systems developed by the Länder are an additional support system for the promotion of academic studies.

Particularly gifted students may receive a grant from relevant foundations [*Begabtenförderungswerke*]. These foundations generally maintain close links with churches, political parties, trade unions or industry. One exception, however, is the German National Scholarship Foundation [*Studienstiftung des deutschen Volkes*], which does not adhere to any particular ideology and which is also Germany's largest foundation of its kind. The Federation supports the work of these foundations by providing substantial funding. The Länder contribute to the funding of the German National Scholarship Foundation. The German Academic Exchange Service [*Deutscher Akademischer Austauschdienst - DAAD*] offers grants for foreign students and up-and-coming academics and scientists to pursue studies or further education of limited duration at a German higher education institution. Alongside the DAAD, some Länder also have special funds for providing assistance to foreign students at the local institutions of higher education.

In July 2010 the Federal Government adopted a national scholarship programme [*Deutschlandstipendium*] for particularly gifted students at German higher education institutions. The funding is Euro 300 per month and is provided by private sponsors [companies, foundations, private individuals, etc.] and by the Federation together. At the end of 2012 almost 14,000 students were supported on the basis of the Act on the Creation of a National Scholarship Programme [*Gesetz zur Schaffung eines nationalen Stipendienprogramms - RI22*] by a *Deutschlandstipendium*.

On completion of a first degree, students may also receive scholarships to support their further studies in line with the postgraduate assistance acts [*Graduiertenförderungsgesetze - RI25, RI28, RI30, RI32, RI35, RI40, RI45, RI53, RI56, RI58, RI61*] and regulations of the Länder. The foundations for gifted students [*Begabtenförderungswerke*] also provide students who have already completed a first degree with grants to enable them to study for a *Promotion* [doctorate].

Indirect forms of financial assistance for students include reduced health insurance rates and the fact that time spent studying is partially acknowledged by the pension insurance authorities.

Students in higher education are also protected by statutory accident insurance against accidents occurring at an institution of higher education or on the way between their home and the institution. It is the Länder that are responsible for statutory accident insurance for students.

Private Higher Education

Study fees are charged at non-state-maintained higher education institutions in all Länder. The study fees at non-state-maintained higher education institutions can exceed those at state higher education institutions many times over.

3.4. Adult Education and Training Funding

Funding

The public sector, industry, social groups, continuing education institutions and public broadcasting corporations as well as the general public bear responsibility for continuing education.

This joint responsibility is reflected by the funding principle, which obliges all the parties concerned to contribute towards the cost of continuing education in relation to their share and according to their means. Public-sector funding [local authorities, Länder, the Federal Government, the European Union] includes the following areas:

- institutional sponsorship of recognised continuing education institutions by the Länder on the basis of continuing education legislation
- institutional sponsorship of *Volkshochschulen* [local adult education centres] and sponsorship of activities of continuing cultural education by the local authorities,
- grants for adults seeking to obtain school-leaving qualifications under the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* – BAföG – R81] and career advancement training under the Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz* – AFBG – R166],
- continuing education for employees of the Federal Government, Länder and local authorities.

Industry provides a considerable proportion of funding for schemes under which people can obtain and improve vocational and/or working skills and qualifications. Companies spend substantial funds on continuing education for their staff.

Further training schemes designed to meet the needs of the labour market, which are targeted especially at the unemployed and those facing the threat of unemployment, are funded under the Social Security Code III [*Sozialgesetzbuch III* – R163] from the unemployment insurance fund and the Social Security Code II [*Sozialgesetzbuch II* – R164] which governs basic security benefits for job-seekers. From this fund, the Federal Employment Agency [*Bundesagentur für Arbeit*] and the Federal Ministry of Labour and Social Affairs [*Bundesministerium für Arbeit und Soziales*] spent a total of some Euro 2.5 billion on the promotion of continuing vocational training in 2011.

For the promotion of upgrading training as laid down in the Upgrading Training Assistance Act, which serves, amongst other things, to further training to become a master of industry or handicrafts, as well as to promote future business start-ups, the Federation has spent a total amount of approximately Euro 167 million in 2012. The Länder have provided some Euro 47 million. In 2012 more than 168,000 participants in upgrading training received funding; of these, around 69,000 took part in a full-time training measure and around 99,000 in a part-time measure.

Social groups [churches, trade unions, and so on] also bear a proportion of the cost of running their continuing education institutions. They guarantee the widest possible access to continuing education by setting their fees at an appropriate level.

Fees Paid by Learners

Those attending continuing education courses make a contribution towards their cost. This contribution can be subsidised by tax relief and by assistance for low income groups and for special courses. For example, depending on the Land, between 26.8 and 58.5 per cent of the cost of *Volkshochschulen* courses [especially general continuing education] is covered by course fees. In particular, those on career development courses within continuing vocational training bear a large proportion of continuing education costs themselves. Additionally, costs are partly covered by enterprises within the framework of personnel development measures.

Continuing academic education at higher education institutions is funded by the fees of course members.

Financial Support for Adult Learners

Grants are provided for adults seeking to obtain school-leaving qualifications under the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* - BAföG - R81]. Training assistance under the Federal Training Assistance Act is for example granted for the attendance of *Abendschulen* or *Kollegs*, if the student has not yet exceeded the age of 30 at the beginning of the training section. Participants in courses of the so-called *zweiter Bildungsweg* may receive financial assistance of between Euro 391 and Euro 543 monthly under the terms of the Federal Training Assistance Act. A health insurance or long-term care allowance of up to Euro 73 may also be granted and, where applicable, a child-care supplement of Euro 113 per month for the first child and Euro 85 for the second child. Training sections which are started after the student has reached the age of 30 can only be supported in certain exceptional cases.

Those who take part in career advancement training programmes under the Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz* - AFBG] have a legal right to state funding that is comparable with student funding in accordance with the Federal Training Assistance Act. The aim is to support further vocational training following completion of initial vocational training in the dual system or at a *Berufsfachschule*. This includes, for example, providing journeymen and skilled workers with further training to qualify them as master craftsmen or as foremen, and also as state certified technicians, designers or business managers. In 2012 a total of Euro 546 million of support payments was available.

As part of the support programme entitled *Vocational Education and Training Promotion for Gifted Young People*, the Federal Government assisted by the *Stiftung Begabtenförderungswerk berufliche Bildung GmbH* provides grants to support continuing education measures for talented young people in employment who have completed a recognised course of vocational education and training in accordance with the Vocational Training Act [*Berufsbildungsgesetz* - R78], the Handicrafts Code [*Handwerksordnung* - R79] or one of the health sector professions governed by federal law and who are younger than 25 on commencing the programme. In 2011, the Foundation was provided with a total of some Euro 39 million from the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] to help it in its work.

Individual continuing vocational education has been supported by the Federal Government since 2008 through the so-called *Bildungsprämie* [education savings plans]. The *Bildungsprämie* consists of two components, a continuing education bonus [*Prämiengutschein*] and continuing training savings plans [*Weiterbildungssparen*]. Individuals interested in continuing training have been eligible, if they meet certain requirements, to receive a subsidy of up to Euro 500 Euro to fund continuing training measures [*Prämiengutschein*]. The financing of continuing training measures has been simplified by an expansion of the Capital Formation Act [*Vermögensbildungsgesetz*] [i.e. *Weiterbildungssparen*]. At the end of 2011 the programme was extended for two years.

4. EARLY CHILDHOOD EDUCATION AND CARE

4.1. Introduction

Every child from the age of three up to starting school has a legal right to day-care in a child day-care facility. Traditionally in Germany children under the age of three years are looked after in *Kinderkrippen* [crèches] and children from the age of three up to starting school in *Kindergarten*. In past years the profile of day-care centres has changed considerably. The number of facilities, which offer day care exclusively for children from the age of three up to starting school has decreased while more and more facilities offer day care for different age groups. One reason for this change in the supply structure is the expansion of day care for children agreed by the Federation, Länder and local authorities for children under three years of age, which is expected to create a needs-oriented supply of day-care places for children nationally and thus establish the basis for fulfilling the legal right to early childhood education and care in a day-care centre or child-minding service from the age of one which enters into force on 1 August 2013. The heightened efforts to expand day care for children aged below three have since the introduction of official statistics in 2006 led to a steady rise in day-care uptake.

General objectives

Under the Social Security Code VIII [*Achtes Buch Sozialgesetzbuch - Kinder- und Jugendhilfe* - R60], day-care centres for children and child-minding services are called upon to encourage the child's development into a responsible and autonomous member of the community. Furthermore, day care is designed to support and supplement the child's upbringing in the family and to assist the parents in better reconciling employment and child rearing. This duty includes instructing, educating and caring for the child and relates to the child's social, emotional, physical and mental development. It includes the communication of guiding values and rules. The provision of education and care is to be adjusted to the individual child's age and developmental stage, linguistic and other capabilities, life situation and interests, and take account of the child's ethnic origin. In terms of pedagogy and organisation, the range of services offered should be based on the needs of the children and their families.

Under the joint framework of the Länder for early education in day-care centres for children [*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*], educational objectives in early childhood education focus on communicating basic skills and developing and strengthening personal resources, which motivate children and prepare them to take up and cope with future challenges in learning and life, to play a responsible part in society and be open to lifelong learning.

Specific legislative framework

Under the Basic Law [*Grundgesetz* - R1], as part of its responsibility for public welfare, the Federation has concurrent legislative competence for child and youth welfare. This also applies to the promotion of children in day care [*Kinderkrippen, Kindergärten, Horten* or *Kindertagespflege*]. The Federation exercised its legislative authority in this field by passing the Social Security Code VIII in June 1990. The legal framework of the Federation for child and youth welfare is completed, supplemented and extended by the Länder in their own laws [R62-77].

The Social Security Code VIII was amended in July 1992 and expanded to include the legal right, introduced on 1 January 1996 and in force without restriction since 1 January 1999, to a *Kindergarten* place for all children from the age of three years until they start school. The Social Security Code VIII was last amended in December 2008 by the Children Promotion Act [*Kinderförderungsgesetz – KiföG – R6I*]. The Child Promotion Act laid down a gradual expansion of supervision and care offers for children under the age of three. In a first stage the maintaining bodies of public youth welfare had been obliged to increase the number of places available to children under the age of three in day-care centres or child-minding services and to provide a place if required for child development purposes or because the parents are in employment, seeking work or in training. This is an objective obligation, however, not a legal right to a place. On 1 August 2013 the second phase of the expansion of supervision and care offers was achieved: since this point there has been a legal entitlement to a place in day care for children who have reached the age of one. The implementation and financing of child and youth welfare legislation lies, under the Basic Law, in the sphere of competence of the Länder and, as a matter for local self-government, is the responsibility of the *Kommunen* [local authorities].

Under Federal Law the legal framework for day care for children provided under the youth welfare office is regulated by the Child and Youth Welfare Act [*Kinder- und Jugendhilfegesetz*] and covers the placement, briefing, training and payment of suitable day-care staff by the youth welfare office. The Länder and local authorities are responsible for implementation, and have as a rule adopted their own legal provisions substantiating the framework conditions.

4.2. Organisation of Programmes for Children under 2-3 Years

Geographical Accessibility

Needs-oriented day-care services are to be established for children under three years of age in day care and in day-care centres.

Admission Requirements and Choice of ECEC institution

The scope of daily support is oriented to individual needs. Needs-oriented day-care services for children under the age of three enable at least support for all children whose parents and legal guardians are in or starting gainful employment, are in a vocational education programme, at school or in higher education, or in receipt of benefits for integration into work pursuant to Social Security Code II or whose welfare is not guaranteed without such assistance. Since 1 August 2013 there has been a legal entitlement to support in a day care centre for children or in a child-minding service for children who have reached the age of one.

Age Levels and Grouping of Children

Children under the age of three may be looked after in *Kinderkrippen* [crèches], in groups of children under the age of three in day-care centres or, in mixed-age groups, in day-care centres together with children between three up to 14 years of age or in child-minding services. At present, day care for children under three years of age is undergoing expansion. More detailed information on the expansion of day-care centres for children can be found in chapter 14.2.3.

Organisation of Time

For the organisation of time in day care for children, the information in chapter 4.6. applies.

Organisation of the Day and Week

For the organisation of the day and week in day care for children, the information in chapter 4.6. applies.

4.3. Teaching and Learning in Programmes for Children under 2-3 Years

Steering Documents and Types of Activity

According to the specialist recommendations of the national working group of the Land youth welfare services [*Bundesarbeitsgemeinschaft der Landesjugendämter*] of November 2009 on the quality of the education, upbringing and care of children under three in day-care centres for children and child-minding services, early childcare must respond in particular to the basic needs of small children. The specific needs of children under three include:

- loving attention;
- sensitive care based on stable relationships;
- sympathetic support appropriate to development stage;
- empathy and support in stressful situations;
- unconditional acceptance;
- safety and security.

Educational support at this stage in life is primarily understood as shaping relationships with the child and as holistic support complementing development. It is accompanied by educational partnership with parents. The educational processes take place through social interaction and communication, and above all through play. Special development themes of early childhood promotion include supporting communication, language and motor development.

Teaching Methods and Materials

The promotion of communication and language is a core educational task. Language development is promoted in an emotionally approachable atmosphere. Children acquire language skills not in isolation, but in daily interaction with adults and other children. Educational staff are expected to support workflows and care processes with language, and to structure them as language-stimulating situations. Language development is also supported by the language model provided by educational staff, through customs including songs, finger play and verse, teaching work with picture books, and much more besides.

Another development aspect is the promotion of motor development. Extensive opportunities for motor activities are designed to support secure movement and the development of body awareness, self-acceptance and the attentiveness of the child. This includes inter alia a wealth of physical activities, open spaces, programmes such as rhythmic early education, and song and movement games. Children should also have enough time to make motor advances by themselves.

4.4. Assessment in Programmes for Children under 2-3 Years

There is no assessment of performance in day-care centres for children, as there are no lessons in the traditional sense. Regular observation and documenting of development and the abilities and needs of the children allows educational staff to support individual development tasks competently. Staff incorporate these observations into dialogue with the child and conversations with the parents.

4.5. Organisation of Programmes for Children over 2-3 Years

Geographical accessibility

The local maintaining bodies of public youth welfare [local authorities – *Kommunen*] are obliged to provide places in day-care centres to all children from the age of three until they start school. In this regard, they cooperate with the non-public youth welfare services.

Admission requirements and choice of institution/centre

Early childhood education includes all institutions run by the non-public and public child and youth welfare services which cater for children until they start school.

Under the Social Security Code VIII [*Achtes Buch Sozialgesetzbuch – Kinder- und Jugendhilfe* – R60], all children who have reached the age of three have the legal right to be admitted to a day-care facility until school entry. The *Kindergarten* is the traditional form of institutionalised early childhood education for children from the age of three until they start school in Germany. Some Länder have group care facilities for children of all ages between four months and up to 14 years.

Besides the day-care centres other forms of institution and care facilities exist in the early childhood sector. However, in terms of the number of children they cater for, these institutions are of lesser significance. For information on *Vorklassen*, *Schulkindergärten* and *heilpädagogische* or *sonderpädagogische Kindergärten* for children with disabilities see chapter 12.3.

Age levels and grouping of children

Early childhood education and care is not organised into grades, groups generally consist of children from different age groups.

Organisation of time

The organisation of early childhood education and care in day-care centres during the year corresponds to a large extent with the organisation of school time [see chapter 5.2.]. If day-care institutions close during holidays, the maintaining body of the public youth welfare has to ensure alternative supervision for children who cannot be supervised by the persons who have parental power.

Organisation of the Day and Week

In Germany, early childhood education and care in day-care facilities is not part of the state-organised school system, but is assigned to Child and Youth Welfare, which means that the Ministries of Education and Cultural Affairs of the Länder therefore do not adopt regulations governing the time-table in the early childhood sector.

Opening hours are largely arranged by the maintaining bodies in consultation with the parents. These times may vary between the different *Kindergärten* and depend to some extent on the needs of the families in their catchment areas. The contracted child-care hours range from up to five hours in the morning to between six and seven hours of care daily, sometimes with a midday break, to seven-hour full-day care including lunch. There are considerable regional differences in the pattern of daily use of places in day-care centres. In 2012 in eastern Germany more than two out of three children over the age of three attended day-care facilities for the whole day [68.0 per cent], compared with just less than one third in western Germany [29.8 per cent]. The number of whole-day options is, however, increasing in western Germany too.

Many day-care facilities are now trying more consciously than before to adapt their opening times in line with the needs of families and, if necessary, are organising an early-morning service or a late service as well as a lunch-time service for some children or groups of children. However, any extension in opening hours is to some extent limited by the number of staff employed at each establishment and the capacity of its premises.

4.6. Teaching and Learning in Programmes for Children over 2-3 Years

Steering Documents and Types of Activity

Subjects and weekly teaching hours are not laid down for the sector of early childhood education and care, and there are no curricula such as those in schools. The Länder have laid down objectives and areas of education in education plans which are implemented in agreement with the maintaining bodies of the day-care centres for children. The following areas and activities are designed to encourage the development of children from the age of three years until they enter school in the *Kindergarten*: development of the child's physical, mental, emotional and social abilities. According to the joint framework of the Länder for early education in day-care centres for children [*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*], educational areas are:

- language, writing, communication
- personal and social development, development of values and religious education
- mathematics, natural sciences, [information] technology
- fine arts/working with different media
- body, movement, health
- nature and cultural environments

The early educational and school education concepts in each case are to be agreed at local level between the non-public youth welfare services and the primary schools [*Grundschulen*].

Teaching methods and materials

Methods of educational work in day-care centres for children are determined by a holistic approach. The main emphasis is on project work, which shall take up subjects of relevance to the child's own environment and interests. Educational work shall encourage self-organised learning, give the child the freedom for creativity, encourage team work, enable the child to learn from mistakes, as well as to investigate and experiment.

The educational work in day-care centres for children is essentially based on the situational approach: it is guided by the interests, needs and situations of the individual children. The pedagogical staff therefore have to observe the children, document their development and talk to parents regularly.

4.7. Assessment in Programmes for Children over 2-3 Years

Children's performance at day-care facilities is not assessed, as teaching does not take place in the sense of lessons at school. Trained educational staff monitor and document the development of the children and use this as a basis to draw up, with the assistance of parents, individual measures to support the children's development.

4.8. Organisational Variations and Alternative Structures in Early Childhood Education and Care

As well as day-care centres for children, child-minding services are also available for children under the age of six. Here one or more children are cared for by a childminder in a private home or an apartment or house rented for this purpose. Children in day-care facilities are sometimes also looked after by a childminder if the opening times of the institution do not suit the needs of parents. It is mainly younger children who are cared for by childminders. In recent years the share of publicly-funded childminders has reached 15.4 per cent of day-care on offer for children under the age of three, and has therefore gained increasing importance. As part of the expansion of a needs-oriented supply of day-care places for children under three years of age, 30 per cent of all newly established places are to be created in child-minding services.

Since 2005 minimum qualification requirements for the childminder are in place. Child-minding services should provide an alternative which in terms of quality equals the supervision in day-care centres, in particular for children below the age of three. Within the scope of the *Action Programme Day Care for Children*, in close cooperation of the Federation, the Länder, the local authorities and the associations, the quality of day care for children is to be ensured and improved, more personnel is to be engaged, the infrastructure expanded and the parental role reinforced. At the same time through the *Action Programme Day Care for Children [Aktionsprogramm Kindertagespflege]* the German Youth Institute [*Deutsches Jugendinstitut*] curriculum has established 160 hours as the minimum standard for the training of childminders. Besides the qualification of childminders on the basis of this standard, the programme also provides for the option of continuing education while in employment and permanent employment models for childminders. Moreover, within the scope of the Qualification Initiative for Germany "Getting ahead through education" [*Aufstieg durch Bildung*] the Federal Government also provides measures of continuing training for childminders.

5. PRIMARY EDUCATION

5.1. Introduction

The *Grundschule* [primary school] is attended by all school-age children together. It covers grades 1 to 4. In Berlin and Brandenburg the *Grundschule* covers six grades.

General objectives

The tasks and objectives of the *Grundschule* are determined by its position within the school system. The primary school's role is to lead its pupils from more play-oriented forms of learning at pre-school level to the more systematic forms of school learning, and also to adapt the form and content of teaching programmes to fit the different learning requirements and capabilities of individual pupils. The aim of the primary school is to provide its pupils with the basis for the next educational level and lifelong learning. Particular importance is attached to the general improvement of linguistic competence and to the basic understanding of mathematical and scientific concepts. The primary school should make pupils capable of grasping and structuring their experience of the world around them. At the same time, they should further develop their psychomotor skills and their patterns of social behaviour.

The primary school sees its function as the fostering of children with different individual learning backgrounds and learning abilities in such a way as to develop the basis for independent thinking, learning and working, and to provide experience of interacting with other people. Thus children acquire a solid basis which helps them find their way and act within their environment and prepares them for the process of learning in secondary schools.

Specific legislative framework

The Basic Law [*Grundgesetz* - R1] and the constitutions of the Länder [R12-27] include a number of fundamental provisions on schools [inspection, parents' rights, compulsory schooling, religious instruction, privately-maintained schools] which also have a bearing on primary schools. The legal basis for the *Grundschule* as the first compulsory school for all children is to be found in the Education Acts [R83, R85, R87, R89, R91, R94, R96, R98, R100-101, R103, R105, R111, R113-115] and the Compulsory Schooling Acts [R106] of the Länder as well as in the *Schulordnungen* [school regulations] for the primary school enacted by the Ministries of Education and Cultural Affairs in the Länder.

5.2. Organisation of Primary Education

Geographical Accessibility

One of the responsibilities of the Länder in their education policy is to maintain a sufficiently varied range of schools. As the highest school supervisory authority, the Ministry of Education and Cultural Affairs of each Land is therefore concerned with establishing the base for an efficient school system. Accordingly, present and future school needs and school locations are identified in a school development plan drawn up at Land level. The establishment of plans for developing schools is regulated by the Education Acts in some Länder.

The *Kommunen* [local authorities], i.e. the municipalities, districts and municipalities not being part of a district, must, in their capacity as the maintaining bodies of public-

sector schools, ensure that a well-balanced choice of education is available in their area. This means that school development planning is also a task of the local authority maintaining bodies, which identify the school capacity required and determine the location of schools. The plans of each of the local authorities must be established on the basis of mutual consultation and approved by the schools' supervisory authorities, in most cases by the Ministry of Education and Cultural Affairs. The exception to this is Bayern, where schools are generally established by the Land in consultation with the local authorities.

Admission Requirements and Choice of School

Choice of school

In order to complete general compulsory schooling, pupils must, in principle, attend the local *Grundschule* [primary school]. In some Länder efforts are underway to put parents in a position to freely choose a primary school. In Nordrhein-Westfalen since the 2008/2009 school year parents have been free to enrol their child in a *Grundschule* other than the one nearest their home. The school maintaining bodies have the opportunity to fix catchment areas for schools. In Brandenburg school catchment areas may overlap or coincide, so that parents have different options.

Start of compulsory schooling

Compulsory schooling starts on 1 August for all children having reached their sixth birthday before a statutory qualifying date. Following the resolution of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*] of October 1997 entitled Recommendations on Starting School [*Empfehlungen zum Schulanfang*], the Länder can set the qualifying date between 30 June and 30 September. They can also make provision for the possibility of starting school during the course of the school year. The aim of the recommendations is to reduce what are, in part, high deferment rates and to encourage parents to send their children to school as early as possible. The strengthening of the collaboration between day-care centres for children and primary schools in most of the Länder serves the same purpose. Offers of flexible school entrance phases are being further developed.

In 2004, Berlin set the statutory qualifying date for compulsory schooling at 31 December; thus, compulsory schooling starts after the summer holidays for all children who reach the age of six before the end of the year.

Early entrance

All children who have their sixth birthday after the statutory qualifying date as determined by the Länder may be permitted to start school early on their parents' application. Compulsory schooling for such children starts with their admittance.

Deferment of schooling

Deferment of school attendance is usually possible only as an exception to the rule if it is deemed that support in a school environment does not constitute a favourable precondition for the development of a child.

In the majority of the Länder the children involved may attend a *Schulkindergarten* or a *Vorklasse* or *Grundschulförderklasse* [see chapter 12.3.]. Should neither of these be available within a reasonable distance, children whose compulsory schooling has been de-

ferred may attend a *Kindergarten* or receive special help in grade 1 at primary school. Where doubts still remain at the end of the period of deferment as to which school can best support the child, the school supervisory authority decides, after carrying out a procedure to determine the child's special educational needs in consultation with the parents, whether a *Förderschule* [special school] should be attended in order to comply with compulsory education.

Age Levels and Grouping of Pupils

Primary school pupils [aged six to ten, in Berlin and Brandenburg six to twelve] are normally taught in classes according to age. In grades 1 and 2, most lessons are with few members of staff, particularly the class teacher. It helps pupils become accustomed to school life if they can relate to a small number of teachers rather than having different members of staff for each subject. The principle of class teachers is used to ensure a certain combination of education and teaching, and a consistent pedagogical approach and makes it easier to respond to pupils' individual needs. From grade 3 onwards the children increasingly encounter subject teachers, which helps them prepare for the transition to secondary school where subject teachers are the rule. In addition to lessons according to age group, individual Länder provide teaching for mixed age groups for the first two years of school in particular. In these cases, pupils can pass through the first two years of school in one to three years, depending on their own individual progress.

Organisation of the School Year

With a five-day school week, teaching takes place on 188 days a year on average [365 days minus 75 days holiday, minus ten additional free days, minus 52 Sundays and 40 Saturdays]. As a rule, in Länder with a six-day school week, there are two Saturdays per month on which no lessons take place. In this case, the number of days on which lessons are taught increases to 208 [365 days minus 75 days holiday, minus ten additional free days, minus 52 Sundays and 20 Saturdays]. However, the total number of teaching hours per year is the same regardless of whether teaching is carried out on the basis of a five-day or six-day week, since the lessons which are held on a Saturday in the six-day week are distributed among the other weekdays in the five-day week.

In accordance with the Agreement between the Länder on harmonisation in the school system [*Hamburger Abkommen*], the school year begins on 1 August and ends on 31 July. The actual beginning and end of the school term depend on the dates of the summer holidays. Summer holidays have been restricted to the period between mid-June and mid-September for educational, organisational and climatic reasons. Pursuant to an agreement of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder, the six-week summer holidays are fixed within this period in accordance with a rota system, whereby the Länder take turns to have the summer holidays later or earlier. The long-term agreement adopted by the Standing Conference in May 2008 lays down the dates of the summer holidays for all Länder until 2017. Under the rotating system, the Länder are divided into five groups each with about the same population. Apart from the summer holidays, there are shorter holidays which the Länder decide annually on the basis of certain principles and their own considerations. These minor holidays fall at Easter and Christmas. The teaching administration can fix a shorter holiday at Whitsun and in autumn, and authorise individual variable holidays to take account of special local situations. The total annual duration of school holidays is 75 working days.

Organisation of the School Day and Week

Primary school pupils attend lessons for 20 to 29 periods a week. In most Länder there are 20 to 22 periods in the first year, rising to 27 in the fourth [final] year of primary education. As a rule each period lasts 45 minutes. Lessons are usually held in the morning, with up to six periods a day.

The weekly teaching periods laid down by the Ministries of Education and Cultural Affairs of the Länder for the different types of school may be distributed over five or six days in the week. As a rule, in Länder with a six-day school week, there are two Saturdays per month on which no lessons take place. In most Länder, the responsible Ministry of Education and Cultural Affairs has introduced a five-day week for all schools. In some Länder, the *Schulkonferenz* [school conference] may decide the number of days in the school week.

In the primary sector, lesson times are laid down from 7.30/8.30 a.m. to 1.30 p.m. or 11.30 a.m. [Monday to Friday or Monday to Saturday].

Supervision of pupils outside lesson times and provision of all-day education and supervision

Changes in children's living conditions mean that the primary school is expected to contribute to their supervision both before and after lessons and also in the afternoons. All-day supervision and care for children aged between six and ten is increasingly provided through all-day education and supervision offers, and also by *Horte* [after-school centres]. In many places all-day offers are implemented in cooperation with partners from outside school such as the maintaining bodies of youth welfare services or bodies maintaining cultural education, youth sport clubs and parents associations. In the majority of Länder, after-school centres are run by the public youth welfare services. Pedagogical efforts are concentrated on closer cooperation between schools and after-school centres.

All Länder are currently in the process of expanding their provision of care and supervision for children outside lesson time. A growing number of primary schools have introduced fixed opening hours [approximately 7.30 a.m. to 1.00/2.00 p.m. depending on local conditions] so that parents can be sure their children have somewhere to stay even outside compulsory lessons. This involves amended school and teaching concepts, and offering activities which complement lessons and are run by non-school bodies. Participation in the additional activities is usually voluntary. The children are looked after, amongst others, by qualified employees and part-time staff who as a rule are paid by the maintaining bodies providing the care, which also cover the material costs. Parents are normally expected to pay a charge for such services, the actual amount depending on their circumstances. This extra supervision is subject to the consent of the school supervisory authorities in some Länder, particularly where there are provisions for subsidies by the Land. The primary school with fixed opening times [*verlässliche Grundschule*] and the primary school with guaranteed support and surveillance are currently being further expanded.

Within the compass of the investment programme Future Education and Care [*Investitionsprogramm Zukunft Bildung und Betreuung - IZBB*] of the Federation, until 2009 the setting up and expansion of schools offering all-day activities and care was promoted in the primary sector as well. In *Ganztagschulen* [all-day schools], the extracurricular activities in the afternoon are to bear a conceptual relationship with the teaching in the

morning, and be carried out under the supervision and responsibility of the school administration [for further information, see chapter 6.3.]. In 2011, 47.2 per cent of all public and private primary schools were *Ganztagschulen*. A total of 26.2 per cent of all primary school pupils were involved in all-day education – an increase of 3.4 percentage points over 2010. On average across Germany the share of administrative units [administrative units can include several school-type specific establishments which are regarded as schools for statistical purposes] offering all-day education in 2011 was 54.3 per cent [2002: 16.3 per cent].

5.3. Teaching and Learning in Primary Education

Curriculum, Subjects, Number of Hours

Subjects

Lessons at the primary school initially focus on reading, writing and arithmetic. Teaching takes place both in lessons concentrating on a specific subject or area and in cross-disciplinary classes. As a rule subjects include German, mathematics, *Sachunterricht*, art, music, sport and in most Länder religious instruction. Several areas, especially e.g. German, *Sachunterricht*, drama, music, art and handicrafts are often brought together to produce lively and varied work on topic focuses or lesson units. As for a first encounter with foreign languages at primary school age the Länder have developed various approaches.

Foreign language lessons are already provided in the primary sector in all Länder. They are offered chiefly in grades 3 and 4, and in some Länder also in grades 1 and 2. The basis for the definition of the final qualification level in foreign language learning from primary education through to upper secondary level is the Common European Framework of Reference for Languages [CEFR], with its defined competence levels. Foreign language lessons in primary school take up language experiences from the pre-school sector and also connect with language learning experiences and pupils' knowledge of first languages other than German. They are geared to providing intercultural competence and to improving receptive and productive language use. This allows the acquisition of compatible competences at a level geared to CEFR level A1. Lessons enable pupils to act appropriately in different child-oriented contexts and situations. Under appropriate circumstances, bilingual lessons can be already provided in the primary sector.

In addition to the subjects mentioned, the following areas are to be increasingly included as constant principles in the programme of education at the *Grundschule*: linguistic education [encouragement of linguistic development], mathematical education [promoting lifelong involvement with mathematical demands, logical thinking and problem solving], media education [using media in a critical way], aesthetic education [creative activities and sensory experiences], using technology, movement education, encounter with foreign languages, environment and health [treating nature and one's own body in a responsible way], attachment to one's home country or region combined with an international outlook, i.e. the general area of intercultural learning. Sustainable development issues are moreover to be integrated into teaching even at *Grundschule*, in *Sachunterricht* in particular. Within the context of strengthening democratic education children are to be introduced in *Grundschule* to the basic principles of the democratic state and social order, and the differences with dictatorial regimes.

Besides, in recent years, the curricula of the Länder have increasingly taken into account the concept of lifelong learning. The acquisition of fundamental knowledge, abilities and skills, as well as the acquisition of a knowledge that will serve as an orientation aid for further learning, together with the development of key competences, have become main educational objectives.

Development of curricula

The material and competences which are important to the educational process at primary school are laid down in curricula, education plans or framework plans which may be subject-related, area-related or interdisciplinary. To implement the *Bildungsstandards* [educational standards] of the Standing Conference for the primary sector, the subjects in the curricula are adapted accordingly. The educational standards binding for all Länder specify the goals themselves, whilst the curricula describe and structure the way in which to achieve these goals. For further information on quality assurance and quality development by means of educational standards, see chapter 11.2.

Curricula or education plans for the primary school as well as for other types of school are the responsibility of the Ministries of Education and Cultural Affairs in the Länder. The curricula or education plans are published as regulations of the Ministry of Education and Cultural Affairs. They take the form of instructions from a higher authority and, as such, are binding on teachers. It is the responsibility of the head teacher to ensure that the current curricula are taught at his/her school. At the same time, curricula are formulated in such a general way as to leave the teachers the freedom of teaching methods in practice. Nevertheless all the teachers of a specific subject at one school hold conferences to reach a degree of consensus on methods and assessment criteria.

A curriculum is usually drawn up as follows. Once the Ministry of Education and Cultural Affairs of a particular Land has reached the decision to revise or completely reorganise a curriculum, a commission is appointed usually consisting in the main of serving teachers, including heads, as well as school inspectors, representatives of the school research institute of the Land concerned and – to a lesser extent – of experts in the relevant disciplines from institutions of higher education. As a rule, it is the job of the commission to devise a curriculum for a certain subject at a specific type of school, for a specific school level or for a type of school. It will then work on a draft. The curricula not only deal with the contents, but also the course objectives and teaching methods. Experience gained with previous curricula is taken into account when it comes to devising new ones. In some Länder curricula are launched on a trial basis before being finalised and becoming universally valid. Finally, there are set procedures according to which the commission may consult associations and parents' and pupils' representative bodies.

As soon as a new curriculum has been completed and is introduced on a definitive or preliminary basis at schools, the in-service training institutes for the teaching profession maintained by the Ministries of Education and Cultural Affairs are charged with training teachers to work with it. This is the stage when textbook publishers embark on a revision or completely new edition of their titles.

A central database with curricula for schools providing general education is accessible on the website of the Standing Conference [www.kmk.org].

Teaching Methods and Materials

Primary school teaching builds on pupils' personal experience and is designed to widen their horizons. The primary school includes its pupils in the process of planning, carrying out and evaluating lessons in a manner suited to each particular age group, and uses their experiences, questions, concerns, knowledge, abilities and skills as a basis for lessons.

In different teaching situations, pupils should increasingly develop the ability to choose subjects and methods, social forms in learning, and the place of work or the tools of work, as well as to manage their own work. They can develop the wealth of their own ideas and their independence by organising phases of work themselves [free work] and by helping to structure the work planned for the day and the entire week.

It is the task of the teachers' conference to select textbooks from the regularly published lists of textbooks approved by the Ministry. The use of new media [multimedia] is becoming increasingly important, both as a teaching aid and as something to be taught and learnt. By now, access to electronic networks [Internet] is provided for all schools. The latest information about the use of online resources in teaching and internet projects can be found on the Education Servers provided by the Länder Ministries which is accessible via the national information portal maintained by the federal and Länder authorities, the German Education Server [www.eduserver.de].

5.4. Assessment in Primary Education

Pupil assessment

Altered forms of learning in the *Grundschule* are contributing towards a new understanding of what is conducive to learning, and of assessing pupil performance. The focus has shifted to encouraging each individual pupil to achieve all that he or she is capable of – guided by the learning requirements for the respective school grade. In order to do this it is necessary to monitor the individual development and performance of each pupil on a constant basis, as well as their working and social behaviour, and assess these factors comprehensively.

Educational progress is normally examined by constant monitoring of the learning processes and by the use of oral and written controls. In grades 1 and 2, the focus is on direct observation of the pupils. In grade 3, pupils also begin to be familiarised with written class tests in certain subjects [especially German, *Sachunterricht* and mathematics].

Assessment is always based on curriculum requirements and the knowledge, abilities and skills acquired in class. Assessment is carried out by the teacher responsible for lessons, who is responsible educationally for his or her decision.

In most Länder, for the first two grades of primary school this assessment takes the form of a report at the end of the school year describing in detail a pupil's progress, strengths and weaknesses in the various fields of learning. At the end of grade 2, or sometimes later, pupils start to receive their reports at the end of each half of the school year with marks, which enable the individual pupil's performance to be recorded and placed in the context of the level achieved by the entire teaching group, and thus a comparative assessment to be made. In addition to the marks awarded for the individual subjects, the reports can also contain assessments concerning participation in class and social conduct within the school. In approximately 50 per cent of the Länder, an assess-

ment of the work-related and social behaviour is already being performed. The reintroduction of assessments of this kind simultaneously gives rise to heated debates in other Länder.

Pupils experiencing difficulties with reading and writing are generally subjected to the same assessment standards that apply for all pupils. Compensation for any disadvantages and deviations from the basic principles for surveying and assessing performance generally take place in primary schools. They are reduced with the provision of ongoing promotion in the higher grades.

Progression of pupils

All children automatically move from grade 1 to grade 2 at the primary school. As a rule, from grade 2 of the primary school onwards each pupil is assigned to a suitable grade depending on his or her achievement level, either by being promoted a grade or by repeating a grade. The decision whether or not to move a pupil to the next grade is based on the marks achieved in the pupil's school report [*Zeugnis*] at the end of the school year.

Pupils who are not moved up have to repeat the grade they have just finished. Under certain circumstances, a pupil may also repeat a grade even if a decision has been made to let him or her move up from that grade at the end of the school year. On the basis of the total number of pupils in the primary sector, only 1.0 per cent of pupils repeated a class in school year 2011/2012.

Certification

There is no leaving examination at the end of primary school, and, as a rule, pupils are not awarded a leaving certificate. However, at the end of grade 4 [or grade 6] pupils do receive a report for that year. An exception is the Land of Baden-Württemberg, where a leaving certificate is issued at the end of the *Grundschule*. In Baden-Württemberg only pupils who have not achieved *Grundschule* target outcomes at the end of grade 4 receive a report. The transition from primary school to one of the secondary school types is regulated differently according to Land law. For further information, see chapter 6.2.

5.5. Organisational Variations and Alternative Structures in Primary Education

Pupils who are not ready to go back to school following hospital treatment may receive lessons at home. Teachers of the school type which the pupil is to attend after his or her convalescence are employed to this end, thus effectively working towards the pupil's reintegration.

Pupils who cannot attend school for a longer period or even permanently, due to illness, without requiring hospitalisation, should also be taught at home. This depends on their ability to follow lessons. This, and the pupil's physical capacity, is certified by a doctor.

For children and young people whose life is characterised by continual moves and a consequent lack of continuity in their school development, an improvement in the schooling situation must aim above all at continuity, and at elements which stabilise their school career and motivate those pupils to attend school. Children of circus artists, fairground entertainers and other occupational travellers have to change school up to thirty times a year. The Länder have developed concepts to guarantee an improvement in school provision for these children. The measures include parental counselling and

improved access to primary schools, secondary schools and to vocational education and training. Under a resolution of the Standing Conference of the Ministers of Education and Cultural Affairs last amended in 1999, these measures also include subsidies for the costs of accommodating children of the travelling professions in homes.

Among other things, the Länder governments aim at reinforcing the willingness of schools to accept these travelling children and young people and to provide means of promoting them or create additional facilities on site during their travels. Most Länder have a system of regular schools [*Stammschulen*] and base centre schools [*Stützpunktschulen*]. The regular school assumes responsibility for the child's school career at the family's winter site, while the base centre schools are situated near fair-grounds and endeavour in particular to provide educational support for travelling children. The special teachers available in most Länder for travelling children, the so-called *Bereichslehrkräfte*, provide particularly effective support here. They help preparing and implementing the children's school attendance during their travels. They also support children according to their abilities and skills and their learning outcomes, and develop coordinated lessons which also allow the children self-directed learning.

In addition, pilot projects are underway in some Länder in the form of a *travelling school*, which allows, in particular, the children of circus performers to be taught at the same time at different locations. The *travelling school* [e.g. the *Schule für Circuskinder* in Nordrhein-Westfalen] accepts pupils of pre-school age as well as of primary and lower secondary level age with the aim of guaranteeing uninterrupted school attendance. In November 2001, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder sought advice with regard to the teaching of children of occupational travellers. It requested the Länder to provide suitable distance learning materials, as well as to include the teaching of children of travellers in in-service teacher training. In September 2003 the Standing Conference decided to document children's learning pathway and learning level in a school diary. Each school diary contains individual curricula for the subjects German, mathematics and first foreign language. Its use is compulsory in all Länder. With the concept of Vocational Competence for Young People from Fair Ground Families and Circus Families [*Berufliche Kompetenzen für Jugendliche aus Schaustellerfamilien und von Zirkusangehörigen - BeKoSch*], the Länder have also developed a scheme for vocational education and training. Moreover, there are initial projects for travelling children based on e-learning. Further information, important addresses, the school diary and guidelines are provided on a supra-regional website [www.schule-unterwegs.de].

As a rule, International Schools in Germany, including the 29 member schools of the European Council of International Schools [ECIS], cater for primary as well as secondary school pupils. There are also three European Schools, which offer bilingual lessons in various languages.

6. SECONDARY EDUCATION AND POST-SECONDARY NON-TERTIARY EDUCATION

6.1. Introduction

Secondary education breaks down into lower secondary level [*Sekundarstufe I*], which comprises the courses of education from grades 5/7 to 9/10 of school, and upper secondary level [*Sekundarstufe II*], which comprises all the courses of education that build on the foundations laid in the lower secondary level. Secondary level education includes courses offering general education, a combination of general and vocational education, or vocational education.

The function of all the courses of education at lower secondary level is to prepare pupils for courses of education at upper secondary level, completion of which is required for vocational or university entrance qualification. Accordingly, lower secondary education is predominantly of a general nature whereas, apart from *Gymnasien*, vocational education predominates at upper secondary level.

Lower secondary level covers the age group of pupils between 10 and 15/16 years old and upper secondary level the pupils between 15/16 and 18/19 years old. Both age groups are required to attend school: the former full-time, the latter, 15- to 19-year-olds, generally part-time for three years or until they have reached the age of 18, unless they are attending a full-time school.

Secondary level educational institutions do differ in terms of duration and school-leaving qualifications, but they are so interrelated that they largely constitute an open system allowing transfer from one type of course to the other. The same qualifications can, as a rule, also be obtained subsequently in adult education institutions [see chapter 8.5.].

General objectives

General objectives – lower secondary education

The organisation of lower secondary level schools and courses of education is based on the principle of basic general education, individual specialisation and encouraging pupils according to their abilities. The schools endeavour to achieve these goals by:

- furthering the overall intellectual, emotional and physical development of pupils, teaching them to be independent, make decisions and bear their share of personal, social and political responsibility;
- providing instruction based on the state of academic knowledge that takes the pupils' age-related conceptual faculties into account in its organisation and in the demands made on them;
- gradually increasing the degree of specialisation in line with each pupil's abilities and inclinations;
- maintaining an open system allowing transfer from one type of school to the other after an orientation stage.

General objectives – upper secondary education – general education schools

The courses of education provided at general education schools within the upper secondary level lead to a higher education entrance qualification.

The aim of learning and work within the upper level of the *Gymnasium* is to obtain the *Allgemeine Hochschulreife*, which entitles the holder to enter any study course at any institution of higher education and also enables them to commence a comparable course of vocational education and training. The instruction at the *gymnasiale Oberstufe* provides an in-depth general education, general capacity for academic study and the pro-paedeutics of scientific work. Of particular importance are in-depth knowledge, skills and competences in the subjects German, foreign language and mathematics. The instruction is organised along specialist, multidisciplinary and interdisciplinary lines. It offers an introduction by example to academic issues, categories and methods, and provides an education which facilitates the development and strengthening of personality, the shaping of a socially responsible life, and participation in democratic society. Instruction at the *gymnasiale Oberstufe* includes appropriate information on higher education institutions, on vocational fields and on structures and requirements of higher education and of the professional and working world.

General objectives – upper secondary education – vocational schools and vocational training in the *duales System*

The courses of education provided at vocational schools within the upper secondary level lead to a vocational qualification for skilled work as qualified staff, e.g. in an *anerkannter Ausbildungsberuf* [recognised occupation requiring formal training] or in an occupation for which individuals can only qualify by attending school. Resolutions of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] ensure, moreover, that many professional qualification training courses can lead to the acquisition of a higher education entrance qualification.

Starting on the basis of a *Mittlerer Schulabschluss* satisfying the requirements for admittance to the *gymnasiale Oberstufe* or an equivalent qualification, the *Berufliches Gymnasium* leads, as a rule, to the *Allgemeine Hochschulreife* [a general entrance qualification for higher education]. The *Berufsfachschulen* serve to provide an introduction to one or several occupations, provide part of vocational education and training in one or several recognised occupations requiring formal training or lead to a vocational education and training qualification in a specific occupation. At the same time, they expand the level of general education previously acquired. In the *Berufsoberschule*, the knowledge, capabilities and skills acquired by pupils during their initial vocational education and training are taken as the basis for an extended general and in-depth subject-related theoretical education, which shall enable pupils to pursue a course in higher education. The three- to four-year courses of education for double qualification provide both vocational qualification [e.g. the assistant occupations or vocational qualifications in a number of recognised occupations requiring formal training] and a higher education entrance qualification. The *Berufsoberschule* provides two years of full-time education and leads to the *Fachgebundene Hochschulreife*. Pupils can obtain the *Allgemeine Hochschulreife* by proving their proficiency in a second foreign language. The *Fachoberschule* requires a *Mittlerer Schulabschluss* and leads as a rule in a two-year course of study up to the *Fachhochschulreife*, i.e. the higher education entrance qualification for the *Fachhochschule*. It equips its pupils with general and specialised theoretical and practical knowledge and

skills. The Länder may also establish a grade 13, after successful completion of which pupils can obtain the *Fachgebundene Hochschulreife* and, under certain conditions, the *Allgemeine Hochschulreife*.

The educational function of the *Berufsschule* within the framework of the dual system of vocational education and training is to provide basic and specialised vocational education and training and at the same time to expand the previously acquired general education. Training in recognised occupations requiring formal training [*anerkannte Ausbildungsberufe*] is directed at the acquisition of vocational competence and includes preparation for active participation in economic and social life.

Specific legislative framework

Secondary schools providing general and vocational education

Based on the Education Acts [R83, R85, R87, R89, R91, R94, R96, R98, R100-101, R103, R105, R111, R113-115] and Compulsory Schooling Acts [R106] of the German Länder the school regulations known as *Schulordnungen* for schools providing general and vocational education contain detailed regulations covering the content of the courses as well as the leaving certificates and entitlements obtainable on completion of lower and upper secondary education.

Vocational training

The legal provisions for in-company vocational training and in handicrafts are contained and supplemented in the Vocational Training Act [*Berufsbildungsgesetz* - R78] of 1969 and the Handicrafts Act [*Gesetz zur Ordnung des Handwerks* - R79] of 1953, respectively. Among other issues, these two laws govern fundamental matters of the relationship between young people and companies that provide training [e.g. contracts, certificates, pay], in other words the rights and obligations of trainees and trainers. They also govern the regulatory aspects of vocational training [e.g. the suitability of training providers and instructors, the terms of the training regulations known as *Ausbildungsordnungen*, the examination system and supervision of training] and the organisation of vocational training [e.g. the function of the various chambers of industry and commerce as the *competent bodies* and of their vocational training committees].

The Protection of Young Persons at Work Act [*Jugendarbeitsschutzgesetz* - R6] lays down special provisions for the protection of young trainees.

6.2. Organisation of General Lower Secondary Education

Types of Institutions

Following the primary school stage at which all children attend mixed-ability classes [grades 1 to 4, in Berlin and Brandenburg grades 1 to 6] the structure of the secondary school system [grades 5/7 to 12/13] in the Länder is characterised by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible, namely:

- Hauptschule
- Realschule
- Gymnasium
- Schularten mit mehreren Bildungsgängen

While the following Länder have additional or alternative school types, namely

Baden-Württemberg:	<i>Werkrealschule</i> <i>Gemeinschaftsschule</i>
Bayern:	<i>Mittelschule</i> <i>Wirtschaftsschule</i>
Berlin:	<i>Integrierte Sekundarschule</i>
Brandenburg:	<i>Oberschule</i>
Bremen:	<i>Sekundarschule</i> <i>Oberschule</i>
Hamburg:	<i>Stadtteilschule</i>
Hessen:	<i>Verbundene Haupt- und Realschule</i> <i>Mittelstufenschule</i> <i>Förderstufe</i>
Mecklenburg-Vorpommern:	<i>Regionale Schule</i>
Niedersachsen:	<i>Oberschule</i>
Nordrhein-Westfalen	<i>Sekundarschule</i>
Rheinland-Pfalz:	<i>Realschule plus</i>
Saarland:	<i>Erweiterte Realschule</i> <i>Gemeinschaftsschule</i>
Sachsen:	<i>Mittelschule</i>
Sachsen-Anhalt:	<i>Sekundarschule</i> <i>Gemeinschaftsschule</i>
Schleswig-Holstein:	<i>Gemeinschaftsschule</i> <i>Regionalschule</i>
Thüringen:	<i>Regelschule</i> <i>Gemeinschaftsschule</i>

Each type of lower secondary level school offers one or several courses of education. All the courses at schools offering a single course of education are related to a certain leaving certificate. Schools offering a single course of education are as a rule the *Hauptschule*, the *Realschule* and the *Gymnasium*. Schools offering several courses of education combine two or three courses of education under one roof. Schools offering two courses of education include the *Mittelschule* [Sachsen], the *Regelschule*, the *Sekundarschule* [Bremen, Sachsen-Anhalt], the *Erweiterte Realschule*, the *Verbundene* or *Zusammengefasste Haupt- und Realschule*, the *Regionale Schule*, the *Realschule plus*, the *Regionalschule*, the *Oberschule* [Brandenburg] and the *Mittelstufenschule*. Schools offering three courses of education include the *Integrierte Gesamtschule*, the *Kooperative Gesamtschule*, the *Gemeinschaftsschule* [Baden-Württemberg, Saarland, Sachsen-Anhalt, Schleswig-Holstein, Thüringen], the *Integrierte Sekundarschule*, the *Oberschule* [Bremen, Niedersachsen], the *Stadtteilschule*, the *Sekundarschule* [Nordrhein-Westfalen] and, in some cases, the *Regionale Schule*.

Grades 5 and 6 of all general education schools constitute a phase of particular promotion, supervision and orientation with regard to the pupil's future educational path and its particular direction.

A description of the special educational support available at *Förderschulen* [special schools] providing general education, also called *Sonderschulen*, *Förderzentren* or *Schulen für Behinderte* in some Länder, may be found in chapter 12.3.

Common principles for lower secondary education were laid down by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] in the *Agreement on types of school and courses of education at lower secondary level* of December 1993, amended in October 2012.

Schools offering one single course of education at lower secondary level

Hauptschulen [in Bayern the *Mittelschule*], *Realschulen* and *Gymnasien* are schools offering one single course of education. All the instruction at such schools is geared to the attainment of one specific leaving certificate.

Hauptschule

The *Hauptschule* provides its pupils with a BASIC GENERAL EDUCATION which enables them, according to their performance and preferences, through specialisation, and subject to their qualifications, to continue their education, above all, in courses leading to a vocational qualification but also in courses leading to a higher education entrance qualification. It normally covers grades 5–9. With ten years of compulsory full-time education, the *Hauptschule* also includes grade 10.

As a rule, the subjects taught at *Hauptschulen* include German, a foreign language [usually English], mathematics, physics/chemistry, biology, geography, history, *Arbeitslehre* [i.e. pre-vocational studies, also called Economics-Work-Technology or Work-Economics-Technology] and social studies, music, art, sport, religious education and, in some Länder, domestic science and economics and other work-related subjects. In some Länder subjects have been combined into subject groups. Mathematics and foreign language lessons are frequently taught in sets according to the pupils' aptitude. The aim of this is to better accommodate pupils' different abilities, to enable them to obtain the *Hauptschulabschluss* and to facilitate their transition to other types of secondary school.

Länder in which full-time school attendance is compulsory for nine years offer pupils an opportunity to attend the *Hauptschule* for a tenth year, if they wish, in order to obtain another leaving certificate, e.g. the extended *Hauptschulabschluss*. As a secondary school, the *Hauptschule* also affords particularly able pupils an opportunity to obtain a more advanced qualification under certain conditions such as the *Mittlerer Schulabschluss*, either in a 10th year or in a subsequent vocational education. See chapter 6.4. for more information about qualifications.

Realschule

The *Realschule* provides its pupils with a MORE EXTENSIVE GENERAL EDUCATION which enables them, according to their performance and preferences, through specialisation, and subject to their qualifications, to continue their education in courses leading to a vocational qualification and in courses leading to a higher education qualification. The standard *Realschulen* cover grades 5 to 10.

As a rule, the subjects taught at *Realschulen* include German, a foreign language [usually English], mathematics, physics, chemistry, biology, geography, history, politics, music, art, sport and religious education. In some Länder subjects have been combined into subject groups. In addition to compulsory courses, pupils are generally required to take

three to six hours a week of compulsory electives as from grade 7 or 8. According to their personal inclinations and abilities, the pupils may take additional classes in certain compulsory subjects or choose new subjects, including, among others, a second foreign language [usually French] as from grade 7 or 8. Some Länder provide the option of choosing a second foreign language from as early as grade 6.

A *Realschule* leaving certificate qualifies a pupil to transfer to a school that provides vocational or higher education entrance qualification [see also chapter 6.4.].

Gymnasium

Gymnasien provide an INTENSIFIED GENERAL EDUCATION. The course of education in the standard *Gymnasium* comprises both the lower and upper secondary level and covers grades 5 to 12 or 5 to 13 [or years 7 to 12 or 7 to 13 following a six-year primary school]. Apart from standard *Gymnasien*, there are special types of *Gymnasium* into which *Hauptschule* and *Realschule* pupils can transfer following grade 6 or 7, as well as special courses for particularly able *Realschule* and vocational school leavers. In almost all Länder, the conversion from nine to eight years at the *Gymnasium* has been completed. In Bayern, Hamburg, Mecklenburg-Vorpommern, Niedersachsen, Saarland, Sachsen, Sachsen-Anhalt, Thüringen, and since 2012 in Baden-Württemberg, Berlin, Brandenburg and Bremen, as well as in the future also in Nordrhein-Westfalen and Schleswig-Holstein, the *Allgemeine Hochschulreife* is obtained after 12 years. In Hessen the eight-year *Gymnasium* is being gradually introduced by 2014. In Rheinland-Pfalz, selected *Gymnasien* providing eight-year courses of school education are set up in combination with all-day schools.

In Schleswig-Holstein *Gymnasien* can return to nine-year courses of school education or offer both courses in parallel from 2011/2012 onwards. In Nordrhein-Westfalen some *Gymnasien* will be given the opportunity of testing a new nine-year course of education within the framework of a pilot project. Baden-Württemberg is also testing a new nine-year *Gymnasium* course of education within the framework of a pilot project in the 2012/2013 school year. In Hessen *Gymnasien* have been able, since the beginning of the 2013/2014 school year, to choose whether to offer the eight-year or nine-year *Gymnasium* course of education. An educational and organisational concept is also being tested in a school trial to enable the eight-year or the nine-year *Gymnasium* course of education to be offered in parallel at one school.

In grades 5–10 or 5–9 of the *Gymnasium*, which comprise the lower secondary level there, the main subjects taught are: German, at least two foreign languages, mathematics, physics, chemistry, biology, geography, history, politics, music, art, sport and religious education.

Schools offering several courses of education in lower secondary level

Depending on the Länder, the *Schularten mit mehreren Bildungsgängen* [schools offering more than one type of course of education] include the comprehensive school known as *Gesamtschule* and the following types of school: *Mittelschule* [Sachsen], *Regelschule*, *Sekundarschule* [Bremen, Sachsen-Anhalt], *Erweiterte Realschule*, *Verbundene Haupt- und Realschule*, *Regionale Schule*, *Oberschule*, *Realschule plus*, *Gemeinschaftsschule*, *Regionalschule*, *Integrierte Sekundarschule*, *Stadtteilschule* and *Mittelstufenschule*.

Schools offering several courses of education provide instruction in certain subjects and grades either in classes organised according the desired qualification or – in some subjects – in courses divided up into two or more two levels of proficiency defined in terms of the curriculum covered. Instead of courses, in order to avoid excessively long ways to school and to test special pedagogical concepts, in-class learning groups may be formed in all grades for German and the natural sciences, and, as a rule, in grade 7 only for mathematics.

For demographic reasons or due to school structure in-class learning groups may be extended to other grades.

Geographical Accessibility

For the geographical accessibility of schools in the secondary sector, see chapter 5.2. on the organisation of primary education.

Admission Requirements and Choice of School

In terms of the choice of school, a distinction must first of all be made between the choice of a particular school type and the pupil's acceptance into a specific school establishment.

Choice of school within the differentiated school system

The Länder have different regulations governing the transition from primary into secondary education. In some instances, a binding decision on the choice of school attended and/or course of education pursued in lower secondary education [*Sekundarstufe I*] is made in grade 4, and in others during grades 5 and 6, while in others still this decision is only made at the end of grade 6. No such decision has to be made if the pupil is entering an *integrierte Gesamtschule* [integrated comprehensive school].

During grade 4 in the primary school, a vote is taken by the school which the pupil is leaving that contains general information about the pupil's progress in primary school and concludes with an overall assessment of her or his aptitude for certain types of secondary schools. This is accompanied by detailed consultations with parents. The vote of the primary school is either the basis for the decision or an aid in the decision regarding the pupil's future school career. Depending on Land legislation, various methods can be used to assess the pupil's suitability for a future school career at the *Realschule* or *Gymnasium* [trial half-year, trial lessons, entrance examination]. The final decision is taken either by the parents or by the school or school supervisory authority. An overview of the regulations of the individual Länder regarding the transition from primary to lower secondary education is available on the website of the Standing Conference [www.kmk.org].

Choice of a specific school establishment

The right of parents to choose a school for their children does not mean that a pupil has the right to be accepted by a specific school. The right to a free choice of the place of training which is laid down in the Basic Law [*Grundgesetz* – R1] does not refer to acceptance into a specific school. As a result, as long as attendance of another school of the same type is possible and can reasonably be expected, some Länder rule out a legal right to acceptance into a specific school in their Education Acts.

Pupils wishing to complete their compulsory schooling at the *Hauptschule* or *Berufsschule* must always attend the local school. This rule also applies to pupils at other types of secondary school if school catchment areas have been fixed for the type of school they have chosen. However, parents may choose a school other than that which is responsible for the local area and apply to the school authority to admit their child to that school. The school authority then decides on the merits of each particular case, following consultations with the parents and the authority maintaining the school, with the well-being of the pupil concerned being the decisive factor.

If no catchment areas have been fixed for a type of secondary school, parents are always able to choose which school their child attends. In this case, the capacity of the chosen school is the only limiting factor affecting the pupil's right to admission.

Age Levels and Grouping of Pupils/Students

At schools offering one course of education, pupils aged 10 to 16 are taught by subject teachers in classes made up of children of the same age group. *Schularten mit mehreren Bildungsgängen* [schools offering several courses of education] provide instruction in certain subjects and grades in classes organised, as a rule, either according to the desired qualification or to the required performance at a minimum of two levels of proficiency.

At any school at lower secondary level grades 5 and 6 constitute, irrespective of their organisational allocation, a period of special promotion, observation and orientation to determine a child's subsequent educational path and its specialist focus. Beginning in grade 7, the school types and courses of education increasingly diverge in terms of the subjects offered, the requirements with regard to individual specialisation and the qualifications being aimed at.

Organisation of the School Year

For the organisation of the school year in the secondary sector, see chapter 5.2. on the primary sector.

Organisation of the School Day and Week

At lower secondary level [*Sekundarstufe I*], lesson times are generally laid down from 7.30/8.30 a.m. to 1.30 p.m. [Monday to Friday] or 7.30/8.30 a.m. to 11.30 a.m. [Saturday]. With the exception of the eight-year *Gymnasium*, pupils generally have 28 to 30 weekly periods in compulsory and optional subjects in grades 5 and 6 of all types of school, and 30 to 32 periods in grades 7 to 10. Each period is 45 minutes.

For general information about the daily and weekly timetable and the five-day or six-day week see chapter 5.2.

All-day education and supervision offers

Education and care outside morning lessons is provided to lower secondary level pupils at *Ganztagschulen* [all-day schools] and extended *Halbtagschulen* [half-day schools], via all-day offers in schools, as well as in programmes run in cooperation with providers of youth welfare services or cultural education, sports clubs, parents' initiatives or other external cooperation partners. Many Länder have signed cooperation agreements with education providers outside the school sector. Currently these offers are, with particular emphasis depending on the respective Land, being developed in many Länder. Both con-

cepts strengthen the aspect of education and individual support as compared to the aspect of mere supervision. Within the compass of the investment programme Future Education and Care [*Investitionsprogramm Zukunft Bildung und Betreuung* – IZBB], the Federation supplied the Länder with investment funding amounting to Euro 4 billion for the demand-driven establishment and expansion of all-day schools for the period from 2003 to 2009. The objectives of the expansion of all-day offers include a sustainable improvement of the quality of schools and teaching as well as a decoupling of social background and competence acquisition. In detail, the new all-day facilities are aimed at creating the prerequisites for improved individual promotion, closer linkage between the education available in schools and out-of-school educational facilities and the stronger participation of parents and pupils. The schools and the *Schulträger* [school-maintaining bodies] are being supported until 2014 by a range of accompanying measures carried out in close cooperation with the Länder and the German Children and Youth Foundation [*Deutsche Kinder- und Jugendstiftung*] and within the framework of the programme “*Ideen für mehr! Ganztägig Lernen*” [Ideas for more! All-day learning] through the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF].

In all-day schools in the primary or secondary sector, in addition to timetabled lessons in the morning, an all-day programme comprising at least seven hours per day is offered on at least three days per week. There are three different forms:

- in the *fully bound form*, all pupils are obliged to make use of the all-day offer;
- in the *partially bound form*, part of the pupils [e.g. individual class units or grades] commit to making use of the all-day offer;
- in the *open form*, the all-day offer is made available to the pupils on a voluntary basis; registration is usually binding for half a school year.

Activities offered in the afternoon are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day supervision is organised by teachers, educators, *Sozialpädagogen* [graduate youth and community workers], pedagogic staff [*pädagogische Fachkräfte*] and, if necessary, by other staff and with external cooperation partners. All-day schools provide a midday meal on the days on which they offer all-day supervision.

Between 2003 and 2009 the investment programme Future Education and Care [*Investitionsprogramm Zukunft Bildung und Betreuung* – IZBB] has supplied funding to a total of 8,262 schools in all of the Länder. The large increase in the number of schools providing all-day activities is reflected in the report on general education schools providing all-day activities and care – statistics 2007–2011 [*Allgemeinbildende Schulen in Ganztagsform in den Ländern in der Bundesrepublik Deutschland – Statistik 2007 bis 2011*] which is available on the website of the Standing Conference. The internet portal www.ganztagschulen.org provides information on the development of all-day offers in the Länder within the scope of the investment programme Future Education and Care and the ongoing accompanying empirical research.

Outside school there is a large variety of institutions, both public and private, active in youth work as well as others concentrating on cultural and educational activities and private groups offering pupils a midday meal, help with homework and recreational ac-

tivities. Out of the large choice available, special mention should be made of the concerted cooperation with youth music schools, youth art schools, with youth culture centres and bodies maintaining cultural education, youth sport clubs and with maintaining bodies of youth welfare.

6.3. Teaching and Learning in General Lower Secondary Education

Curriculum, Subjects, Number of Hours

The agreement reached in December 1993, as amended in October 2012, by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK] concerning the types of schools and courses of education in lower secondary level [*Vereinbarung über die Schularten und Bildungsgänge im Sekundarbereich I*] lays down a framework schedule for grades 5-9/10, requiring certain core subjects in every type of school and course of education: German, mathematics, the first foreign language, natural and social sciences. Music, art and sport, at the very least, have to be among the other compulsory or elective subjects offered. A second foreign language is mandatory at *Gymnasium* in grades 7 to 10. In the course of the expansion of foreign language lessons in the primary sector, at the *Gymnasium* lessons in a second foreign language are often given from as early as grade 6. At other types of school, a second foreign language may be offered as an elective course. An introduction to the professional and working world is a compulsory component of every course of education and is provided either in a special subject such as *Arbeitslehre* [pre-vocational studies, also called Economics-Work-Technology or Work-Economics-Technology] or as part of the material covered in other subjects or subject groups. Religious education is subject to the respective regulations in each Land, according to which religion is a standard subject in nearly every Land [see also chapter 1.4.]. For the situation of Protestant and Catholic religious education, see the reports of the Standing Conference of 2002. An amended version of the report on the teaching of ethics was published in February 2008.

Where courses are taught according to level of proficiency at *Schularten mit mehreren Bildungsgängen* [schools offering several courses of education], this teaching begins in grade 7 in the case of mathematics and the first foreign language, in grade 8 for German, as a rule, and in grade 9 at the latest, and from grade 9 onwards in at least one natural science subject [physics or chemistry].

With regard to the curricula, the remarks in chapter 5.3. for the primary level apply, according to which the Ministries of Education and Cultural Affairs of the Länder are principally responsible for developing the curricula. The results of international comparative studies of pupil achievement are taken into consideration in the process of revising the curricula of the various types of schools providing general education on the lower secondary level. In most Länder the revision focuses on the following main areas:

- in the *Hauptschule*: acquisition of basic competences in German and mathematics, orientation towards professional practice and promotion of social competence
- definition of compulsory key areas of learning, provision of scope for measures to activate pupils and inspire problem-solving thought processes
- development of educational standards binding for all Länder, which are based upon the areas of competence for the individual subject or subject group, that determine the capabilities, skills and knowledge students should dispose of at a certain stage of their school career

To implement the *Bildungsstandards* [educational standards] of the Standing Conference for the *Hauptschulabschluss* and the *Mittlerer Schulabschluss*, the subjects in the curricula are adapted accordingly. The educational standards binding for all Länder specify the goals themselves, whilst the curricula describe and structure the way to achieve these goals. For further information on quality development and assurance through educational standards, see chapter 11.2.

Grades 5 and 6 usually have 28 periods per week in compulsory and elective subjects, grades 7 generally have 30. A period is 45 minutes long. The courses in German, mathematics and the first foreign language take up three to five periods each per week, natural and social sciences two to three periods each. As of grade 7, at the latest, another three to five periods per week are spent on a second foreign language as a compulsory or elective subject, depending on the type of school. The amount of time devoted to other compulsory or elective subjects [music, art, sport, pre-vocational studies] and religious education varies depending on the subjects and type of school the total of weekly instruction being 28-30 periods. At lower secondary level of the eight-year *Gymnasium*, the number of weekly periods is generally increased by two to four weekly periods [cf. chapter 6.2].

Foreign language teaching is an integral part of basic general education at all lower secondary level schools as from grade 5 and a core element of individual specialisation as from grade 7. On transition to lower secondary level, foreign language learning connects with sound competences acquired in the primary sector and continuously expands on them. The prerequisite for this is institutionally guaranteed cooperation between the primary and secondary sectors. Foreign language lessons in lower secondary level are characterised by systematic learning and a higher level of abstraction. They also aim at increasingly independent and autonomous management of and reflection on learning. Compulsory and elective foreign language offers take account of differences in aptitudes and biographies, and the interests of pupils. The development of foreign language competence is geared to competence level B1 of the *Common European Framework of Reference for Languages* [CEFR]. The objective of functional multilingualism requires that pupils be given the opportunity to acquire fundamental knowledge in at least another foreign language. Language lessons that have been continuously attended since lower secondary level may be supplemented by bilingual teaching and learning in other subjects. More information can be found in the KMK resolution “Recommendations of the Standing Conference of Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany on strengthening foreign language competence” [*Empfehlungen der Kultusministerkonferenz zur Stärkung der Fremdsprachenkompetenz*] of December 2011.

At all levels of the education system the strengthening of natural science and technical education [MINT - mathematics, information technology, natural sciences, technology] is currently key. The Standing Conference has repeatedly addressed the development of school teaching in MINT subjects. By introducing educational standards in this area, it has facilitated the description of demanding and achievable objectives in the form of competences. Against the background of the predicted need for specialists in mathematics and natural sciences, the Standing Conference adopted *Empfehlungen zur Stärkung der mathematisch-naturwissenschaftlich-technischen Bildung* [Recommendations to strengthen mathematics, natural sciences and technical education] in May 2009.

In 2007, the Standing Conference and the German Olympic Sports Confederation [*Deutscher Olympischer Sportbund* – DOSB] adopted Joint Recommendations for the Furthering of School Sport. The recommendations are aimed in particular at individually promoting pupils and at the same time putting demands on them. For the secondary sector, three weekly sports lessons are recommended.

Cross-curricular topics

Cross-curricular topics predominantly concern questions of political and economic education in the broadest sense. This includes:

- sustainable development education
- democracy education
- educating about Europe in Schools
- human rights education
- cultural education
- National Socialism and the Holocaust
- economic education
- vocational guidance/vocational preparation
- media education
- mobility and road safety education
- health education

Within the scope of the United Nations' World Decade of "Education for Sustainable Development", the Standing Conference and the German Commission for UNESCO [*Deutsche UNESCO-Kommission* – DUK] in June 2007 adopted a joint recommendation with regard to "Education for sustainable development at school". Also in June 2007 the Standing Conference and the Federal Government published a Cross-Curricular Framework for Global Development Education [*Orientierungsrahmen für den Lernbereich Globale Entwicklung*] which can be used as a basis for the development of curricula. The objective of education for sustainable development is to promote young people's understanding of the connection between globalisation, economic development, consumption, environmental pollution, population development, health and social conditions. In secondary education, there is a need to deal with issues of sustainable development in an interdisciplinary and subject-linking way and to strengthen the integration of education for sustainable development in the relevant subjects.

In March 2009 the Standing Conference adopted a *Beschluss zur Stärkung der Demokratieerziehung* [Resolution on the strengthening of democracy education]. In the secondary sector the examination of 20th-century German history is to be stepped up in particular within the framework of cross-curricular and interdisciplinary teaching.

With its resolution on "*Medienbildung in der Schule*" [Media Education in Schools] in March 2012 the Standing Conference reacted to the new technological developments and their impact on society and on every individual. The teaching of media competence through media education in schools aims at constructive and critical examination of the media world on the one hand, and at sensible use of the possibilities it offers for individual learning processes on the other. More information on media education at school can be found in chapter 14.2.4.

Cultural education as a key prerequisite for cultural participation has been firmly anchored in the everyday life of schools and cultural establishments for years now. With its February 2007 recommendation on cultural education for children and young people [*Empfehlung zur kulturellen Kinder- und Jugendbildung*] and the choice of this subject area for the feature chapter in the 2012 Education Report, the Standing Conference underlined its importance for education in schools.

Building on its recommendations on health education in schools [*Gesundheitserziehung in der Schule*] of June 1979 and on addiction and drug prevention [*Sucht und Drogenprävention*] of July 1990, in November 2012 the Standing Conference adopted the “Recommendation on health promotion and prevention in schools”. The updated recommendations are consistent with the advanced understanding of modern addiction and the interaction of behavioural and relationship facets, and take up the key aspects of school prevention work such as strengthening pupils’ life skills and the interprofessional networking of all stakeholders involved in health promotion and prevention.

More information on *Europabildung in der Schule* [educating about Europe in schools] may be found in chapter 13.4. Preparation for working life is addressed in chapter 12.5.

Teaching Methods and Materials

Teaching in schools in Germany is governed by regulations of various kinds laid down by the Länder. The prescribed curricula include guidelines on the treatment of the various topics of instruction, distribution of materials and various didactic approaches. Of increasing importance are interdisciplinary coordination of material taught and teaching objectives as well as interdisciplinary activities in such areas as health education, vocational orientation, computer literacy, environmental education and the treatment of European topics.

In almost all Länder, measures for the promotion of a professional approach to the increasing heterogeneity of learning groups in terms of pre-conditions and performance have been brought on the way. Such measures include, without limitation:

- the internal differentiation of learning groups [*Binnendifferenzierung*]
- self-regulated learning
- pupil-oriented instruction

The measures aim at enhancing the individual promotion, in particular of pupils with migrant backgrounds or from difficult social backgrounds. In the further development of in-service training for teachers, the approach to heterogeneous learning groups also plays an important part [see chapter 9.3.].

The use of new media [multimedia] is growing increasingly important, both as a teaching aid and as the subject of teaching and learning. Access to electronic networks [Internet] is now granted at all schools. The latest information about the use of new media can be found on the Education Servers provided by the Länder Ministries and is also available on the information portal maintained centrally by the federal and Länder authorities, the German Education Server [www.eduserver.de].

In December 2012 the Standing Conference adopted a recommendation on the recognition and evaluation of extracurricular learning outcomes in lower secondary level [*Empfehlung zur Anerkennung und Bewertung einer außerunterrichtlich erbrachten*]

Lernleistung in der Sekundarstufe I. Learning outcomes achieved by pupils outside lessons, particularly in work placements and competitions, are in future to be given greater recognition and evaluated also. Recognition can take the shape of a supplement to the certificate, a partial credit towards a subject mark or, under certain conditions, a separate mark.

6.4. Assessment in General Lower Secondary Education

Pupils/Students Assessment

The evaluation of a given pupil's performance is based on all the work he/she has done in connection with the class in question, specifically written, oral and practical work. Papers and written exercises are spread evenly over the school year. The requirements in this work are gauged to meet the standards laid down in the curricula. Oral work refers to oral contributions made by pupils and evaluated in class. Practical achievements serve as the basis of evaluation particularly in such subjects as sport, music, and arts and crafts.

Performance is assessed according to a six-mark system adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder:

- very good = 1
- good = 2
- satisfactory = 3
- adequate = 4
- poor = 5
- very poor = 6

Each pupil's performance is set out on a report twice a year in the middle and at the end of the school year. In Bayern the intermediate report can under certain conditions be replaced by two or more written notices relating to the overall performance level. During the school year, each assignment is marked by the respective subject teacher. On the report, the marks for each subject are given either by the subject teacher or, on the subject teacher's recommendation, by a teachers' conference known as the *Klassenkonferenz*. In addition to the marks in the various subjects, the report may contain comments or marks on class participation and social conduct at school.

The evaluation of a pupil's performance is a pedagogical process; but it is also based on legal and administrative regulations, whereby the teachers and the teaching staff as a whole are given some scope for discretion.

To ensure the comparability of the pupils' performances, increasingly orientation and comparative tests are being held in the Länder. As for the use of quality assurance procedures and the introduction of *Bildungsstandards* [educational standards] binding for all Länder, see chapter 11.2.

Progression of Pupils/Students

Promotion of a pupil to the next grade depends on his/her level of achievement at the end of the school year as documented in the report received in the middle and at the end of the school year. An adequate mark [mark 4 or *ausreichend*] or better is generally required in each of the subjects that have a bearing on promotion. As a rule, poor or very

poor marks in one subject can be offset to a certain extent by good or very good marks in others.

Whether or not to promote the pupils in a given grade is generally decided by the *Klassenkonferenz*, which is attended by all the teachers who have taught those pupils, and, sometimes, also by the teachers' conference [*Lehrerkonferenz*], which is attended by all teachers of a particular school. The decision is noted on the report issued at the end of the school year. In some Länder, pupils who initially have not been promoted to the next grade may, in certain school types and in certain grades, at the beginning of the next school year be granted a probationary promotion by the teachers' conference and/or take a re-examination in order to be subsequently promoted, in each case provided that certain conditions are fulfilled. A pupil who has not been promoted must repeat the last year attended. Depending on the type of school, in the school year 2011/2012, 0.9 per cent to 3.9 per cent of pupils in lower secondary level repeated a year. If a pupil's performance is far superior to that of the rest of the class, it is possible to skip a year.

If there is a risk of a pupil's not being promoted, in the majority of Länder the school must report this to the parents by noting it in the mid-year report or sending a written notice prior to the date on which the decision is to be taken. Some Länder introduced an obligation of the school to provide assistance in cases of a pupil's promotion being at risk. In such Länder, pupils at risk of not being promoted are for example supported through individual assistance programmes or holiday classes.

Generally speaking, it is possible to transfer between courses of education or school types.

In lower secondary level of the Integrierte Sekundarschule in Berlin pupils generally move up to the next grade at the start of the new school year. In the Gemeinschaftsschule in Baden-Württemberg, too, all pupils move up to the next grade and there is no repetition of grades.

Certification

On completion of the courses of education in lower secondary level, the pupils receive a leaving certificate, provided that they have successfully completed grade 9 or 10. In an increasing number of Länder pupils are required to sit central examinations at Land level in order to obtain the leaving certificate. As a rule, pupils at the *Gymnasium*, which also comprises the upper secondary level, are not issued leaving certificates at the end of the lower secondary level, but a qualification to attend the *gymnasiale Oberstufe*, the upper level of the *Gymnasium*. Pupils who have not achieved the goal of the course of education they were pursuing receive a school-leaving report [*Abgangszeugnis*] instead. The forms for leaving certificates are prescribed by the Ministry of Education and Cultural Affairs of each Land. School-leaving certificates and reports are issued by each school and signed by the head teacher and class teacher. The stages of education successfully completed and qualifications acquired for continued education are noted on the leaving certificates.

Qualification after grade 9

At the end of grade 9, it is possible in any Land to obtain a first general education qualification, which is called the *Hauptschulabschluss* in most Länder. A leaving certificate is issued after grade 9 if adequate marks [mark 4 or *ausreichend*] or better are received in

every subject. In some Länder, the certificate is attained by successfully completing grade 9 and passing a final examination. At lower secondary level schools that go beyond grade 9, a corresponding qualification can be obtained in most Länder if certain marks are achieved. This first leaving certificate in general education is usually used for admission to vocational education and training in the so-called *duales System* [dual system]. In addition, it qualifies a pupil, under specific conditions, for admission to certain *Berufsfachschulen* [a certain type of full-time vocational school]. Moreover, it is a prerequisite for subsequent admission to certain *Fachschulen* [schools for continued vocational training] and institutions offering secondary education for adults known as *Zweiter Bildungsweg*. In some Länder, it is possible to obtain a qualifying *Hauptschulabschluss* testifying to an above-average performance. At the end of grade 10, in some Länder, an extended *Hauptschulabschluss* may be acquired which, under certain conditions, allows admission to further *Berufsfachschulen*.

Qualification after grade 10

At the end of grade 10, it is possible in any Land to obtain a *Mittlerer Schulabschluss*, which is called *Realschulabschluss* in most Länder. In the majority of Länder, this certificate is issued after successful completion of grade 10 and after passing a final examination. The *Mittlerer Schulabschluss* can be obtained after grade 10 at other types of lower secondary schools as well if certain standards of achievement are met, and also at the *Berufsschule* with the requisite achievement level and average mark. It qualifies a pupil for admission to courses of upper secondary education, e.g. at special *Berufsfachschulen* and at the *Fachoberschule*, and is also used for entering a course of vocational education and training within the *duales System* [dual system].

Entitlement to proceed to the *gymnasiale Oberstufe*

The entitlement to attend the *gymnasiale Oberstufe* [upper level of the *Gymnasium*] is obtained, as a rule, if certain standards of achievement are met, at the end of grade 9 or grade 10 at the *Gymnasium* or at the end of grade 10 at the *Gesamtschule*. An entrance qualification required for transfer to the *gymnasiale Oberstufe* may also be obtained at *Hauptschulen*, *Realschulen* or at *Schularten mit mehreren Bildungsgängen* [schools offering more than one type of course of education] if certain performance requirements are fulfilled.

Mutual recognition of leaving certificates and qualifications

Qualifications and entitlements obtained after grades 9 and 10 are mutually recognised by all the Länder provided they satisfy the requirements stipulated by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK]. The requirements are laid down in the 1993 Agreement on Types of Schools and Courses of Education at Lower Secondary Level [*Vereinbarung über die Schularten und Bildungsgänge im Sekundarbereich I*] as amended in October 2012 and in the Agreements on Educational Standards for the *Hauptschulabschluss* [grade 9] and the *Mittlerer Schulabschluss* [grade 10] in 2003 and 2004.

6.5. Organisation of General Upper Secondary Education

Types of Institutions

Gymnasiale Oberstufe

Since 2012, in the majority of Länder the *Allgemeine Hochschulreife* can be obtained after the successful completion of 12 consecutive school years [eight-year *Gymnasium*]. At *Schularten mit drei Bildungsgängen* the *Gymnasium* course of education will not, as a rule, be reduced to eight years.

Common principles for upper secondary education were laid down by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] in the agreement on the structure of the *gymnasiale Oberstufe* in the upper secondary level [*Vereinbarung über die Gestaltung der gymnasialen Oberstufe in der Sekundarstufe II*] of July 1972, amended in June 2013.

The *gymnasiale Oberstufe* is divided up into a one-year introductory phase and a two-year qualification phase. Grade 10 may have a dual function as the final year of schooling in lower secondary education and the first year of schooling in the *gymnasiale Oberstufe*. At the eight-year *Gymnasium*, successful completion of grade 10 will entitle the pupil to enter the qualification phase of the *gymnasiale Oberstufe*. At the nine-year *Gymnasium*, successful completion of grade 10 will entitle the pupil to enter the introductory phase of the *gymnasiale Oberstufe*. Building on the foundations laid at lower secondary level, the classes in the qualification phase are usually structured in relation to half-year terms. Whilst still required to take certain subjects or subject combinations during the qualification phase, they now have scope for individual specialisation. Related subjects are grouped together under main areas. The three main areas with examples of subjects they include are listed below:

- languages, literature and the arts
[e.g. German, foreign languages, fine art, music]
- social sciences
[e.g. history, geography, philosophy, social studies/politics, economics]
- mathematics, natural sciences and technology
[e.g. mathematics, physics, chemistry, biology, information technology]

Every single pupil is required to study subjects from each of these three areas right up to the completion of the upper level of the *Gymnasium*, including *Abitur* examinations. Religious education in line with the provisions of the Land and sport are also compulsory. German, a foreign language, mathematics and physical education as well as, as a rule, history and one of the natural sciences must be taken throughout the qualification phase of the upper level of the *Gymnasium* and results must be taken into account in the certificate of the *Zeugnis der Allgemeinen Hochschulreife* [general higher education entrance qualification]. For more information on leaving certificates see chapter 6.10.

The subjects at the *gymnasiale Oberstufe* are taught at different levels of academic standards in accordance with the Uniform Examination Standards in the *Abitur* Examination [*Einheitliche Prüfungsanforderungen in der Abiturprüfung*] and, in the future, the educational standards for the *Allgemeine Hochschulreife*. They are divided in courses at a basic level of academic standards and courses at an increased level of academic stand-

ards. The courses at a basic level of academic standards teach the propaedeutics of scientific work, and the courses at an increased level of academic standards provide in-depth teaching of the propaedeutics of scientific work by way of specific examples. The courses at a basic level of academic standards in the subjects German, mathematics and foreign language comprise at least three weekly periods. The pupils are required to choose at least two subjects at an increased level of academic standards, comprising at least five weekly periods, or at least three subjects at an increased level of academic standards, comprising at least four weekly periods, one of which being either German, a foreign language, mathematics or a natural science. The Länder regulate the further details in their own responsibility. Generally, the pupils are required to take two foreign language courses during the introductory phase. Pupils who have not or not continuously been taught a second foreign language before entering the *gymnasiale Oberstufe* are required to take a second foreign language course throughout the *gymnasiale Oberstufe*. The four or five subjects of the *Abitur* examination must include:

- at least two subjects at an increased level of academic standards
- two of the following three subjects: German, foreign language or mathematics
- at least one subject from every main area of compulsory subjects [the Länder may decide at their own discretion whether or not religious education can represent the social sciences area]

The *gymnasiale Oberstufe* has also been established in other types of school in addition to the *Gymnasien*. In some Länder, these include the *kooperative Gesamtschule*, *integrierte Gesamtschule* and the *Berufliches Gymnasium*.

Geographical Accessibility

For the geographical accessibility of schools in the secondary sector, see chapter 5.2. on the organisation of primary education.

Admission Requirements and Choice of School

Admission to courses of general education at upper secondary level is based on leaving certificates and qualifications acquired at the end of lower secondary level [see chapter 6.4.]. For the possibility of gaining admission into a specific school, see chapter 6.2. The admission requirements for the *gymnasiale Oberstufe* are set forth above.

Age Levels and Grouping of Pupils/Students

At the latest upon entrance into the *gymnasiale Oberstufe*, the pupils are no longer taught in annual classes. The class unit is replaced by a system of compulsory and elective subjects, with the possibility of individual specialisation. The *gymnasiale Oberstufe* is divided into a one-year introductory phase and a two-year qualification phase, whereby grade 10 may have a double function as last school year of the lower secondary level and first school year of the *gymnasiale Oberstufe*. During the qualification phase, courses are structured in half-year terms, defined thematically, and assigned to subjects to which specific curricula apply. The courses provided are principally divided up into different levels of academic standards: courses at a basic level of academic standards and courses at an increased level of academic standards. Within the scope of the relevant agreement of the Standing Conference [*Kultusministerkonferenz* – KMK], the responsibility for the organisation of lessons and for the design of the compulsory and

elective subjects with the possibility of individual specialisation lies with the Länder. The above explanations regarding the *gymnasiale Oberstufe* equally apply to the *Berufliche Gymnasien*.

Organisation of the School Year

For the organisation of the school year in the secondary sector, see chapter 5.2. on the primary sector.

Organisation of the School Day and Week

There is no fixed end to teaching times at upper secondary level [*Sekundarstufe II*]. The weekly instruction time at the *gymnasiale Oberstufe* usually is also 30 weekly periods which are taken within the framework of courses at a basic level of academic standards and of courses at an increased level of academic standards.

At the eight-year *Gymnasium*, the number of weekly periods at lower and upper secondary level is generally increased by two to four weekly periods. To guarantee the mutual recognition of the *Abitur*, all Länder have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the *gymnasiale Oberstufe* to which up to five hours in elective subjects may be added.

For general information about the daily and weekly timetable and the five-day or six-day week see chapter 5.2.

6.6. Teaching and Learning in General Upper Secondary Education

Curriculum, subjects, number of hours

The range of subjects offered in the GYMNASIALE OBERSTUFE [upper level of the *Gymnasium*] is described in chapter 6.5., as are the requirements for certain subjects and subject groups and the opportunities for individual specialisation. As a rule, classes take up at least 30 periods a week. Courses in the subjects German, mathematics and foreign language comprise at least three periods per week. Subjects at a level of increased academic standards comprise at least four periods per week. If instruction in only two subjects at a level of increased academic standards is required, courses in these subjects comprise at least five periods per week. Subjects at a level of increased academic standards must include German, a foreign language, mathematics or a natural science. Whilst the compulsory courses are designed to ensure that all the pupils receive a common general education, electives, in conjunction with the compulsory curriculum, are intended to enable pupils to develop an area of specialisation. In the *gymnasiale Oberstufe* of the eight-year *Gymnasium*, the number of weekly periods is generally increased by two to four.

Foreign language lessons in the upper secondary level build on the competences acquired in lower secondary level. The focuses of teaching and learning are in-depth intercultural understanding, written language in terms of competences involving different text types, corresponding oral discourse abilities and language awareness. These competences are based on the educational standards for the *Allgemeine Hochschulreife* and aim to achieve at least reference level B2 in the *Common European Framework of Reference for Languages* [CEFR] for languages that have been studied since lower secondary level, and reference level B1 for new foreign languages started at the end of the upper level of the *Gymnasium*. Languages lessons attended throughout the upper secondary

level may be replaced by bilingual teaching and learning in other subjects. More information can be found in the KMK resolution “Recommendations of the Standing Conference of Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany on strengthening foreign language competence” [*Empfehlungen der Kultusministerkonferenz zur Stärkung der Fremdsprachenkompetenz*] of December 2011.

The comments in chapter 6.3. apply to cross-curricular topics addressed in upper secondary education.

Teaching methods and materials

Based on the curricula, which also contain some guidance on teaching methods, the teachers take responsibility for teaching in their classes, taking the background and aptitude of each pupil into consideration. Use is made of new media [multimedia] and telecommunications [Internet etc.] in the classroom both as teaching aids and as the subject of teaching and learning. By utilising new resources and methods and by strengthening the individualist character of teaching, the aim is to promote creativity and independent learning skills.

6.7. Assessment in General Upper Secondary Education

Pupils/students assessment

At the GYMNASIALE OBERSTUFE [upper level of the *Gymnasium*], performance is assessed on a scale of 15 to 0, which correlates with the usual scale of 1 to 6 as follows:

- Mark 1 is equivalent to 15/14/13 points depending on the trend of marks.
- Mark 2 is equivalent to 12/11/10 points depending on the trend of marks.
- Mark 3 is equivalent to 9/8/7 points depending on the trend of marks.
- Mark 4 is equivalent to 6/5/4 points depending on the trend of marks.
- Mark 5 is equivalent to 3/2/1 points depending on the trend of marks.
- Mark 6 is equivalent to 0 points.

Progression of pupils/students

In the GYMNASIALE OBERSTUFE the last two grades are known as the qualification phase. Marks obtained in this phase are used to calculate a pupil's total marks, composed of marks received in courses taken in these two years and the marks achieved in the *Abitur* examination. There is no procedure for promotion during the qualification phase, however, it is possible to repeat a year if the marks required for entrance to the *Abitur* examination have not been attained. In school year 2011/2012, 2.3 per cent of pupils at the nine-year *Gymnasium* and 2.9 per cent of pupils at the eight-year *Gymnasium* repeated a grade.

Certification

School-leaving certificates may be acquired at the end of upper secondary level courses of education subject to the same basic conditions as described for lower secondary level in chapter 6.4.

The GYMNASIALE OBERSTUFE [upper level of the *Gymnasium*] concludes with the *Abitur* examination. The questions are either set on a uniform basis by the Ministry of Education and Cultural Affairs of a Land or drawn up by the teachers of the individual schools

and approved by the responsible school supervisory authority. In the future, there will be central *Abitur* examinations at Land level in almost all Länder. In order to be admitted to the examination, certain requirements have to be met in the qualification phase. The *Abitur* examination covers four or five examination subjects, which must include at least two subjects at a level of increased academic standards and two of the following three subjects: German, foreign language and mathematics. Additionally, all three subject areas [languages, literature and the arts; social sciences; mathematics, natural sciences and technology] must be included in the examination. The required minimum three written examinations must cover at least two subjects at an increased level of academic standards, which must include at least one of the following subjects: German, foreign language, mathematics or a natural science. The oral *Abitur* examination is taken in a subject which has not been examined in written form. As a rule, written and possibly oral examinations are taken in three subjects, whilst in the fourth subject, only an oral examination is taken. Depending on the legislation of a Land, a fifth subject can be examined in either oral or written form, or a particular achievement [*besondere Lernleistung*] which has been performed over at least two half-year terms [e.g. a year paper or the results of a multi-disciplinary project] may be incorporated in the *Abitur* examination. The particular achievement is to be documented in written form, and is complemented by a colloquium. Upon passing the *Abitur* examination, a *Zeugnis der Allgemeinen Hochschulreife* [general higher education entrance qualification] is acquired, which also includes the academic performance in the qualification phase. The *Allgemeine Hochschulreife* is awarded if the total marks attained are at least adequate [average mark 4 or a minimum of 300 points].

Upon transition to vocational education and training and to higher education study, to document foreign language competences on the leaving certificate the level descriptions of the *Common European Framework of Reference for Languages* [CEFR] are available alongside the grades. Coordinated European documentation of foreign language, bilingual and intercultural competences is offered, for instance, by Europass and by the CertiLingua label of excellence.

Since 2012, in the majority of Länder the general higher education entrance qualification is awarded after 12 years of school [eight-year *Gymnasium*]. The conversion throughout the Land to the eight-year *Gymnasium* has taken a few years as it generally takes place after grades 5 or 6. To guarantee the mutual recognition of the *Abitur* obtained after this shorter course, the Länder have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the *gymnasiale Oberstufe*. At *Schularten mit drei Bildungsgängen* the *Gymnasium* course of education will not, as a rule, be reduced to eight years.

The comparability of the examination procedures and examination requirements is guaranteed for all Länder by the Uniform Examination Standards in the *Abitur* Examination [*Einheitliche Prüfungsanforderungen in der Abiturprüfung*]. By the end of 2008, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] had passed 41 subjects for the Uniform Examination Standards in the *Abitur* Examination, which have, in part, been revised against the background of the results of international comparisons of school performance and on the basis of experts' reports.

In October 2012 the Standing Conference, on the basis of a decision of October 2007, has resolved educational standards for the *Allgemeine Hochschulreife* [general higher education entrance qualification] in German and Mathematics and in follow-on courses in the foreign languages English and French which replace the Uniform Examination Standards. The development of educational standards for the *Allgemeine Hochschulreife* in the natural science subjects biology, chemistry and physics is expected to be initiated in 2015.

6.8. Organisation of Vocational Upper Secondary Education

Types of institutions

Full-time vocational schools

Full-time vocational schools include the *Berufsfachschule*, the *Fachoberschule*, the *Berufliches Gymnasium*, the *Berufsoberschule* and other types of schools that exist only in certain Länder or are of marginal importance due to their small numbers. According to the International Standard Classification of Education [ISCED], continuing vocational training at the *Fachschule* is part of the tertiary sector. The *Fachschule* is thus described in chapter 7.

Berufsfachschule

Berufsfachschulen are full-time schools that introduce their pupils to one or several occupations, offer them part of vocational education and training in one or several *anerkannte Ausbildungsberufe* [recognised occupations requiring formal training] or lead to a vocational qualification in a specific occupation. They offer a very wide range of courses. There are *Berufsfachschulen* for business occupations, occupations involving foreign languages, trade and technical occupations, crafts industry occupations, home-economics-related and social-work-related occupations, artistic occupations, the health sector occupations regulated by federal law etc. In cases where such schools do not provide a full career qualification, the successful completion of the *Berufsfachschule* may, under certain conditions, be credited as part of the training period in occupations requiring formal training [Art. 7 of the Vocational Training Act - *Berufsbildungsgesetz* - R78]. In order to prove the equivalence of a vocational qualification at a *Berufsfachschule* with dual vocational education and training, successful graduates can sit an examination before the competent authority. Admission to this so-called chamber examination is possible if the Land in question has adopted appropriate regulations pursuant to Article 43, paragraph 2 of the Vocational Training Act or if there are arrangements to this end between the vocational schools and the competent authorities. Depending on the training objective, *Berufsfachschulen* require their pupils to have a *Hauptschulabschluss* or a *Mittlerer Schulabschluss*. The duration of training at *Berufsfachschulen* varies from one to three years, depending on the intended career specialisation. Under certain conditions, the *Fachhochschulreife* [higher education entrance qualification for the *Fachhochschule*] may be acquired at the *Berufsfachschule*.

Fachoberschule

As a rule, the *Fachoberschule* covers grades 11 and 12 and requires a *Mittlerer Schulabschluss*. It equips its pupils with general and specialised theoretical and practical knowledge and skills and leads up to *Fachhochschulreife*, i.e. higher education entrance qualification for the *Fachhochschule*. The Länder may also establish a grade 13. After successful completion of grade 13, pupils can obtain the *Fachgebundene Hochschulreife*

and, with sufficient competence in a second foreign language, the *Allgemeine Hochschulreife*. The *Fachoberschule* is divided into the fields of study business and administration, technology, health and social work, design, nutrition and home economics, as well as agriculture, bio- and environmental engineering. Training includes instruction and professional training. Instruction is given in the subjects German, foreign language, mathematics, natural sciences, economics and society and also in a field-specific subject. Practical training takes place in grade 11, i.e. in the first year of this school type, as a relevant controlled placement in companies or equivalent institutions. Completed relevant vocational education and training or sufficient relevant work experience can serve as a substitute for grade 11 of the *Fachoberschule*, so that pupils with such qualifications can proceed directly with grade 12 of the *Fachoberschule*.

Berufliches Gymnasium

This type of school is called *Berufliches Gymnasium* in most of the Länder and *Fachgymnasium* in two Länder. In contrast to the *Gymnasium*, which normally offers a continuous period of education from grade 5 to grade 12 or 13, the *Berufliches Gymnasium*, as a rule, has no lower and intermediate level [grades 5 – 10]. This type of school exists in some Länder in the form of the *gymnasiale Oberstufe* with career-oriented specialisations and comprises a three-year course of education. Starting on the basis of a *Mittlerer Schulabschluss* satisfying the requirements for admittance to the *gymnasiale Oberstufe* or an equivalent qualification, the *Berufliches Gymnasium* leads, as a rule, to the *Allgemeine Hochschulreife* [a general entrance qualification for higher education]. Apart from the subjects offered at a *Gymnasium*, these schools have career-oriented subjects like business, technology, professional computer science, nutrition, agronomy, as well as health and social studies, which can be chosen in place of general subjects as the second intensified course and are examined in the *Abitur*. In some Länder, there are a limited number of schools providing further vocational courses and specialisations. The subjects relating to such vocational courses and specialisations may also be elected as second subject at an increased level of academic standards.

Furthermore, *Berufliche Gymnasien* in some cases offer pupils the opportunity to obtain more than one qualification at the same time [double qualification courses of education], viz. a combination of *Hochschulreife* or *Fachhochschulreife* [higher education entrance qualifications] and a vocational qualification in accordance with Land law [e.g. for assistant occupations]. A vocational education of this kind may also be obtained at institutions combining the *Gymnasium* and vocational schools [e.g. *Oberstufenzentren*] or at a particular type of school such as, for example, the *Berufskolleg* in Nordrhein-Westfalen. These double qualification courses of education at upper secondary level take three to four years to complete.

Berufsoberschule

Berufsoberschulen make an important contribution to the permeability of the education system and thus to the equivalence of general and vocational education. They have been established in order to enable those who have completed vocational education and training in the *duales System* [dual system] to obtain a higher education entrance qualification. Providing two years of full-time education, the *Berufsoberschule* leads to the *Fachgebundene Hochschulreife* and, with a second foreign language, to the *Allgemeine Hochschulreife*. Attendance of the *Berufsoberschule* can also be on a part-time basis for a correspondingly longer period.

Acceptance into the *Berufsoberschule* requires the *Mittlerer Schulabschluss* or qualifications recognised as equivalent and at least two years' successful vocational education and training or at least five years' relevant practical experience. The first year of the *Berufsoberschule* can be replaced with other study courses leading to the *Fachhochschulreife*. The *Berufsoberschule* covers specialisations in technology, economy and management, nutrition and domestic science, health and social professions, design as well as agricultural economy, bio- and environmental engineering. The pupils are assigned a specialisation in accordance with the first vocational training or practical experience they have already completed.

Vocational education and training in the dual system

In Germany, about two-thirds of the young people of any one-year age group undergo vocational education and training in the *duales System* for two or three years, depending on the respective occupation. It is described as a *dual system* because training is carried out in two places of learning: at the workplace and in a *Berufsschule* [vocational school]. The aim of vocational education and training is to impart, within a structured course of training, the vocational skills, knowledge and qualifications necessary to practise a skilled occupation in a changing professional world. Additionally, it is intended to provide the necessary professional experience. Those successfully completing education and training are immediately entitled to do skilled work in one of currently around 350 *anerkannte Ausbildungsberufe* [recognised occupations requiring formal training].

There are no formal prerequisites for admission to the dual system; education and training in the dual system is generally open to everyone. Each year around two-thirds of all school leavers enter vocational training in the *duales System*. Of the trainees with newly concluded training contracts, around 31.9 per cent achieved the *Hauptschulabschluss* as their first general education qualification at the end of the lower secondary level in 2011, whilst 42.1 per cent gained a *Mittlerer Schulabschluss*. The number of those undergoing training within the dual system who have already completed the upper secondary level and obtained a *Hochschulreife* or a *Fachhochschulreife* [higher education entrance qualifications] corresponded to 23.1 per cent in 2011. The training is based on a training contract under private law between a training company and the trainee. The trainees spend three or four days a week at the company and up to two days at the *Berufsschule*. Alongside this, training in the form of coherent blocks [*Blockunterricht*] lasting up to six weeks is increasingly common. The training companies assume the costs of the on-the-job training and pay the trainee a training allowance which, as a rule, is in accordance with a collective bargaining agreement in the sector concerned. The amount of the allowance increases with each year of training and is, on average, about a third of the starting salary for a specialist trained in the corresponding occupation.

The vocational skills, knowledge and qualifications to be acquired in the course of training at the workplace are set out in the *Ausbildungsordnung* [training regulations], the particulars of which are specified by the training company in an individual training plan. A *Rahmenlehrplan* [framework curriculum] is drawn up for vocational *Berufsschule* classes for each recognised occupation requiring formal training as set out in the training regulations.

Comprehensive information and data on vocational education and training and especially about the dual system is available in the annual *Berufsbildungsbericht* [Report on Vo-

cational Education and Training] of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] and, since 2009, in the *Datenreport zum Berufsbildungsbericht* [Data Report Annexed to the Report on Vocational Education and Training] of the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB].

On-the-job training

Vocational training places outside school [on the job] are available in industry and commerce as well as public administrations, in independent professions and, to a lesser extent, also in private households. The training companies are contractually committed to impart to the trainees the vocational skills, knowledge and qualifications as provided for in the *Ausbildungsordnungen* [training regulations] for the respective recognised occupation requiring formal training. The binding *Ausbildungsordnungen* [training regulations] have been established to set uniform national standards that are independent of the companies' current operational needs and meet the requirements in the respective occupation. Training may only be provided in training companies in which the skills demanded by the training regulations can be imparted by training personnel with the personal and technical qualification. The qualification of training companies and in-company training personnel is supervised [see chapter 10.4.] by the authorities responsible for vocational training of the various occupations and branches of industry which are predominantly the chambers of industry and commerce. The chambers also monitor the training to make sure it is conducted properly. Training should correspond to the requirements of the *Ausbildungsordnungen* [training regulations] in terms of both content and time but can deviate from this if required by practicalities within the company and if the communication of all remaining training contents is guaranteed.

A training establishment may not only be the individual training company, but also an association of several companies which cooperate in order to meet the requirements of the training regulation [network training - *Verbundausbildung*]. Inter-company training centres, which can be linked to boarding-schools, provide supplementary training to young people who are being trained at small or specialised companies where they do not receive comprehensive training as defined by the *Ausbildungsordnungen* [training regulations]. With modern technical equipment, these inter-company training centres can give training in areas most small companies are unable to cover for reasons of cost and capacity.

Training at the *Berufsschule*

In the context of the dual system of vocational education and training the *Berufsschule* is an autonomous place of learning. It works together on an equal footing with the companies participating in vocational education and training. The function of the *Berufsschule* is to provide pupils with general and vocational education, having particular regard for the requirements of vocational training. *Berufsschulen* are also expected to offer courses preparing for vocational education and training or accompanying professional activities. *Berufsschulen* equip their pupils with basic and specialised vocational education, adding to the general education they have already received. The purpose is to enable them to carry out their occupational duties and to help shape the world of work and society as a whole with a sense of social and ecological responsibility.

As a rule, teaching at the *Berufsschule* takes up four periods per week in general education subjects, namely German, social studies and economics, religion and sport, regardless of the training area, and eight periods per week in vocational education. Foreign languages are included in vocational education to the extent they are likely to be of importance in the pupils' future career, e.g. office jobs. Together with the companies providing training, the school supervisory body and the relevant bodies from industry, the *Berufsschule* decides on how to organise teaching time, drawing on a wide number of possibilities. The aim of the various different ways of organising the course is to guarantee the best possible attendance rate of the pupils within the companies providing training and, at the same time, to create a favourable situation in terms of educational gain and learning psychology.

The reform of the Vocational Training Act [*Berufsbildungsgesetz*] means that the Länder can enact regulations by statutory order concerning the crediting of periods of vocational education spent in school for dual vocational education and training [Art. 7 of the *Berufsbildungsgesetz*]. In this respect, the Standing Conference has recommended that

- the organisation of suitable education careers needs to achieve that learning periods spent in full-time vocational schools can be fully credited for vocational education and training and
- the extent of the crediting be made dependent on the scope of vocation-related teaching given within the school education and a consideration of the *Rahmenlehrpläne* [framework curricula] and *Ausbildungsordnungen* [training regulations] applicable to vocational education and training.

Crediting only takes place upon a joint application by training company and student.

Geographical accessibility

For the geographical accessibility of schools in the secondary sector, see chapter 5.2. on the organisation of primary education.

Admission requirements and choice of school

Admission to courses of vocational education at upper secondary level is based on leaving certificates and qualifications acquired at the end of lower secondary level [see chapter 6.4.]. The admission requirements for the various types of schools and courses of education in the sector of vocational education are explained above.

Age levels and grouping of pupils/students

At the BERUFSSCHULE, classes in a specific or related *anerkannter Ausbildungsberuf* [recognised occupation requiring formal training] are given.

Organisation of the School Year

For the organisation of the school year in the secondary sector, see chapter 5.2. on the primary sector.

Organisation of the School Day and Week

At full-time vocational schools, 30 weekly periods are required at the two-year *Berufsfachschulen*. At least 12 periods are compulsory in grade 11 of *Fachoberschulen*, together with practical on-the-job training while at least 30 weekly periods of general and spe-

cialist lessons are required in grade 12. As for vocational education and training in the *duales System* [dual system], where initial vocational education and training is carried out jointly in a company and in the *Berufsschule*, at least 12 weekly periods of teaching are required at the *Berufsschule*. This may be organised in a variety of ways with students either attending classes on a part-time basis with, as a rule, 12 weekly periods two days a week throughout their course or alternating between two days one week and one day the next. Teaching may also be received in coherent blocks [*Blockunterricht*].

For general information about the daily and weekly timetable and the five-day or six-day week see chapter 5.2.

6.9. Teaching and Learning in Vocational Upper Secondary Education

Curriculum, subjects, number of hours

At BERUFSFACHSCHULEN [full-time vocational schools] instruction is given in general/cross-occupational and subject- or occupation-specific areas. Depending on the particular course being pursued, teaching in the two areas of learning accounts for a minimum of 30 periods per week.

See the description of the FACHOBERSCHULE in chapter 6.8. for an overview of the general and specialised curriculum.

In the BERUFSOBERSCHULE that pupils attend for two years, instruction covers a total of 2400 periods [approx. 30 periods a week]. Pupils are taught German, a compulsory foreign language, social studies [with history, politics, economics], mathematics as well as specialised subjects [*Profilfächer*] in accordance with the chosen specialisation, and natural sciences including information technology. For the *Allgemeine Hochschulreife*, knowledge of a second foreign language must also be proven. The Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] passed common standards in June 1998 regarding the requirement level for instruction in German, a compulsory foreign language and mathematics.

The curriculum at the part-time BERUFSSCHULE, like that of full-time vocational schools, breaks down into cross-occupational and vocational classes [see chapter 6.8.]. Twelve periods a week are spent in class, eight of which generally cover material specific to the occupation in question.

As to the CURRICULA, the comments on the primary sector in chapter 5.3. apply. The Ministers of Education and Cultural Affairs of the Länder are responsible for drawing up the curricula. The *Rahmenlehrpläne* [framework curricula] for vocational instruction at *Berufsschulen*, on the other hand, are worked out by the Länder in the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*] and resolved in a coordinated procedure with the agreement of the Federation on the basis of the *Ausbildungsordnungen* [training regulations] for on-the-job training [see chapter 2.7.]. They are structured in accordance with areas of instruction so as to support the acquisition of vocational knowledge, skills and competences. Areas of instruction contain a complex statement of objectives oriented around typical vocational acts, as well as references and time guidelines as regards content, i.e. references to the time of communication in the course of education as well as to the number of lessons. The knowledge, skills and competences to be imparted in on-the-job training for professional qualification is set out in the training regulations. These regulations are issued for all *aner-*

kannte Ausbildungsberufe [recognised occupations requiring formal training] by the competent federal ministry with the assistance of the social partners and in agreement with the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF]. The coordination procedure ensures that the training regulations take account of what has been learnt from experiences in the working world and in the vocational schools, as well as the results of employment and occupational research and the results of pilot schemes of the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB].

Foreign language teaching in vocational schools

Foreign language teaching in the vocational sector builds on the competences taught in the lower secondary level. It makes a fundamental contribution to vocational education and training or the vocational orientation of pupils by equipping them to deal with foreign language professionally in relevant work situations. Given ongoing globalisation in the economic sector and on the labour market, in language activities specific to a profession and to a professional field, foreign language competence forms an important part of the professional ability to act. In the specialised subject classes [*Fachklassen*] of the dual system especially, the development of language competence relevant to the professional field is of great importance.

To certify individual foreign language competence, there is in particular the Standing Conference foreign languages certificate which is based on the areas of competence and levels of the *Common European Framework of Reference for Languages* [CEFR].

Teaching methods and materials

At the BERUFSSCHULE, it is particularly important to employ teaching methods that are task-based and practice-oriented in providing technical vocational training and a broader general education. The use of new information and communication technologies opens up a new scope of conveying up-to-date vocational knowledge. The basic didactic methods to be used in on-the-job training are outlined in the *Ausbildungsordnungen* [training regulations].

6.10. Assessment in Vocational Upper Secondary Education

Pupil/students assessment

For information about the assessment of pupils at VOCATIONAL SCHOOLS in the upper secondary level see chapter 6.4., in which the basis for assessing and marking in the lower secondary level is set out.

Under the DUALES SYSTEM [dual system] trainees take an intermediate examination according to the standards laid down in the *Ausbildungsordnungen* [training regulations] and *Rahmenlehrpläne* [framework curricula] around halfway through their training. These intermediate examinations are administered by the competent bodies [usually chambers of handicrafts or industry etc.]. They may consist of practical, written and oral components. The intermediate examination usually covers the knowledge, skills and competences listed in the training regulations for the first three half-year terms of training, as well as the material taught at the *Berufsschule* according to the framework curriculum, to the extent it is of material importance for vocational education and training. After taking an intermediate examination, the trainee receives a certificate showing his/her current level of training.

Progression of pupils/students

As far as FULL-TIME VOCATIONAL SCHOOLS are concerned, the comments on promotion in chapter 6.4. on the lower secondary level generally apply. Pupils do not repeat grades in vocational schools – if necessary, the training period may be extended.

Certification

DOUBLE QUALIFICATION COURSES OF EDUCATION which lead up to the *Allgemeine Hochschulreife* [a general entrance qualification for higher education] or to the *Fachhochschulreife* [higher education entrance qualification for the *Fachhochschule*] and a vocational qualification or partial vocational qualification take three to four years and conclude with two separate examinations [academic examination and vocational examination]. In addition, there are vocational training courses in which it is possible to obtain a vocational qualification, as well as the *Fachhochschulreife*. The acquisition of the *Fachhochschulreife* in vocational training courses requires the *Mittlerer Schulabschluss* and, according to the version valid at any one time of an agreement of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] made in 1998, is based on standards for contents and examinations.

The programme at BERUFSFACHSCHULEN [full-time vocational schools] normally concludes with a final examination. In the *Berufsfachschulen*, different qualifications can be obtained, depending on admission requirements; these qualifications are either of a vocational or a general education nature. At *Berufsfachschulen* offering basic vocational training, young people can obtain the *Hauptschulabschluss* or the *Mittlerer Schulabschluss* in courses lasting one or two years. In contrast, the two-year full-time *Berufsfachschule*, for which a *Mittlerer Schulabschluss* is required, in its various branches of study leads to a professional qualification as a *state-certified technical assistant* in biochemistry, garment making, information technology or mechanical engineering or as a *state-certified business assistant* specialising in business administration, clerical operations, foreign languages or data processing. At *Berufsfachschulen*, under certain conditions the *Fachhochschulreife* can be obtained as well as the vocational leaving certificate.

The programme at the FACHOBERSCHULE concludes with a final examination after grade 12. This exam covers three general subjects [German, mathematics, foreign language] and one individual specialised subject [e.g. in engineering, business, administration or design]. On passing the exam, pupils receive the certificate of *Fachhochschulreife*, a higher education entrance qualification qualifying them to go on to *Fachhochschulen*. The Länder may also establish a grade 13 leading to the *Fachgebundene Hochschulreife* or, if proficiency in a second foreign language is demonstrated, the *Allgemeine Hochschulreife*.

The course of study in the BERUFSOBERSCHULE ends with a final examination and leads to the *Fachgebundene Hochschulreife* and, with a second foreign language, to the *Allgemeine Hochschulreife*. There is a written final examination in German, a compulsory foreign language, mathematics and a specific subject relevant to the chosen specialisation. Oral examinations can be held in all subjects. The achievements in the final examination count for at least one-third of the total marks obtained for the individual subjects in the final certificate.

In the DUALES SYSTEM of vocational education and training [dual system], trainees take a final examination or a *Gesellenprüfung* [final examination which, if successfully passed,

leads to the award of a certificate showing proficiency as journeyman] administered by the *authorities responsible for vocational education and training*. The responsible authorities include regional and sectoral organisations from the various branches of industry and commerce, e.g. chambers of industry and commerce, of handicrafts, of liberal professions and of agriculture that perform governmental functions in the domain of vocational education and training. The responsible authorities can also be public service authorities. The boards of examiners are made up of representatives of industry and labour and teachers at *Berufsschulen*.

The final examination or *Gesellenprüfung* consists of several examination areas, which are assessed in practical, written and/or oral tests. This determines whether the trainees have acquired the professional ability to act necessary to practice a skilled occupation within the meaning of the Vocational Training Act [Art. 1, Section 3 of the *Berufsbildungsgesetz* – R78]. This includes the ability to plan and perform work processes independently and to inspect and to judge the work result. For the purposes of assessment of performances in individual areas, the board of examiners may solicit expert opinions from third parties, in particular from vocational schools [Art. 39, Section 2 of the Vocational Training Act]. Successful candidates are awarded an examination certificate. Concomitantly, the *Berufsschule* issues a leaving certificate if the trainee has achieved at least adequate performances in all subjects. This certificate incorporates a *Hauptschulabschluss* and may include a *Mittlerer Schulabschluss*, depending on the candidate's achievements. If the relevant tuition has been given, the *Fachhochschulreife* may also be attained. At the request of the trainee, a description of qualifications in German, English and French is included with the leaving certificate.

For a number of years, instead of an intermediate examination and a final examination, some training regulations have provided for a so-called *gestreckte Abschlussprüfung* [extended final examination]. This does away with the previously standard intermediate examination, which was not relevant to achieving a pass grade. In the extended final examinations, part of the professional competence is tested after around two-thirds of the training period in part one of a final examination. The second part of the final examination takes place at the end of vocational education and training. Qualifications which were covered in the first part of the final examination will be included in the second part only to the extent required for the assessment of professional proficiency. The result of the extended final examinations is made up of the two partial results.

Under the Vocational Training Act [Art. 43 Section 2], anyone who has been trained in a vocational school or other vocational education and training establishment may also be admitted to a final examination carried out by the authority responsible for the vocational education and training, provided this course of education corresponds to vocational education and training in a recognised training occupation; for this purpose the course of education must be comparable to the relevant training regulations in terms of content, requirements and duration, it must be implemented systematically and must guarantee a suitable proportion of practical specialist training. The authorisation first granted to the Länder governments under the Vocational Training Act in 2005 to admit certain courses of education generally to the chamber examination [Art. 43, Section 2, Paragraphs 3 and 4] was repealed with effect from 1 August 2011; however, individual assessment and approval continue on the basis of the principles described above.

The results of a trainee's learning and examination achievements in the *Berufsschule* can be stated on the examination certificate at his or her request. It is provided by the authority responsible for vocational education and training. In May 2007, the Standing Conference adopted a recommendation for the inclusion of results achieved in the *Berufsschule* into the examination certificate issued by the chamber. Accordingly, the appraisal of the trainee's achievements in the *Berufsschule* shall be based on assessments of her or his performance in the vocational subjects as well as in the multi-disciplinary and general subjects.

Within the companies, expert opinions can in particular apply to the assessment of practical examination assignments taking the form of operational tasks.

6.11. Post-Secondary Non-Tertiary Education

According to the International Standard Classification of Education [ISCED], the post-secondary, non-tertiary sector covers courses of education which follow the acquisition of a general education qualification or vocational qualification but are not classified as further and continuing education or as part of the tertiary sector. In Germany this definition basically applies to the one-year courses at *Fachoberschulen* and the two-year courses at *Berufsoberschulen/ Technischen Oberschulen*, which lead to the *Fachgebundene Hochschulreife* and, with sufficient competence in a second foreign language, the *Allgemeine Hochschulreife*, and the *Kollegs* and *Abendgymnasien*, at which the *Fachhochschulreife* [academic part] or the *Allgemeine Hochschulreife* can be obtained. The post-secondary, non-tertiary sector also covers combinations of general and vocational courses and the acquisition of an entitlement to study and of a vocational leaving certificate at a *Berufsschule* in the *duales System* or at a *Berufsfachschule*, which conveys a vocational training certificate.

In Germany however these courses are allocated to upper secondary education. A description of vocational schools can be found in chapters 6.8. to 6.10. on the vocational upper secondary level, and a description of *Abendgymnasien* and *Kollegs* in chapter 8 on general and vocational adult education.

7. HIGHER EDUCATION

7.1. Introduction

The tertiary sector includes, first and foremost, the various different types of institution of higher education and, to a limited extent, establishments outside the higher education system. Thus, in addition to institutions of higher education, some Länder also have *Berufsakademien*, which offer an alternative to higher education in the form of courses qualifying to practise a profession for those who have completed the upper level of secondary education and gained a higher education entrance qualification. The *Fachschulen* and the *Fachakademien* in Bayern are also part of the tertiary sector.

General objectives

Teaching and study are to prepare students for a profession in a certain sphere of activity, imparting to them the particular knowledge, skills and methods required in a way appropriate to each course so as to enable them to perform scientific or artistic work and to act responsibly in a free, democratic and social state governed by the rule of law. These purposes of study are common to all types of higher education institution.

Thus, the mandate bestowed by the legislator, in line with the traditional principle of the unity of teaching and research, is to provide professional training to students in a way that directly involves scientific and academic research and artistic development. Whilst the unity of teaching and research applies to all institutions of higher education, a distinction may be drawn between the functions of UNIVERSITIES and other types of institutions of higher education in that university education is traditionally closely linked to basic and theoretical research.

COLLEGES OF ART AND MUSIC prepare students for artistic professions and teaching of music and art. Teaching and studying are closely related to the other functions of the colleges, i.e. to promote art through the development of artistic forms and means of expression and through the free pursuit of art.

The characteristic features of the design of the courses of study and the organisation of teaching and studying at *FACHHOCHSCHULEN* are the particular emphasis on practical application and the closer links with the requirements of the professional world. The semesters spent outside the institutions to gain practical experience, known as *Praxissemester*, are a vital feature. The teaching staff and course contents at *Fachhochschulen* are linked with applied research and development projects, which are characteristic of this type of institution.

As part of training at state or state-recognised *Berufsakademien* [professional academies] students receive academic training at *Studienakademien* [study institutions] and, at the same time, practical career training in a training establishment.

The aim of the continuing vocational training provided at *Fachschulen* is to enable skilled workers usually with job experience to take on management functions in firms, enterprises, administrations and institutions, or to independently perform responsible tasks.

Specific legislative framework

The legal basis of higher education in Germany is provided by the legislation on higher education of the Länder [*Hochschulgesetze* - RI24, RI26, RI29, RI31, RI33-134, RI37,

R139, R141, R143-144, R146, R147-150, R152, R155, R157, R160], as well as the legislation regarding colleges of art and music [R144, R148-149] and the legislation regarding *Fachhochschulen* [R150] of the Länder as far as these types of institution are not included in the general Higher Education Acts. As part of concurrent legislation [Art. 72 of the Basic Law - R1], the Federation is responsible for the fields of admission to higher education institutions and degrees from higher education institutions. However, the Länder have been granted the power to enact their own provisions in deviation from the relevant federal laws. The Higher Education Acts of the Länder describe the general objectives of higher education institutions as well as the general principles underlying the system of higher education, study, teaching and research, admission, membership and participation, as well as the staff of institutions of higher education. As a rule, the regulations apply to all institutions of higher education, including privately-maintained establishments.

Training at *Berufsakademien* is governed by the *Berufsakademie* laws [R124, R136, R138, R142, R151, R154, R159, R162] in force in the individual Länder and by the *Ausbildungsordnungen* [training regulations] and *Prüfungsordnungen* [examination regulations] of the relevant Ministry of Science.

Continuing vocational education at *Fachschulen* is regulated by education legislation [R83, R85, R87, R89, R91, R94, R96, R98, R100-101, R103, R105, R111, R113-115] and by the training regulations and examination regulations of the individual Länder in particular.

7.2. Types of Higher Education Institutions

As per the 2013 summer semester, Germany had a total of 392 state-maintained and state-recognised institutions of higher education, which are of the following types:

- Universities and equivalent institutions of higher education
[*Technische Hochschulen/ Technische Universitäten, Pädagogische Hochschulen, theological colleges et al*]
- Colleges of art and music
- Fachhochschulen [Hochschulen für angewandte Wissenschaften/Hochschulen für angewandte Forschung]

In addition, Germany's tertiary sector also includes either state-run or state-recognised *Berufsakademien* in some Länder. The *Fachschulen* and the *Fachakademien* in Bayern are also part of the tertiary sector.

Universities and equivalent institutions of higher education

In addition to the traditional universities, the *Technische Hochschulen* or *Technische Universitäten*, that specialise in natural and engineering sciences also enjoy university status. Also equivalent to universities are establishments that only offer a limited range of courses of study, such as theological colleges and *Pädagogische Hochschulen*. The latter, which still exist only in Baden-Württemberg, have been incorporated into universities in the other Länder or expanded into institutions offering a wider range of courses.

What these institutions have in common, as a rule, is the right to award the *Doktorgrad* [*Promotionsrecht*]. Academic and scientific research - particularly basic research - and

the training of the next generation of academics are also distinctive features of universities and equivalent institutions of higher education.

Colleges of art and music

Colleges of art and music offer courses of studies in the visual, design and performing arts as well as in the area of film, television and media, and in various music subjects; both, in some cases, also teach the appertaining theoretical disciplines [fine arts, art history and art pedagogy, musicology, history and teaching of music, media and communication studies as well as, more recently, the area of the new media]. Some colleges teach the entire gamut of artistic subjects, others only certain branches of study.

Fachhochschulen

Fachhochschulen [universities of applied sciences] were introduced in 1970/71 as a new type of institution in the system of higher education in the Federal Republic of Germany. They fulfil their own specific educational function, characterised by a practice-oriented bias in teaching and research, a usually integrated semester of practical training, and professors, who have, in addition to their academic qualifications, gained professional experience outside the field of higher education.

In some Länder *Fachhochschulen* [universities of applied sciences] are called *Hochschulen für angewandte Wissenschaften* [higher education institutions of applied sciences] or *Hochschulen für angewandte Forschung* [higher education institutions of applied research]. In Bayern some *Hochschulen für angewandte Wissenschaften* are entitled to call themselves *Technische Hochschule* [technical higher education institution].

A relatively high proportion of them, more than 50 per cent of 215 *Fachhochschulen*, are not state-maintained, but are to a large extent subject to the same legal provisions as state *Fachhochschulen*. They vary considerably in terms of size, number of students and number of courses of studies, and consequently the individual *Fachhochschulen* have a specific regional character or particular area of specialisation. A special role is played by the 29 *Verwaltungsfachhochschulen* [*Fachhochschulen* for public administration], which train civil servants for careers in the so-called higher level of the civil service. They are maintained by the Federation or by a Land. Their students have revocable civil servant status.

Establishments outside the higher education system – Berufsakademien, Fachschulen

Berufsakademien [professional academies] form part of the tertiary sector and combine academic training at a *Studienakademie* [study institution] with practical professional training in a training establishment, thus constituting a *duales System* [dual system]. The companies bear the costs of on-the-job training and pay the students a wage, which is also received during the theoretical part of the training at the study institution. *Berufsakademien* were first set up in 1974 in Baden-Württemberg as part of a pilot project and are now to be found in some Länder as either state-run or state-recognised institutions.

As an alternative to the dual courses of the *Berufsakademien*, several *Fachhochschulen* have developed so-called dual courses of study.

Fachschulen are institutions of continuing vocational education and upgrading training in the tertiary sector that, as a rule, require the completion of relevant vocational education and training in a recognised occupation requiring formal training and subsequent employment. *Fachschulen* exist in the following fields:

- agricultural economy
- design
- technology
- business
- social work

Whether on a full or part-time basis, they lead to a professional continuing education qualification in accordance with Land legislation. In addition, *Fachschulen* can offer follow-up and further courses, as well as career development programmes. Those who complete training at the *Fachschulen* act as intermediaries between the functional sphere of graduates and that of skilled workers in a recognised occupation requiring formal training.

7.3. First Cycle Programmes

In a system of consecutive qualifications, the Bachelor is the first higher education qualification providing qualification for a profession and the standard qualification for study undertaken at a higher education institution. In the 2012/2013 winter semester, universities and equivalent institutions of higher education, *Fachhochschulen* and colleges of art and music collectively offered about 7,200 different courses of study leading to the Bachelor's degree.

The following designations are used for Bachelor's degrees at universities and equivalent institutions of higher education as well as at *Fachhochschulen*:

- Bachelor of Arts [B.A.]
- Bachelor of Science [B.Sc.]
- Bachelor of Engineering [B.Eng.]
- Bachelor of Laws [LL.B.]

The following designations are used for Bachelor's degrees at colleges of art and music:

- Bachelor of Fine Arts [B.F.A.]
- Bachelor of Arts [B.A.]
- Bachelor of Music [B.Mus.]

The following designation is used for Bachelor's degrees acquired in the course of initial teacher training:

- Bachelor of Education [B.Ed.]

7.3.1. Bachelor

Branches of Study

Branches of study, specialisation at universities and equivalent institutions of higher education

Universities and equivalent institutions of higher education usually offer a range of subjects including languages, the humanities and sport, law, economics and social sciences, natural sciences, medicine, agronomy, forestry and nutritional science and engineering sciences.

The most common branches of study in the named subject categories are:

Languages and the humanities, sport

Philosophy
Theology
Archaeology and study of antiquity
History
Art studies/art history
Musicology/music history
Theatre studies/dramatic art
European and non-European languages and literature
Education
Psychology
Library science/documentation science/media studies
Sport

Law, economics and social sciences

Law
Social sciences
Administrative sciences
Economics
Political science

Mathematics, natural sciences

Mathematics
Physics
Computer science
Chemistry
Biochemistry
Biology
Earth science
Pharmacy

Medicine

Human medicine
Dentistry
Veterinary medicine

Agronomy, forestry, nutritional science

Agronomy
Forestry
Nutritional science

Engineering sciences

Architecture
Civil engineering
Geodesy
Electrical engineering
Mechanical engineering
Chemical engineering
Traffic and transport studies
Environmental technology
Mining

Study courses in the disciplines law, medicine, dentistry, veterinary medicine, pharmacy and food chemistry do not end with a Bachelor examination but with a *Staatsprüfung* [state examination]. More details on courses of studies which lead to a *Staatsprüfung* may be found in chapter 7.5. Some teacher-training courses also end with a *Staatsprüfung*. More information on the training of teaching staff may be found in chapter 9.2.

The figures vary from institution to institution, but universities and equivalent institutions of higher education in the 2012/2013 winter semester offered a total of just less than 3,900 different courses in these subject categories which lead to a Bachelor's degree. An overview of the courses that lead to a first qualification for entry into a profession is provided in publications such as *Studien- und Berufswahl* [Choice of Studies and Profession, published annually by the Länder of the Federal Republic of Germany as represented by the Land Hessen and the Federal Employment Agency]. The publication is available on the Internet at www.studienwahl.de/en/index.htm. An overview of the range of courses on offer is published each semester by the German Rectors' Conference [*Hochschulrektorenkonferenz* - HRK]. It is available on the Internet at www.higher-education-compass.de.

International study courses, which have a special foreign focus, are also on offer within the named branches of study. The main subject focus in these courses of study at universities and equivalent institutions of higher education lies in the area of language and the humanities, followed by law, economics, social sciences and engineering sciences. More detailed information on international study courses is available in chapter 13.5.

A *Regelstudienzeit* [standard period of study] is fixed in the *Prüfungsordnungen* [examination regulations] for each course of study. The regulations state the time in which a course of study with the intended examination can be completed. The total standard period of study for consecutive study courses leading to a Bachelor's or Master's degree is a maximum of five years. The standard period of study for Bachelor's study courses can be a six, seven or eight semesters. At universities and equivalent institutions of higher education, the standard period of study for Bachelor's study courses is generally six semesters.

Branches of study, specialisation at colleges of art and music

Colleges of art and music in the 2012/2013 winter semester offered a total of around 300 different courses which lead to a Bachelor's degree. The courses of studies vary widely from college to college. In general, they may be divided up along the following lines:

- music with such studies as training for solo or orchestra musicians in various instruments, training in singing, conducting, composition or church music, music teaching at general education schools, music education and technical musical professions [e.g. sound engineering]
- visual arts with such studies as art, design, photography
- performing arts with such studies as drama, opera, musicals, dancing, directing and film-making
- applied art with courses of studies in architecture, design or the media
- art education and art therapy as well as courses in art teaching for school teachers
- the media with such courses as film, television, media studies, media art, animation and media management

In core arts subjects at colleges of art and music consecutive Bachelor's and Master's study courses may also be developed with a total standard study period of six years.

Branches of study, specialisation at *Fachhochschulen*

Fachhochschulen in the 2012/2013 winter semester offered a total of around 3,000 different courses which lead to a Bachelor's degree. Above all, study courses in the following areas of study are taught in the *Fachhochschulen*:

- Agronomy, forestry, nutritional science
- Engineering sciences
- Economics/economic law
- Social work
- Public administration, administration of justice
- Information technology, computer science, mathematics
- Natural sciences
- Design
- Information and communication studies
- Nursing and management in the public health system

There are also international study courses within the named areas of study. Most of these courses of study at *Fachhochschulen* are based in the area of law, economics and social sciences, followed by engineering sciences. More detailed information on international study courses is available in chapter 13.5.

A *Regelstudienzeit* [standard period of study] is fixed in the *Prüfungsordnung* [examination regulations] for each course of study. The regulations state the time within which a course of study with the intended examination can be completed. For the total standard period of study in consecutive Bachelor's and Master's courses of study at *Fachhochschulen*, the description of the standard period of study at universities and equivalent institutions of higher education applies. At *Fachhochschulen* the standard period of study for Bachelor's study courses is generally six or seven semesters including semesters of practical training.

Branches of study and specialisation at establishments outside the higher education system – *Berufsakademien, Fachschulen*

Courses offered at the *Berufsakademien* include, in particular, business, technology and social work. The length of study at the BERUFSAKADEMIEN is generally stipulated by the respective Land law as three years. As far as state-run *Berufsakademien* are concerned, it is the relevant Land ministry that determines the number of hours of attendance during the semester, adopting study and examination regulations for each course. Courses at *Berufsakademien* leading to the Bachelor's degree are to be accredited. The length of study is a minimum of three years.

Fachschulen offering two-year courses are available in just less than 160 different specialisations in the fields of agricultural economy, design, technology, business and social work and lead up to a state-administered examination. The most strongly represented subjects include electrical engineering, mechanical engineering, construction engineering, chemical engineering and business management. There are also other two-year *Fachschulen* for domestic science, *Fachschulen* for care, assistance and education for the handicapped [*Heilerziehungspflege*], as well as one-year *Fachschulen* [e.g. state-certified managers for the subject area agriculture]. State-certified youth and child care workers, *Erzieher*, are trained over a two to three-year period at *Fachschulen* for youth and community work to enter the socio-educational field of child and youth welfare services, i.e. day-care centres for children, *Horte* and youth welfare organisations.

Admission requirements

Admission requirements to universities and equivalent institutions of higher education

Higher education entrance qualification

Admission to any course of study at universities and equivalent higher education institutions generally requires the *Allgemeine Hochschulreife* or the *Fachgebundene Hochschulreife*. The former entitles school-leavers to study at any institution of higher education in any subject or field, while the latter permits entry only into specified courses of studies.

The *Allgemeine Hochschulreife* or *Fachgebundene Hochschulreife* is obtained after 12 or 13 ascending school years on completion of the *gymnasiale Oberstufe* [see chapter 6.7.] or certain courses of vocational education at upper secondary level [see chapter 6.10.].

The *Allgemeine Hochschulreife* can also be acquired at *Abendgymnasien*, i.e. evening schools for working people, and *Kollegs*, i.e. full-time schools for those who have completed vocational education and training. Other options are the *Abitur* examination for non-pupils, persons who are recognised as having a right to asylum or employed persons of particular intellectual ability.

In addition to the *Hochschulreife*, in certain subjects the applicant's aptitude is determined through a separate test procedure. This applies particularly to sport and the arts.

In March 2009, the Länder resolved standard preconditions under which vocationally qualified applicants without a higher education entrance qualification obtained at school are granted the right of entry to higher education [*Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung*]. The resolution

opens admission to general higher education to master craftsmen, technicians, people with vocational qualifications in a commercial or financial occupation and people with similar qualifications, and defines the conditions under which vocationally qualified applicants without career advancement training are eligible to enter higher education restricted to a specified field of study following the successful completion of vocational training and three years of experience in their occupation.

Applicants who do not have German higher education entrance qualifications have to submit a secondary school certificate that qualifies them to attend higher education in their country of origin. If necessary, they also have to provide proof that they have passed an entrance examination at a university in their native country or proof of enrolment at the university. Applicants from some countries of origin must, moreover, provide proof that they have successfully completed some course modules at a higher education institution in the country of origin or, following attendance at a one-year core course, must take an assessment test at a *Studienkolleg*. Also, foreign applicants for study places must prove that they have a sufficient command of the German language. This can be done, for example, by taking the German Language Diploma of the Standing Conference – Level II [*Deutsches Sprachdiplom der Kultusministerkonferenz – Zweite Stufe – DSD II*], the German Language Proficiency Examination for Admission to Higher Education for Foreign Applicants [*Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber – DSH*], which is taken at the institution of higher education in Germany itself, the Test of German as a Foreign Language for foreign applicants [*Test Deutsch als Fremdsprache für ausländische Studienbewerber – TestDaF*] or by taking the German language examination as part of the *Feststellungsprüfung* [assessment test] at a *Studienkolleg*.

Foreign applicants for study places from countries where there is an *Akademische Prüf-stelle* [APS] will only be admitted to a German institution of higher education if they can submit a certificate of the *Akademische Prüf-stelle*. The certificate of the *Akademische Prüf-stelle* certifies

- the authenticity and plausibility of the documents submitted
- fulfilment of the criteria for the commencement of a first study course as set forth in the assessment proposals of the Standing Conference,
- the required German language proficiency, where appropriate.

Admission to higher education institutions

With the entry into force of the State Treaty of the Länder on the establishment of a joint institution for higher education admission [*Staatsvertrag der Länder über die Errichtung einer gemeinsamen Einrichtung für Hochschulzulassung*] on 1 May 2010 the Central Office for the Allocation of Study Places [*Zentralstelle für die Vergabe von Studienplätzen – ZVS*] became the Foundation for Higher Education Admission [*Stiftung für Hochschulzulassung – SfH*]. The SfH is a service facility for admission to higher education institutions that can be used by the institutions of higher education and applicants alike. It supports applicants in their choice of study place and higher education institutions with the admissions procedure. Under the State Treaty it has the task, on the one hand, of carrying out the central allocation procedure for courses subject to nationwide quotas on admission. On the other hand, the Foundation for Higher Education

Admission supports those higher education institutions using its services in implementing admission procedures with local admission restrictions.

Study courses with nationwide quotas

In some courses, in which the total number of applicants exceeds the number of places available at all higher education institutions, there are quotas. In the 2013/2014 winter semester there are nationwide quotas for medicine, veterinary medicine, dentistry and pharmacy. Places on these courses are awarded by the Foundation for Higher Education Admission [*Stiftung für Hochschulzulassung*] and higher education institutions on the basis of a central allocation procedure. The legal basis for this procedure is the State Treaty of the Länder on the establishment of a joint institution for higher education admission of June 2008 [R123]. The State Treaty entered into force on 1 May 2010 following ratification by all Länder.

Which courses are subject to the central allocation procedure may vary from semester to semester. Moreover, it is quite possible that all the applicants for a restricted course will be accepted because there are fewer applicants than places available.

Up to 20 per cent of the available places are awarded beforehand [e.g. to foreigners from countries outside the European Union, applicants for an additional course of study, hardship cases]. The criteria for the selection of applicants for the remaining places are the applicant's degree of qualification for the chosen course of study [as a rule the applicant's average mark in the *Abitur*, school-leaving examination constituting higher education entrance qualification - 20 per cent], the waiting period between acquiring the entrance qualification for the chosen course of study and applying [20 per cent] and the result of a selection procedure carried out by the institution of higher education itself [60 per cent]. In their selection procedure, institutions of higher education may base their decision, alongside the degree of qualification, on additional selection criteria such as, for instance, weighted individual marks in the qualification for the chosen course of study which provide information on the applicant's capability to study a specific subject, the result of a test to determine the applicant's capability to study a specific subject, the type of vocational education and training or occupation, the result of a selection interview regarding the motivation for the chosen course of study, or a combination of these five criteria. In the selection decision, the degree of qualification for the course of study in question is of overriding importance. Details of the procedure and the applicable content criteria are laid down by the Länder.

Study courses with local restrictions on admissions

There are local restrictions on admission to over 50 per cent of all study courses. Each higher education institution decides whether to admit applicants in accordance with Land law. The higher education institutions can commission the Foundation for Higher Education Admission [*Stiftung für Hochschulzulassung* - SfH] to operate a service for the relevant courses of study.

In May 2012 the Foundation for Higher Education Admission launched the so-called dialogue-oriented service procedure [*Dialogorientiertes Serviceverfahren* - DoSV] as a pilot operation on the online platform www.hochschulstart.de. In the 2012/2013 winter semester, for the first time study places in popular Numerus-Clausus subjects were allocated with the aid of the new national Internet-based applications portal. The procedure speeds up the allocation of study places in courses of study with local admission re-

restrictions in a user-friendly and transparent manner. An online platform operated by the Foundation for Higher Education Admission [*Stiftung für Hochschulzulassung* – SfH] records applications from prospective students and compares them in a joint data base. The multistage procedure ensures that once an admission offer has been accepted study places at other participating higher education institutions are no longer blocked by multiple applications, and the places freed up can therefore be allocated to other students more quickly. This avoids study places remaining unfilled at the start of the semester, even though there are still applications for those places. Since the success of the system largely depends on the participation of more higher education institutions, the Länder are working to persuade all of their higher education institutions which offer courses of study with admission restrictions to participate in the so-called “dialogue-oriented service procedure”.

Study courses without restrictions on the number of applicants

In study courses without restrictions on the number of applicants who can be admitted, all applicants who meet the above-mentioned entrance requirements are registered at the higher education institution for the course of study of their choice without having to go through any special admission procedures. In some cases there are so-called prior notification periods at higher education institutions even for study courses without restrictions.

Admission requirements to colleges of art and music

Colleges of art and music require proof of the *Allgemeine Hochschulreife* or the *Fachgebundene Hochschulreife* [higher education entrance qualification] and artistic aptitude. In most Länder, purely artistic courses, i.e. not for prospective teachers, also admit applicants without proof of higher education entrance qualification if they show unusual artistic talent.

Admission requirements to *Fachhochschulen*

Higher education entrance qualification

The prerequisite for admission to a *Fachhochschule* is either the *Allgemeine Hochschulreife* [general higher education entrance qualification] or *Fachgebundene Hochschulreife* [higher education entrance qualification restricted to a specified field of study] on the one hand or the *Fachhochschulreife* on the other, which as a rule is acquired after twelve ascending grades at a *Fachoberschule* [see chapter 6.10.]. However, the *Fachhochschulreife* can also be obtained by taking additional classes at vocational schools, e.g. *Berufsfachschulen* and *Fachschulen*. In addition, previous related practical experience is required for admission to certain courses of study. In 2004, more than half of those entering *Fachhochschulen* have a higher education entrance qualification which also entitles them to study at university.

In certain subjects [e.g. design] proof of artistic ability is required in addition to a higher education entrance qualification.

Admission to higher education institutions

Many *Fachhochschulen* restrict the number of students admitted to individual subjects due to capacity constraints. As a rule, the *Fachhochschule* decides on the allocation of study places on the basis of the average mark and waiting time, the result of a test to

determine the applicant's capability to study a specific subject or the result of a selection interview, the vocational education and training or employment of an applicant, or weighted individual marks in the higher education entrance qualification, which provide specific information on the applicant's capability to study a specific subject. The *Fachhochschulen* can commission the Foundation for Higher Education Admission [*Stiftung für Hochschulzulassung* – SfH] to implement a service procedure for the corresponding study courses.

Admission requirements to establishments outside the higher education system – *Berufsakademien, Fachschulen*

Applicants for courses at the *Berufsakademien* require a *Hochschulreife* or a *Fachhochschulreife* [general or subject-restricted higher education entrance qualification], depending on the regulations in force in the particular Land, and a training contract with a suitable training establishment. Depending on the Land legislation, applicants with professional qualifications but without the higher education entrance qualification can take an entrance examination or the regulations governing admission to higher education institutions for employed persons will apply. Once the training contract has been concluded, applicants are registered at the study institution by the company responsible for training them.

Admission requirements for the *Fachschule* vary, depending on the department. Admission to a *Fachschule* for agricultural economy, design, technology and business generally requires

- either a qualification in a recognised occupation requiring formal training that is relevant to the objective of the respective discipline and at least one year's experience in a relevant occupation, as well as, if necessary, a qualification from the *Berufsschule*
- or a qualification from the *Berufsschule* or equivalent qualifications and at least five years' experience in a relevant occupation.

Admission requirements for a *Fachschule* for social professions are generally the *Mittlerer Schulabschluss* and successful completion of relevant vocational education and training.

Curriculum

Curriculum at universities and equivalent institutions of higher education

The structure and contents of the courses of studies are specified in module descriptions, *Studienordnungen* [study regulations] or *Studienplänen* [study plans] and *Prüfungsordnungen* [examination regulations]. Module manuals or module catalogues describe the modules in terms of student workload and the number of credit points awarded. The description of a module contains at least the following information:

- content and qualification objectives of the module
- teaching forms
- prerequisites for attendance
- applicability of the module
- prerequisites for the award of credit points
- credit points and marks

- frequency at which modules are offered
- student workload
- duration of the modules.

As a rule, the study regulations list the individual modules – including the credits to be awarded – required for successful completion of a course of study, and show which subjects are compulsory, elective and optional. Study regulations and module descriptions furnish guidance to the students, on the one hand, while serving as the basis for the planning of the curriculum in each department, on the other.

The *Prüfungsordnungen* [examination regulations], on the other hand, specify the *Regelstudienzeit* [standard period of study], requirements for entry to examinations, crediting of specific courses and examinations taken, time allowed for completion of a dissertation, examination standards, procedures and examination subjects. In some Länder the examination regulations also lay down the volume of compulsory and elective courses and the necessary attendance and performance records.

Accreditation of study courses

With the introduction of the Bachelor's and Master's study courses from 1998, work has started on the development of an independent accreditation system for these courses. According to the resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of March 2002, a system of accreditation [accreditation of study programmes] is replacing the former system of coordination of study and examination regulations. The aim of accreditation is to guarantee standards in terms of subject and content, compliance with structural guidelines and examination of the professional relevance of the qualifications through a formalised and objectively verifiable procedure. Accreditation can also be carried out in the form of system accreditation. The focus of system accreditation is the internal quality assurance system of a higher education institution. A positive system accreditation certifies that the higher education institution's quality assurance system in the field of study and teaching is sufficient to guarantee the achievement of the qualifications objectives and the quality standards of the study courses. For accreditation of Bachelor's and Master's study courses the Standing Conference has set up an independent Accreditation Council [*Akkreditierungsrat*] acting on behalf of all Länder which, since 2005, operates as a foundation under public law [see also chapter 11.3.].

The structural guidelines valid for all Länder adopted by the Standing Conference of the Ministers of Education and Cultural Affairs in October 2003 form the basis for the accreditation. These serve as a framework for the planning and conception of study courses. The structural guidelines of October 2003, most recently amended in February 2010, refer, amongst others, to the structure and length of study. They stipulate that Bachelor's study courses, as study courses which lead to a first degree qualifying for entry into a profession, must provide the academic foundation, methodological skills and qualifications related to the professional field corresponding to the profile of the higher education institution and the study course, and generally ensure a broad academic qualification. Bachelor's and Master's study courses are provided with a credit point system which is based upon the European Credit Transfer System [ECTS].

Foreign language teaching

To do justice to the importance of foreign language teaching in higher education, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in 1991 issued directives on attainment of a *technical language* certificate. Foreign language training is optional; as a rule, this certificate can be obtained after four semesters' training for a total of 12 to 16 hours of attendance per week during a semester [a workload of 170 to 200 hours in total] and after a final examination. German universities traditionally offer a wide range of foreign language courses, both general and technical in orientation. Classes are given in many European and non-European languages.

Curriculum at colleges of art and music

The observations on regulations governing studies and examinations at universities and equivalent institutions of higher education essentially apply to colleges of art and music as well. In a number of resolutions, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder has given recommendations on the organisation of artistic courses of studies to ensure the comparability of degrees awarded throughout the country. In December 2004, the Standing Conference passed a resolution that study courses at colleges of art and music should also in principle be included in the consecutive structure of study courses leading to Bachelor's and Master's degrees. The Education Ministers of the individual Länder decide whether to include the liberal arts study courses in cooperation with the particular higher education institution. For arts Bachelor courses at colleges of art and music the structural guidelines valid for all Länder provide for the promotion and development of artistic abilities, the teaching of basic scientific principles as well as methodical and professional skills.

Curriculum at Fachhochschulen

The observations on regulations governing studies and examinations at universities and equivalent institutions of higher education essentially apply to *Fachhochschulen* as well.

Accreditation of study courses

The structural guidelines for all Länder and the specifications for programme and system accreditation passed by the Standing Conference of the Ministers of Education and Cultural Affairs apply to both *Fachhochschulen* and to universities.

Foreign Language Teaching

Against the background of growing internationalisation, the teaching of foreign languages is becoming increasingly important. Numerous courses of studies at *Fachhochschulen* include foreign language classes either as a compulsory subject or an elective within the framework of general education subjects. Furthermore, many *Fachhochschulen* offer optional foreign language courses for students in all departments. The observations on the acquisition of the *technical language* certificate at universities and equivalent institutions of higher education apply to *Fachhochschulen* as well.

Dual Study-Courses

Study courses at *Fachhochschulen* are highly application-oriented and of great practical relevance. Against this background, *Fachhochschulen*, especially in the fields of engineering and business administration, also offer so-called dual courses of study [*duale Studiengänge*] in the form of study courses which integrate vocational training and prac-

tical placements. To this end the higher education institutions conclude cooperation agreements with companies which provide training or traineeships. The study courses which integrate vocational training link the study course with in-company training or with an occupation. The periods of study and work experience are distributed according to various models [sandwich or consecutive model] and subject to the *Studienordnung* [study regulations] or module description. Dual study courses at *Fachhochschulen* lead to two qualifications for entry into a profession: graduates are awarded the Bachelor's degree or a *Diplomgrad*, to which the word *Fachhochschule* is added, and, at the same time, they obtain the vocational education and training leaving certificate. In study courses which integrate practical placements, the students do more practical placements on a bigger scale, in addition to the practical semesters required in study courses at a *Fachhochschule*.

Particularly *Fachhochschulen* also organise study courses which can be carried out alongside work or integrated with work and allow a Bachelor's or Master's degree to be completed alongside a professional activity.

Curriculum at establishments outside the higher education system – *Berufsakademien*, *Fachschulen*

The students at the *BERUFSAKADEMIEN* complete parallel training with a company in trade and industry, with comparable establishments in other sectors – particularly in the case of the liberal professions – or at institutions maintained by social services. During the training, periods of study at the study institution [*Studienakademie*] alternate with periods of on-the-job training in the training establishments. Training is given on the basis of two kinds of study and training plans. Firstly, these are drawn up by the *Berufsakademien* together with participating companies and social services, and adopted by the ministries responsible in the form of ordinances. Secondly, these are also according to *Ausbildungsordnungen* [training regulations] and *Prüfungsordnungen* [examination regulations] of the *Berufsakademien* in accordance with general regulations of the responsible ministries.

In October 2004, the Standing Conference passed the resolution that Bachelor's training courses at *Berufsakademien* should be accredited. With the fulfilment of certain requirements, Bachelor's degrees obtained at *Berufsakademien* are thus equivalent to Bachelor's degrees obtained at institutions of higher education and thus provide access to Master's study courses. The requirements for the *Berufsakademien* apply in particular to teaching staff and to the scope of both theoretical and practical training components.

The requirements for admission to continuing vocational education courses and upgrading training at *FACHSCHULEN* are appropriate vocational education and training in conjunction with the relevant vocational experience. The compulsory component in the two-year *Fachschulen* comprises the multi-disciplinary and subject-specific areas in the five subject areas, as well as a practical in youth and community work or in healthcare support for the social services area. Instruction in the multi-disciplinary area serves primarily the acquisition of extended general knowledge, skills and competences. Instruction in the subject-specific areas serves the acquisition of extended vocational knowledge, skills and competences in one of the five subject areas.

Teaching Methods

Teaching methods at universities and equivalent institutions of higher education

Classes take the form of lectures, seminars, practical exercises, work placements and study trips. The main function of the lectures is to impart general and basic knowledge about the various fields of study. The seminars afford an opportunity to deal in depth with a more narrowly defined topic. Practical exercises and practicals, meanwhile, provide the opportunity to develop the theoretical knowledge gained in a practical manner. The Federation and Länder are promoting the use of new media [multimedia and tele-teaching] in the teaching offered which is continuously expanded.

The classes are normally designed for students of a specific degree course and at a particular stage in their studies. However, interdisciplinary classes have been gaining in significance, especially in the more advanced stages. So-called *Graduiertenkollegs* [providing university graduate training programmes] for the promotion of young scholars, for instance, are also frequently organised along interdisciplinary lines.

Teaching methods at colleges of art and music

One distinctive feature of studying at a college of art or music is that artistic instruction is given one on one or in small groups closely supervised by a member of the teaching staff.

Teaching methods at *Fachhochschulen*

Particular characteristics of courses of study at *Fachhochschulen* include practice-oriented training and a variety of teaching forms including lectures, seminars, practical exercises, work placements and study trips in small groups. The seminars afford an opportunity to deal in depth with a more narrowly defined topic, whilst practical classes and work placements enable the theoretical knowledge to be consolidated in a practical context. A further special feature of courses of studies at *Fachhochschulen* is the integration into the course of one or two *Praxissemester* [semesters of work experience]. The *Fachhochschule* lays down the rules for and content of these training periods, supervises them and provides parallel classes. They are spent in a company or in another place of work for a duration of at least 20 weeks. *Fachhochschulen* also offer dual study courses which integrate vocational training or a vocational traineeship into the course of study.

The principle of teaching small groups creates close contacts between teaching staff and students and enables students to interact in the class.

Teaching methods at establishments outside the higher education system –
Berufsakademien, Fachschulen

A characteristic feature of training at a *Berufsakademie* is the division of each semester into on-the-job training and a theoretical part of the course at the study institution that lasts between ten and 12 weeks. During the theoretical part of the course, as a rule, students are taught in small groups. In addition to lectures and seminars, active teaching methods like role play, experimental games or case studies are applied.

See chapter 6.9. for teaching methods in continuing vocational education and vocational upgrading training at *Fachschulen*.

Progression of Students

Progression of students at universities and equivalent institutions of higher education, colleges of art and music and *Fachhochschulen*

Students at universities and higher education institutions are not classified in terms of year groups, but rather according to the courses or modules required for the successful completion of the course of study. If a student fails in a module, he or she must repeat that module only, without falling a semester behind his or her fellow students. In practice, however, failing courses usually prolongs a student's stay at university. *Studienordnungen* [study regulations] and *Prüfungsordnungen* [examination regulations] lay down the requirements for admission to a certain stage of studies or a particular module. Module examinations can in some cases be repeated several times.

It is generally possible to change one's course of study even in later semesters. If it is a course of study with nationwide restrictions on admission, the proviso is that the student in question obtains a study place for the subject of his choice. Previous periods of study and the courses and examinations that have been passed in another study course are to be recognised if there are no significant differences between the competences acquired and those demonstrated. Higher education institutions must give reasons for decisions rejecting such applications.

Progression of students at establishments outside the higher education system –
Berufsakademien, Fachschulen

For admission to the final examination at *BERUFSAKADEMIEN* it is required, as a rule, that students submit the certificates they have obtained throughout their studies, and that they have undergone practical training in the training establishment in accordance with the training plan. The final examination may be retaken once or twice, failed attempts at the dissertation may be repeated only once. The regulations of the Länder apply for the retake of the examination and the dissertation.

The information given in chapter 6.10. essentially applies for progression at *FACHSCHULEN*.

Employability

Measures to facilitate the transition from university to working life

The universities' student counselling offices and the employment agencies' career guidance services furnish information and guidance to help graduates move from higher education into the professional world. Higher education institutions are also increasingly setting up so-called Career Centres which combine student counselling and the teaching of professionally-relevant key qualifications [see chapter 12.7.]. Their prospects on the employment market may be improved by specialising in appropriate fields of study and enrolling in appropriate *weiterführende Studiengänge* [further study, supplementary and follow-up courses]. Work placements afford an opportunity to gain an insight into the working world and establish contact with prospective employers. Proof of work experience [for four to six months, in some cases up to a year] acquired before or while studying is demanded in a number of fields, especially in natural and engineering sciences. To improve the employment prospects of arts and social science graduates, some higher education institutions have set up programmes in collaboration with employment

agencies to place them in industry and equip them with key skills [e.g. a grounding in computing, elementary business skills].

The connections between higher education institutions and their former students [Alumni] can also facilitate the entry of their graduates into professional life.

Many institutions of higher education offer measures designed to prepare for self-employment and to encourage students to set up their own businesses.

Measures to facilitate the transition from colleges of art and music to working life

Many of those who complete artistic studies have difficulty finding suitable employment or earning an adequate livelihood from their own artistic endeavours. To improve their prospects, subjects have therefore been added to the curricula that qualify them for practical work [teaching, management in the cultural sector]. The transition to working life can be eased by a suitable choice of courses and extra qualifications.

Measures to facilitate the transition from *Fachhochschulen* to working life

Student counselling offices at *Fachhochschulen* and the career guidance services of the employment agencies furnish information and guidance to help graduates move from higher education into the professional world. Their prospects on the employment market may be improved by specialising in appropriate fields of study.

The declared aim of a *Fachhochschule* education is that it should be closely related to professional practice. This purpose is served chiefly by incorporating one or two *Praxissemester* [semesters of work experience] into the course of study. In many cases the topics of *Diplomarbeiten* or *Bachelorarbeiten* [dissertations] derive from problems that students have encountered in the practical semesters. In some cases, they are prepared in collaboration with industry and trade. In this way, students can gain an insight into the working world and establish contact with prospective employers before graduating. The offices for practical training [*Praktikantenämter*] at the institutions of higher education and the careers advice service of the employment agencies provide help finding placements. In addition, it is also possible to look for placements in Internet market-places for practical training [*Praktikantenbörsen*].

In dual study courses vocational training or a vocational traineeship is already integrated into the study at the *Fachhochschule* and is carried out in cooperation with suitable companies.

Fachhochschulen can also facilitate the entry of their graduates into professional life through connections with their former students [Alumni].

Measures to facilitate the transition from *Berufsakademien* to working life

Thanks to the combination of theoretical and practical training, graduates of vocational education and training courses based on a dual system offered by the *Berufsakademien* are prepared for working life during their actual studies. It is often the case that students are even taken on after obtaining their qualification for entry into a profession at the *Berufsakademie* by the very company that trained them.

Student assessment

Student assessment at universities and equivalent institutions of higher education Bachelor's and Master's study courses are subject to quality assurance through accreditation. For the accreditation of a study course, it is to be established that the course is modularised; the examinations are in general performed as an accompaniment to studies. In addition, the study courses are provided with a credit point system. The credit points are related to instruction as such, as well as to the time needed to prepare and go over the taught subject-matter, preparation for examinations and the examinations themselves and, if applicable, to internships. For a Bachelor's degree, no less than 180 ECTS points must be submitted. A written dissertation [Bachelor's thesis/ Master's thesis] is obligatory for both Bachelor's and Master's study courses. Students are to demonstrate the ability to independently address a problem from their subject within a specified period of time using academic methods. The scope of the work for the Bachelor's dissertation comprises a minimum of 6 ECTS credits and must not exceed 12 ECTS credits.

The *Prüfungsordnungen* [examination regulations] prescribe the objectives of and subject-matter on the examinations, the required standards and the examining procedures for each study course. In modularised courses of study, the individual modules are to be determined, inter alia, with regard to course contents and objectives, the workload, the credit points to be awarded and the examination requirements.

Credit points and grades must be shown separately. Alongside the grade based on the German grading scale from 1 to 5, in the final grade a relative grade is also to be shown.

Student assessment at colleges of art and music

Certificates are issued for classes successfully completed at art colleges, too. In addition to written and oral examinations, it is above all artistic abilities that are tested.

For consecutive Bachelor's and Master's study courses with a total standard study period of six years in one of the core arts subjects a Master's degree requires 360 ECTS points in principle including the previous course of study.

Student assessment at *Fachhochschulen*

For student assessment in Bachelor's and Master's study courses at *Fachhochschulen*, the observations on student assessment at universities and equivalent institutions of higher education apply.

Student assessment at establishments outside the higher education system – *Berufsakademien, Fachschulen*

Bachelor's and Master's training courses are subject to quality assurance through accreditation. For the accreditation of a training course, it is to be established that the course is modularised and provided with a credit point system; the examinations are in general performed as an accompaniment to studies. The general information on assessment of performance in Bachelor's and Master's degree courses at universities and equivalent higher education institutions also apply to Bachelor's degree courses at *Berufsakademien* [professional academies]. In the theoretical section of the training course, intermediate examinations consist amongst others of written examinations, sem-

inar papers, oral examinations, presentations and scientific papers. In practical professional training, intermediate examinations for the most part consist of project papers.

For student assessment in continuing vocational training at *Fachschulen*, see chapter 6.10., which explains the basic principles for performance assessment and the awarding of marks.

Certification

Certification at universities and equivalent institutions of higher education

With regard to higher education degrees, a distinction is drawn between academic, state and ecclesiastical examinations. As a rule, a higher education qualification for a profession is conferred on the basis of these examinations.

Institutions of higher education are authorised by law to administer *Hochschulprüfungen* [academic examinations]. The Bachelor examination is an academic examination on the basis of which the Bachelor's degree is conferred.

Bachelor's study courses lay academic foundations, provide methodological skills and lead to qualifications related to the professional field corresponding to the profile of the higher education institution and the study course. The Bachelor's degree provides the same rights as *Diplom* qualifications obtained at a *Fachhochschule*.

The following designations are used for Bachelor's degrees at universities and equivalent institutions of higher education:

- Bachelor of Arts [B.A.]
- Bachelor of Science [B.Sc.]
- Bachelor of Engineering [B.Eng.]
- Bachelor of Laws [LL.B.]
- Bachelor of Education [B.Ed.]

Universities and equivalent institutions of higher education add a diploma supplement to the leaving certificate that describes, usually in English, the progress of the studies and the performance of the graduate.

For Bachelor's and Master's degree courses which provide the prerequisites for a teaching career in the Roman Catholic or Protestant religion, the common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses [*Ländergemeinsame Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen*] and the guidelines for the mutual recognition of Bachelor's and Master's degrees in teacher training courses conveying the educational prerequisites for teaching positions [*Eckpunkte für die gegenseitige Anerkennung von Bachelor- und Masterabschlüssen in Studiengängen, mit denen die Bildungsvoraussetzungen für ein Lehramt vermittelt werden*] apply. For all other Bachelor's and Master's study courses in Roman Catholic or Protestant Theology/Religion the common structural guidelines which apply to all Länder for the accreditation of Bachelor's and Master's study courses are valid. Except where otherwise stipulated, these study courses lead to the degree titles Bachelor of Arts [B.A.] and Master of Arts [M.A.]. For the accreditation of these courses, alongside the relevant state rules the Church rules are also to be taken as a basis.

On the basis of agreements with a foreign institution of higher education, some universities also award a foreign degree [double degree] or a joint degree in addition to the German degree.

Certification at colleges of art and music

The artistic qualification awarded on completion of a first degree course of study is the Bachelor or the *Diplom*. Apart from artistic training, art colleges also provide courses of teacher training, which entitle students to teach art or music at schools after passing their *Staatsprüfung* [state examination] and undergoing *Vorbereitungsdienst* [preparatory service]. In 2003 and 2004, the Standing Conference adopted general guidelines for training in the subjects art and music for all teaching careers.

Colleges of art and music as well already offer teacher study courses which lead to a higher education examination within the framework of the consecutive study structure. Information on teacher training courses conveying the educational prerequisites for teaching positions are available in chapter 9.1.

In December 2004, as part of the structural requirements that are binding for all Länder, the Standing Conference passed a resolution for the accreditation of Bachelor's and Master's study courses at colleges of art and music. The following designations are used for Bachelor's degrees at colleges of art and music:

- Bachelor of Fine Arts [B.F.A.]
- Bachelor of Arts [B.A.]
- Bachelor of Music [B.Mus.]

The number of Bachelor's and Master's degree courses at *Kunsthochschulen* and *Musikhochschulen* [colleges of art and music] has rapidly increased over the past few years. Just less than 71 per cent of all study courses on offer at German colleges of art and music are Bachelor's and Master's degree courses.

Certification at *Fachhochschulen*

Fachhochschulen award the Bachelor's degree and the Master's degree as a final qualification at the end of the degree course; the *Diplomgrad* is also still awarded at present to a lesser extent. On the basis of agreements with a foreign institution of higher education, some *Fachhochschulen*, confer a foreign degree [double degree] or a joint degree in addition to the German *Diplom*.

Bachelor's study courses lay academic foundations, provide methodological skills and lead to qualifications related to the professional field corresponding to the profile of the higher education institution and the study course and lead to the Bachelor's degree. The Bachelor's degree generally provides the same rights as *Diplom* qualifications acquired at a *Fachhochschule*.

The following designations are used for Bachelor's degrees at *Fachhochschulen*:

- Bachelor of Arts [B.A.]
- Bachelor of Science [B.Sc.]
- Bachelor of Engineering [B.Eng.]
- Bachelor of Laws [LL.B.]

The *Fachhochschulen* add a diploma supplement to the leaving certificate of the *Diplom* and *Magister* study courses, as well as to the Bachelor/Master study courses, that describes, usually in English, the study course, the progress of the studies and the performance of the graduate.

Certification at establishments outside the higher education system –
Berufsakademien, Fachschulen

Berufsakademien

In October 2004, the Standing Conference has passed criteria for the accreditation of Bachelor's training courses at *Berufsakademien*. The state-recognised Bachelor's degrees obtained after the completion of training courses which have been accredited on this basis are equivalent to Bachelor's degrees obtained at institutions of higher education. The academic equivalence of the Bachelor's degrees is linked to their equivalence with regard to the right to practise certain professions. However, the designation does not refer to a higher education degree but to a state-recognised degree.

The degrees awarded by *Berufsakademien* based on the Baden-Württemberg model are amongst the degrees in tertiary education. Provided that they satisfy certain criteria, they are covered by the EU directive on a general system for the recognition of higher-education diplomas. These criteria include, above all, entrance requirements and the qualifications of the teaching staff, as well as certain institutional requirements in terms of the range of training on offer and cooperation between the *Studienakademie* [study institution] and training company. The degrees awarded by the *Berufsakademien* in Sachsen and the degrees awarded by the *Berufsakademie* integrated into the *Hochschule für Wirtschaft und Recht Berlin* also meet these criteria.

Fachschulen

Depending on the discipline, successful completion of the two-year FACHSCHULE entitles graduates to use the occupational titles state-certified agricultural economist [*Staatlich geprüfter Agrarbetriebswirt*], state-certified technician [*Staatlich geprüfter Techniker*], state-certified business economist [*Staatlich geprüfter Betriebswirt*] or, in the field of home economics, state-certified home economics manager [*Staatlich geprüfter hauswirtschaftlicher Betriebsleiter*], and state-certified designer [*Staatlich geprüfter Gestalter*], as well as other occupational titles in the social professions, e.g. state-recognised youth or child-care workers [*Staatlich anerkannter Erzieher*]. It is also possible to obtain the *Fachhochschulreife* at the *Fachschule*.

7.3.2. Short-Cycle Higher Education

Short-cycle study programmes are not offered in the Federal Republic of Germany.

7.4. Second Cycle Programmes

Branches of study

For a detailed discussion of the branches of study offered at institutions of the tertiary sector, see chapter 7.3.1.

The standard period of study for Master's study courses can be two, three or four semesters. At universities and equivalent institutions of higher education, the standard period of study for Bachelor's study courses is generally four semesters.

At *Fachhochschulen* the standard period of study for Master's study courses is generally three to four semesters

Admission requirements

The admission requirement for a Master's study course is, as a rule, a higher education degree qualifying for entry into a profession. Under Land higher education laws, in clearly defined exceptional cases for Master's study courses providing further education and for artistic Master's study courses, an entrance examination may take the place of the requirement for a higher education degree qualifying for a profession. For quality assurance purposes or on grounds of capacity, additional admission requirements may be laid down for Master's study courses. Admission requirements are subject to accreditation. The Länder may reserve the right to approve admission requirements.

For admission to artistic Master's study courses, the special artistic aptitude required for this must be demonstrated in addition to the Bachelor's qualification. This can also be done by a special aptitude examination.

For admission to Master's study courses providing further education, also evidence of qualified employment is required for a period of not less than one year as a rule.

Curriculum

The common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses [*Ländergemeinsame Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen*] distinguish between research-oriented Master's study courses and practice-oriented ones as well as Master's study courses providing further education. Master's study courses providing further education should take professional experience into account and build on it.

Master's degree courses at colleges of art and music should have a special artistic profile which must be laid down in the accreditation and set out in the *Diploma Supplement*. More detailed information on the *Diploma Supplement* is available in chapter 7.3.I.

Teaching methods

For a discussion of teaching methods at institutions of the tertiary sector, see chapter 7.3.I.

Progression of students

For a discussion of the progression of students at institutions of the tertiary sector, see chapter 7.3.I.

Employability

For a detailed discussion of measures to facilitate the transition from institutions of the tertiary sector to working life, see chapter 7.3.I.

Student assessment

A Master's degree requires 300 ECTS points, including the preceding course of study for the first qualification for entry into a profession. This requirement can be waived in special cases where students can demonstrate that they are suitably qualified.

The scope of the work for the Master's dissertation should range from 15–30 ECTS credits.

For consecutive Bachelor's and Master's study courses with a total standard study period of six years in one of the core arts subjects a Master's degree requires 360 ECTS points in principle including the previous course of study.

Credit points and grades must be shown separately. Alongside the grade based on the German grading scale from 1 to 5, in the final grade a relative grade is also to be shown.

Certification

In designating consecutive Master's degrees, no distinction is made between the profile types "practice-oriented" and "research-oriented". The Master's degree provides the same rights as *Diplom* and *Magister* qualifications of universities and equivalent higher education institutions.

The following designations are used for Master's degrees in consecutive Master's study courses at universities and equivalent institutions of higher education:

- Master of Arts [M.A.]
- Master of Science [M.Sc.]
- Master of Engineering [M.Eng.]
- Master of Laws [LL.M.]
- Master of Education [M.Ed.]

The following designations are used for Master's degrees in consecutive Master's study courses at colleges of art and music:

- Master of Fine Arts [M.F.A.]
- Master of Arts [M.A.]
- Master of Music [M.Mus.]

The Master's degree provides the same rights as *Diplom* and *Magister* qualifications of universities and equivalent higher education institutions. The following designations are used for Master's degrees in consecutive Master's study courses at *Fachhochschulen*:

- Master of Arts [M.A.]
- Master of Science [M.Sc.]
- Master of Engineering [M.Eng.]
- Master of Laws [LL.M.]

In Master's degrees of Master's study courses providing continuing education, specialist and other designations may be added, such as Master of Business Administration [MBA].

7.5. Programmes Outside the Bachelor and Master Structure

In the course of the Bologna Process to establish a European Higher Education Area the study system is being converted to the consecutive structure of study with Bachelor's and Master's qualifications. The study structure reform has largely been completed. In the 2012/2013 winter semester, 86.6 per cent of all study offers at German institutions of higher education are Bachelor's and Master's study courses.

Alongside the Bachelor degree, the *Diplom* degree, the *Magister* degree and Church and state qualifications exist as first vocational degrees qualifying for an occupation.

Diplom and Magister

A small number of study courses end with a *Diplom* examination. Courses of studies that culminate in a *Diplom* concentrate on a single subject. The *Diplom* examination is associated with a *Diplom* degree [e.g. *Diplom-Psychologe*]. The *Fachhochschule Diplom* certificate bears the additional notation ["FH" for *Fachhochschule*], e.g. *Diplom-Ingenieur/-in [FH]*.

A very small number of courses currently still end with a *Magister* examination. Courses of study that lead to a *Magister*, Bachelor's or Master's degree admit a combination of several subjects [usually one major subject and two minor subjects, or two equally weighted major subjects], particularly in arts subjects. The *Magister* examination is associated with the award of the *Magister* degree [e.g. *Magister Artium*].

The *Diplom* and *Magister* are both first vocational higher education degrees qualifying for an occupation.

Staatsprüfung

A state examination or *Staatsprüfung* has to be taken in some courses of studies that prepare students for professions of particular importance to the public interest. This is the case in medicine, dentistry, veterinary medicine, pharmaceuticals, food chemistry, law and to some extent the teaching profession. The standards of performance on state examinations correspond to those on academic examinations. Hence, the difference between state and academic examinations is essentially of a formal nature. In the case of state examinations, representatives of the state examination bodies act as examiners along with university professors. After the First State Examination, prospective lawyers and teachers, in particular, undergo a second phase of training called *Vorbereitungsdienst* or preparatory service, which is concluded by another state examination. Only this Second State Examination entitles them to practise their profession. Information on teacher training courses conveying the educational prerequisites for teaching positions are available in chapter 9.2.

As a rule a state examination entitles graduates to start doctoral studies in the same way as an academic degree.

Theological degrees

In December 2007 the Standing Conference adopted the guidelines developed in conjunction with the Protestant Church in Germany and the German Bishops' Conference [*Deutsche Bischofskonferenz*] on the structure of study courses in Roman Catholic or Protestant Theology/Religion [*Eckpunkte für die Studienstruktur in Studiengängen mit Katholischer oder Evangelischer Theologie/Religion*]. For theological courses of study which qualify students for the ministry, priesthood or the profession of a pastoral assistant [*theologisches Vollstudium* – full theological course of study] the guidelines provide, until further notice, for courses which conclude – after a standard study period of five years in total – with an academic and a Church examination. There are no plans at present to introduce a consecutive study structure pursuant to the Bologna Process within the *theologisches Vollstudium*. The courses of study are, nonetheless, modularised and provided with a credit point system.

Postgraduate study courses

In addition to the courses leading to a first degree, besides consecutive Master study courses, there are postgraduate study courses [further study, supplementary and follow-up courses] of two to four semesters' duration that either build on the first degree, providing further vocational skills, increased specialisation and reinforcement, or are taken in parallel with a different course of study. Postgraduate study courses are usually taken immediately after or during the first degree course of study. Key characteristics of postgraduate study courses, on the basis of which a degree can be awarded, are, inter alia:

- a completed higher education course of study leading to a first degree as the admission requirement and, where applicable, additional admission requirements depending on the objective of the postgraduate study course
- specific orientation to the level of qualification achieved in the first degree qualifying for entry to a profession and corresponding admission requirements
- the standard period of study [including practical study segments and examination periods] for study courses which lead on a full-time basis to a degree qualifying for entry to a profession is at least two and no more than four semesters
- the structuring of the study course through an examination regulation
- a compulsory academic dissertation and an additional examination
- the award of an independent qualification, which requires the knowledge and abilities acquired in the first degree course, but goes far beyond them.

Other special graduate study courses at universities and equivalent institutions of higher education lead to the awarding of a certificate stipulating the level achieved or to a further higher education degree [*Diplom, Magister*].

At colleges of art and music, special graduate study courses culminate in a *Abchlussprüfung* [final examination], the *Konzertexamen* [concert examination] or a further *Diplom* degree.

At *Fachhochschulen*, special graduate study courses culminate in the award of a second *Diplom* degree or proof of academic achievement [certificate].

Information on Master's study courses providing continuing education can be found in chapter 7.4., as they are part of the Bachelor and Master structure.

An overview of the range of special graduate courses on offer provided by the German Rectors' Conference [*Hochschulrektorenkonferenz - HRK*] is available on the Internet at www.hochschulkompass.de.

7.6. Third Cycle (PhD) Programmes

Particularly well-qualified students may also choose to complete a doctorate. The disciplines in which it is possible to obtain a doctorate at universities and equivalent institutions of higher education are listed under www.higher-education-compass.de.

Organisation of doctoral studies

The paths to a doctorate in Germany are varied. The leading model in Germany is the individual, supervised doctorate. Doctoral studies are completed at universities, around a third of them in cooperation with non-university research institutes. There is also the

option of cooperative doctoral studies programmes between universities and *Fachhochschulen*. At present, there are just less than 110,000 doctoral students in Germany. More than 27,000 obtained their doctorate in 2011.

In order to support the up-and-coming academics, *Graduiertenkollegs*, financed by the German Research Foundation [*Deutsche Forschungsgemeinschaft* – DFG], have been set up at institutions of higher education since 1990 to provide students with the opportunity to prepare their doctorate within the framework of a systematic study programme. There are currently 233 *Graduiertenkollegs* in Germany. Since 1998, there has been a larger number of other structured cooperative forms of training for doctoral students. These include international doctoral programmes, International Max-Planck Research Schools, Graduate Schools and graduate schools [*Graduierenschulen*] promoted within the framework of the Excellence Initiative of the Federation and the Länder for the Promotion of Science and Research in German Higher Education Institutions [*Exzellenzinitiative des Bundes und der Länder zur Förderung von Wissenschaft und Forschung an deutschen Hochschulen*].

Admission requirements

Admittance to doctoral studies is regulated in the doctoral regulations [*Promotionsordnungen*] of the universities and equivalent higher education institutions. Master's degrees obtained at universities and equivalent higher education institutions, or at *Fachhochschulen*, always provide entitlement to doctoral studies. As a rule, a pass in the *Erste Staatsprüfung* [First State Examination] also provides entitlement to doctoral studies.

Particularly well-qualified holders of a Bachelor's degree may also be admitted directly to doctoral studies without first acquiring a further degree by means of a procedure to determine aptitude. The universities will regulate admission as well as the organisation of the procedure to determine aptitude and, if applicable, any cooperation with *Fachhochschulen*, in their doctoral regulations. In addition to their respective qualification, students are required to complete preparatory academic studies in the subjects to be studied at doctorate level and/or a supplementary period of study at the university in question or have to sit an aptitude test [*Promotionseignungsprüfung*].

Master's degrees obtained at colleges of art and music entitle graduates to embark on doctoral studies only if the Master's study course provided a sufficient qualification.

It is not possible to obtain a doctoral degree from a *Fachhochschule*, given that only universities and equivalent institutions of higher education are entitled to award doctorates. Increasingly, however, use is being made of the option of cooperative doctoral studies programmes between universities and *Fachhochschulen*.

Status of doctoral students/candidates

Some doctoral students are employed, while others are funded by grants or finance their own doctoral studies. Grants and funding programmes are provided by the Federation, Länder, research and funding organisations, organisations for the promotion of young talent and political foundations. The rate of funding varies.

Supervision arrangements

The leading model in Germany is the individual, supervised doctorate.

Assessment

A doctorate is conferred on the strength of a doctoral thesis, which must be based on independent research, and oral examinations called *Rigorosum*. Oral examinations may be replaced by a defence of the student's thesis [*Disputation*] or a comparable achievement. With the exception of structured programmes for doctoral students, a doctoral thesis need not be written within any prescribed length of time.

Certification

The doctorate entitles a graduate to bear the *Doktorgrad* [title of *Doktor*].

Organisational Variation

The potential organisational formats of doctoral degree programmes are set out above.

8. ADULT EDUCATION AND TRAINING

8.1. Introduction

Adult and continuing education institutions offer a variety of courses and subject areas covering general, vocational, political and continuing academic education. The aims, content and duration of courses vary accordingly.

General objectives

The original objective of *learning for learning's sake* increasingly gave way to the task of responding to the educational needs arising from the demands of the state, society and industry. Since 1970, a more vocational slant, an emphasis on formal qualifications, systematisation and a new understanding of continuing education have been gaining importance.

With regard to the further development of the sector of continuing education within the scope of lifelong learning, the aim is to provide a foundation for the individual to

- develop the willingness for lifelong learning
- acquire the competences necessary for lifelong learning
- use institutionalised as well as new possibilities for learning in his or her life and work

Guiding ideas are

- reinforcement of self-responsibility and self-guidance
- redress of unequal opportunities
- cooperation between providers of education and users
- reinforcement of the relations between all sectors of education

Specific legislative framework

Continuing education in Germany is regulated by the state to a lesser degree than other areas of education. The justification given for this is that the diverse and rapidly-changing demands on continuing education can best be met by a structure which is characterised by diversity and competition among the institutions and the range of courses and services on offer. A central principle of continuing education courses is that attendance should be voluntary.

The activities of the state in the field of continuing education are, for the most part, restricted to laying down principles and to issuing regulations relating to organisation and financing. Such principles and regulations are enshrined in the legislation of the Federal Government and the Länder. State regulations are aimed at establishing general conditions for the optimum development of the contribution of continuing education to lifelong learning.

The joint responsibilities of the Federation and the Länder include research and pilot schemes in all sectors of continuing education. In addition, Federation and Länder are responsible for statistics on continuing education and for drawing up reports on continuing education in their respective areas of responsibility.

The responsibilities of the LÄNDER include in particular the following powers to regulate and promote:

- continuing general education
- continuing education leading to school-leaving qualifications
- continuing academic education at higher education institutions
- continuing cultural education
- some elements of continuing political education
- some elements of continuing vocational training

The prerequisites and principles for the promotion and funding of continuing education are laid down in continuing education legislation [R167-168, R170-171, R174, R176, R178, R180, R182, R184, R186-187, R189, R191] and employment release legislation [R169, R172-173, R175, R177, R179, R181, R183, R185, R188, R190]. Continuing and adult education legislation describes continuing education as an independent education sector which incorporates continuing general and political education and continuing vocational training and the development of which is the responsibility of the public sector. Continuing education legislation guarantees a diverse range of institutions maintained by a variety of organisations and lays down a state approval procedure for such institutions. All Land legislation includes regulations which recognise their freedom in the preparation of curricula and independence in staff selection.

In addition to continuing education legislation, school legislation at Land level [R85, R85, R87, R89, R91, R94, R96, R98, R100-101, R103, R105, R111, R113-115] contains regulations on continuing education within the school system [e.g. the attainment of school-leaving qualifications] and higher education legislation [R124, R126, R129, R131, R133-134, R137, R139, R141, R143-144, R146, R147-150, R152, R155, R157, R160] regulates the development of academic continuing education. Regulations regarding continuing education offers at *Berufsakademien* are contained, if necessary, in the *Berufsakademie* legislation [R124, R136, R138, R142, R151, R154, R159, R162].

In 12 of the 16 Länder legislation allows employees to attend continuing education courses [paid educational leave - *Bildungsurlaub*] for several working days per year [usually five] with no loss in earnings, provided that certain conditions are fulfilled.

In addition to the above-mentioned responsibilities, which are carried jointly by the Federation and the Länder, the FEDERAL GOVERNMENT'S responsibilities include in particular:

- continuing vocational training outside the school sector
- regulated further vocational training
- basic regulations for the protection of those on distance learning courses which are offered under private law
- some areas of continuing political education
- international cooperation in continuing education, including within the European Union

Therefore, regulations for the continuing education sector have been adopted at national level in the following legislation in particular: the Social Security Code III [*Sozialgesetzbuch III* - R163], Upgrading Training Assistance Act [*Gesetz zur Förderung der*

beruflichen Aufstiegsfortbildung - R166], Vocational Training Act [*Berufsbildungsgesetz* - R78], Handicrafts Code [*Handwerksordnung* - R79], Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* - R81] and Law on the Protection of Participants in Distance Education [*Fernunterrichtsschutzgesetz* - R165].

Responsibility for the promotion of continuing vocational training under the Federal Government's Social Security Code III lies with the Federal Employment Agency [*Bundesagentur für Arbeit*]. Promotion under the Social Security Code III includes the following measures:

- Further vocational training: schemes to assess, maintain, extend or adapt the vocational knowledge and skills of adults who have a vocational qualification or appropriate work experience.
- Vocational retraining leading to a qualification in a *anerkannter Ausbildungsberuf* [recognised occupation requiring formal training]: targeted mainly at unemployed people with no vocational qualifications.

With the coming into force on 1 January 1996 of the Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz*], a new comprehensive funding instrument was created in Germany for financing training designed to lead to promotion at work. With the coming into force on 1 January 2002 of the first amendment of the Upgrading Training Assistance Act, the promotion of professional career advancement was further improved. The amendment led to an increase in participation in continuing education and a significantly higher number of business start-ups. Within the scope of the Qualification Initiative for Germany "Getting ahead through education" [*Aufstieg durch Bildung*], promotion under the Upgrading Training Assistance Act was further extended in 2009.

Under the Vocational Training Act [*Berufsbildungsgesetz*] and the Handicrafts Code [*Handwerksordnung*], responsibility for examinations in further vocational training generally rests with the chambers [e.g. chambers of handicrafts and chambers of industry and commerce]. Where there is a national regulatory interest, examinations in further vocational training are regulated by ordinances of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF]. The content of examinations is laid down by regulations of the *competent bodies* or by ordinances passed by the Federal Government. Further vocational training communicates, amongst other things, the vocational knowledge, skills and competences that enable individuals to assume middle and sometimes also higher management responsibilities within companies.

8.2. Institutions Providing Adult Education and Training

Under various continuing education legislation of some Länder [R167-168, R170-171, R174, R176, R178, R180, R182, R184, R186-187, R189, R191], it is mainly the task of the VOLKSHOCHSCHULEN, the local adult education centres, but also of other maintaining bodies from the private sector, to take care of basic provision of continuing education courses in the field of general continuing education, in other words to provide a regular and comprehensive range of courses which meets the most diverse social requirements and individual needs.

The Federal Agency for Civic Education [*Bundeszentrale für politische Bildung*] and the respective bodies of the Länder hold events in the field of continuing political education and promote private sponsors of continuing political education.

It is usually possible to acquire school-leaving qualifications later in life at evening classes [*Abendhauptschulen, Abendrealschulen, Abendgymnasien*] and in what is called *Kollegs*. *Abendhauptschulen* prepare adults in a one-year course [two semesters] for the acquisition of the *Hauptschulabschluss*. *Abendrealschulen* take adults through to the *Mittlerer Schulabschluss* in evening classes [four semesters]. *Abendgymnasien* allow suitably capable adults to obtain the *Hochschulreife* [higher education entrance qualification] usually in a three-year period. *Kollegs* are full-time schools where adults can obtain the *Hochschulreife*.

In the course of the Qualification Initiative for Germany "Getting ahead through education" [*Aufstieg durch Bildung*] a legal right to funding has been introduced for young people and adults seeking to obtain a secondary general school certificate [*Hauptschulabschluss*]. In parallel with this, the Länder and maintaining bodies from the private sector offer qualification courses for young people and adults to obtain school-leaving certificates. These measures are designed to give young people with migrant backgrounds in particular, but also others, the opportunity to obtain a school-leaving certificate.

As institutions of continuing vocational training, FACHSCHULEN offer courses lasting between one and three years [see chapter 7 for a more detailed description of this institution].

DISTANCE LEARNING offers adults in employment the opportunity to take up continuing education on a flexible basis while remaining in employment. Distance learning courses offered by private organisations have required state approval in the Federal Republic of Germany since 1 January 1977 under the Law on the Protection of Participants in Distance Education [*Fernunterrichtsschutzgesetz - R165*]. The decision to approve a distance learning course is taken by the Central Office for Distance Learning [*Staatliche Zentralstelle für Fernunterricht - ZFU*] of the Länder of the Federal Republic of Germany. Under an approval procedure checks are carried out not only on the factual and didactic quality of the teaching material in relation to the course objective, but also on advertising and on the form and content of the distance learning agreement which has to be concluded between the student and the distance learning institute. Just over 181,000 people were registered on distance learning courses in 2011. The range of subjects is wide and comprises social sciences, education, psychology, humanities, languages, business and commerce, mathematics, natural sciences and technology, leisure, health and housekeeping, school leaving qualifications – e.g. *Hauptschulabschluss, Realschulabschluss, Abitur* –, qualifications for state-certified business manager, engineer or translator, computer courses as well as hobby and leisure courses. The most popular subject area is *business and commerce* which accounts for about 27.3 per cent of all students.

Provided that the *Berufsakademie* laws at Land level contain the necessary provisions, the BERUFSAKADEMIEN may also offer continuing education courses.

According to the Framework Act for Higher Education [*Hochschulrahmengesetz - R119*] and the legislation on higher education of the Länder [*Hochschulgesetze - R124, R126*,

R129, R131, R133-134, R137, R139, R141, R143-144, R146, R147-150, R152, R155, R157, R160], in addition to providing research and study courses, the main responsibilities of higher education institutions is to provide continuing education in the academic and creative field. Continuing education courses offer people the opportunity to specialise, to extend existing knowledge or to obtain an additional vocational qualification. Courses last from a few weeks or months to several semesters, with modular courses also being offered increasingly in the area of continuing education. Through continuing academic education, higher education institutions also contribute to regional development in co-operation with partners from industry.

8.3. Continuing General and Political Education

Admission requirements

In terms of size general and political further education remains an important continuing education sector with an especially broad range of subjects. There are usually no entry requirements for continuing general and political further education courses.

Teaching Methods and Approaches

As in the school sector, the teaching staff take responsibility for teaching in their classes, taking the background and aptitude of each participant into consideration.

The use of new information and communication technologies as an effective tool in self-organised learning is also becoming an increasingly important aspect of adult education/continuing education. The majority of distance learning offers are supported online, either in full or in part. Many initiatives and projects have been launched to promote the use of these technologies.

8.4. Continuing Vocational Education and Training

Admission Requirements

Continuing vocational education and training is targeted at groups with the widest possible range of educational qualifications, from unemployed people with no school-leaving or vocational qualifications to executives.

Certification

Only some of the courses for continuing vocational training are designed to lead to qualifications which are recognised by law or awarded by industry's self-governing organisations [chambers].

8.5. Second-Chance Education

Admission requirements

Applicants for evening classes for the acquisition of a higher education entrance qualification [*Abendgymnasien*] must provide evidence of a vocational qualification or evidence that they have been in employment for at least two years. They must also be at least 19 years old and have obtained the *Mittlerer Schulabschluss*. Applicants who cannot provide evidence of the *Mittlerer Schulabschluss* or an equivalent qualification have to complete at least a half-year preliminary course teaching mainly German, a foreign language and mathematics. The Länder may adopt special provisions on examinations for admission to and on the qualification for the preliminary course. Course members must be in em-

ployment except during the last three half-years. The admission conditions for *Kollegs* are the same as for *Abendgymnasien*. Those attending such schools are not allowed to combine their study with work.

Learner assessment/progression

The principles and objectives for the assessment of performance and the examinations in courses leading to school qualifications are comparable to those that apply in the secondary sector.

Certification

For information about how adults can attain school-leaving certificates through the so-called *Zweiter Bildungsweg* [second-chance education], i.e. evening classes and *Kollegs*, see chapter 8.2. The *Volkshochschulen* also offer courses in this area.

8.6. Continuing Education in the Academic and Creative Field

Admission requirements

The entry requirement for continuing education in the academic and creative field at higher education institutions is usually that participants have a degree, though sometimes continuing education courses are also open to applicants who have achieved the necessary skills through a period of employment or another means [see also chapter 7.3.1.]. Master's study courses providing further education require, as a rule, a first higher education degree followed by relevant skilled work experience of at least one year.

Learner assessment/progression

For continuing education in the academic and creative field, the amendment of the Framework Act for Higher Education [*Hochschulrahmengesetz* - RHG] of 1998 provided for the introduction of a credit point system at German higher education institutions. In the future, credit points may also be obtained outside the sector of higher education, e.g. through non-formally obtained competences and further vocational training. For this, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] has laid down the conditions by adopting a resolution on the recognition of knowledge and skills acquired outside the sector of higher education in June 2002. In November 2003, the Standing Conference of the Ministers of Education and Cultural Affairs, the German Rectors' Conference [*Hochschulrektorenkonferenz* - HRK], and the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] in a joint declaration appealed to higher education institutions to recognise credits for, by way of example, qualifications achieved in further vocational training in respect of higher education courses of study if they meet certain standards.

Certification

Continuing education in the academic and creative field leads to certificates and, in the case of study courses, higher education degrees as well.

9. TEACHERS AND EDUCATION STAFF

9.1. Introduction

This chapter contains information on the initial education, conditions of service and continuing professional development of pedagogic staff in the early childhood sector and teachers working in school education, of teaching staff in tertiary education as well as of teachers and trainers working in adult education and training.

Pedagogic staff in early childhood education and care

Pedagogic staff in the German early childhood sector do not have the training and status of teachers. The pedagogic staff in the early childhood sector consist mainly of *Erzieher/Erzieherinnen* [state-recognised youth or child-care workers].

Teachers

Training of teachers at all types of schools is regulated by Land legislation. The relevant statutory provisions include laws [R86, R88, R90, R93, R97, R99, R102, R109, R118] and regulations for teacher training, *Studienordnungen* [study regulations] for teacher training courses, *Prüfungsordnungen* [examination regulations] for the *Erste Staatsprüfung* [First State Examination] or for Bachelor's and Master's examinations, *Ausbildungsordnungen* [training regulations] for the *Vorbereitungsdienst* [preparatory service] and examination regulations for the Second State Examination.

Responsibility for teacher training rests with the Ministries of Education and Cultural Affairs of the Länder which regulate training through study regulations or training regulations and examination regulations. The First and the Second State Examination are conducted by the state examination authorities or boards of the Länder. In Bachelor's and Master's study courses which provide the qualifications required for admission to the preparatory service, the state responsibility for content requirements in teacher training is ensured through the involvement of a representative of the highest Land education authority for the school system in the accreditation procedure; any accreditation of individual study courses requires the approval of this representative. A compilation of the statutory requirements of all Länder for teacher training is available on the website of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] [www.kmk.org].

9.2. Initial Education for Teachers Working in Early Childhood and School Education

Institutions, level and models of training

Early childhood education and care

As a rule, pedagogic staff in early childhood education and care are trained at *Fachschulen* for youth and community work that are assigned to the tertiary level. Over recent years, the number of courses of study leading to a first degree and further courses of study for pedagogic staff has increased. Particularly at the levels of administration, management and counselling in the elementary sector, further courses of study are available to qualified pedagogic staff in cooperation between *Fachschulen* and *Fachhochschulen*.

Some of the staff [especially those in senior positions] have a degree from a *Fachhochschule* as *Sozialpädagogen* [youth and community workers]. This training either comprises a three-year course of study at a higher education institution and one year of practical training or a four-year course of study with two *Praxissemester* [integrated semesters of work experience]. Other academically-trained teaching staff include for instance childhood educators [*Kindheitspädagogen*]. A variety of Bachelor study courses have now been established in this discipline.

Auxiliary staff, especially nursery assistants [*Kinderpflegerinnen*], are employed in the elementary sector alongside pedagogic staff [*pädagogische Fachkräfte*] and graduate youth and community workers. In most Länder, these staff attend a two-year training course at *Berufsfachschulen*, full-time vocational schools.

Teachers

Teacher training is basically divided into two stages, a course of higher education including periods of practical training and practical training in a school setting. Teacher training courses are offered at universities, *Technische Hochschulen / Technische Universitäten*, *Pädagogische Hochschulen* [colleges of education] and colleges of art and music. Practical teacher training in the form of a *Vorbereitungsdienst* [preparatory service] takes place in teacher training institutes [*Studienseminare*] or comparable institutions and training schools.

The share of practical training in schools in higher education courses has been substantially increased in recent years. Practical training in schools and comparable subject-related parts of the course can be credited to the practical training during preparatory service. For study courses at universities, in all Länder institutions [e.g. centres for teacher training] have been established in order to coordinate teacher training between the faculties and guarantee an adequate relationship to teaching practice.

Bachelor's and Master's degrees in teacher training

The *Erste Staatsprüfung* [First State Examination] is traditionally the leaving qualification for degree courses. In many Länder in the meantime the consecutive structure of study with Bachelor and Master's degrees [BA/MA] has also been introduced in teacher training. Study courses which provide for Bachelor and Master's structures in teacher training are accepted in all Länder and their degrees are recognised if they meet the following requirements:

- integrative study at universities or equivalent higher education institutions of at least two subject areas and of the educational sciences at the Bachelor level as well as at the Master level [the Länder are at liberty to specify exceptions in the subject areas art and music]
- practical study in schools as early as during the Bachelor's course of study
- no extension of existing standard periods [without practical sections]
- differentiation of the curricula and diplomas by teaching position.

Master's courses of study conveying the educational prerequisites for a teaching position have a specific teaching-related profile that is established in the course of the accreditation procedure in accordance with the specifications of the Accreditation Council [*Akkreditierungsrat*] and is to be displayed in the *Diploma Supplement*. The degree des-

ignations for Bachelor's and Master's study courses conveying the educational requirements for teaching positions are:

- Bachelor of Education [B.Ed.]
- Master of Education [M.Ed.]

The accreditation procedure particularly involves monitoring the compliance with subject-specific requirements in teacher training valid for all Länder as well as with Länder-specific specifications concerning the content and structure. The subject-specific requirements valid for all Länder embrace the Standards for Teacher Training in the Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] and the content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*].

The Länder decide whether the present study structure with the *Staatsexamen* qualification is to be maintained or whether there is to be a transition to the consecutive study system. In Länder which have a consecutive study structure for teacher training, the Master's degree replaces the First State Examination as a rule. The [Second] State Examination must, however, be taken after the preparatory service.

Regardless of how the study is organised, the study courses have been modularised and provided with a credit point system.

Admission requirements

Early childhood education and care

For pedagogic staff in early childhood education and care, the admission requirement for training is a *Mittlerer Schulabschluss* and either a relevant vocational qualification which took at least two years to acquire or two years of experience in a relevant occupation, thus the complete training period for pedagogic staff [*pädagogische Fachkräfte*] is four to five years.

Teachers

The basic entry requirement for teacher training courses is the *Hochschulreife* [higher education entrance qualification], which is acquired after attending school for 12 or 13 years and passing the *Abitur* examination. The higher education entrance qualification can also be attained in other ways in specific cases [cf. chapter 8.5.], e.g. by adults who successfully complete a course of evening classes, or, in certain cases, following the successful completion of a non-university course of training in the tertiary sector.

A pass in the *Erste Staatsprüfung* [First State Examination] or a similar higher education examination or, depending on the type of teaching career, a Master's degree examination, is the requirement for admission to the *Vorbereitungsdienst* [preparatory service]. It even constitutes entitlement to admission. In the area of vocational teacher training, a *Diplom* examination can replace the First State Examination or an equivalent degree.

The *Erste Staatsprüfung* [First State Examination] forms the leaving qualification of a higher education course of study and on principle provides entitlement to doctoral stud-

ies. Details are regulated by the universities in their doctoral regulations [*Promotionsordnungen*].

Curriculum, level of specialisation, learning outcomes

The various careers for which teachers are trained correspond to the levels and types of school in the Länder. In view of the resulting large number of different designations for teaching careers, the following six types of teaching careers can be distinguished for reasons of clarity:

Type 1 Teaching careers at the Grundschule or primary level

Type 2 General teaching careers at primary level and all or individual lower secondary level school types

Type 3 Teaching careers at all or individual lower secondary level school types

Type 4 Teaching careers for the general education subjects at upper secondary level or for the Gymnasium

Type 5 Teaching careers in vocational subjects at upper secondary level or at vocational schools

Type 6 Teaching careers in special education

In December 2012 the Standing Conference adapted the framework agreements on training and examination for the six different types of teaching careers with a view to the requirements of inclusive education. The aim is to better prepare future teachers to deal with heterogeneity [learning groups of children and young people with different backgrounds] and inclusion [equal access to education for all children and young people] and to provide them with the fundamental competences of support diagnostics. Courses for the teaching career in special education at universities and equivalent higher education institutions are to be geared to the requirements of inclusive education at all school types.

In all Länder training is divided into studies at a university or equivalent institution of higher education including periods of practical training and practical training in a school setting [*Vorbereitungsdienst*]. The preparatory service concludes with the Second State Examination; a pass in this examination confers the teaching qualification. The two stages of training must be closely related in terms of education and instruction provided, and must take account of the specific requirements of each type of teaching career. The training is guided by the Standards for Teacher Training: Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] and the common content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*].

The Standards for Teacher Training: Educational Sciences adopted by the Standing Conference in 2004 define the requirements to be met by teaching staff and refer to the education and training objectives formulated in the Education Acts of the Länder. The requirements are generated by the competences aimed for, which are subdivided into four areas:

- Teaching
- Education

- Assessment
- Innovation

According to the content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder, which were adopted by the Standing Conference in 2008 [last amended 2013], on completing their course teacher training students should have

- compatible subject-related knowledge
- subject-related cognitive and working methods
- compatible subject-related teaching methods

The preparatory service [*Vorbereitungsdienst*] provides future teachers with the ability to:

- plan and structure subject-related learning
- deal with complex teaching situations
- promote sustainable learning
- manage subject-specific performance assessment

First stage of teacher training: Studies at a higher education institution

The characteristic elements of the courses for the six types of teaching career are described below in generalised form. The details are laid down by the Länder in *Studienordnungen* [study regulations], *Ausbildungsordnungen* [training regulations] and *Prüfungsordnungen* [examination regulations]. These include in particular provisions on the following:

- subjects/subject areas and combinations that may be chosen for the respective teaching career
- the scope and content of the course of study in the individual subjects/subject areas, including subjects relating to educational sciences and subject-related didactics
- the type of certificates required for admission to examinations, the type and scope of individual parts of the examinations and assessment procedures

Teaching career type 1: Teaching careers at the *Grundschule* or primary level

Training for this type of teaching career consists of a course of study lasting at least seven semesters, which devotes particular attention to educational science and practical teaching components. The degree requirements total at least 210 credits as specified in the European Credit Transfer System [ECTS].

The course of study covers the following:

- basic educational science, subject-related studies and subject-related didactics, and practical training periods in schools, in the first semesters of study already wherever possible. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.

- Study of an elective or specialised subject as well as primary school didactics. Alternatively, future primary school teachers may study either areas of learning or one or several subjects if subject-related elements of didactics are incorporated into their course. Subject options and specialisations vary from Land to Land. The subject-related study provides an overview of the subject and then concentrates on specific areas. In all Länder the following subjects or areas of learning can be chosen for study: German, mathematics; art, music, sport, *Sachunterricht* [applied science and/or social studies at primary level]. The Länder can approve other subjects, particularly foreign languages. German and mathematics, as well as musical subjects, have a special position in many Länder and this is reflected in certain [minimum] study requirements.
- A paper demonstrating the ability for independent scientific work.

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* [First State Examination].

Teaching career type 2: General teaching careers at primary level and all or individual lower secondary level school types

Training for this type of teaching career consists of a course of study lasting at least seven semesters. The degree requirements total at least 210 credits as specified in the European Credit Transfer System [ECTS].

The course of study covers the following:

- Educational sciences and practical training in schools. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- Studies and didactics relating to at least two subjects; the ratio of these subjects to the educational sciences should be approximately 2:1.
- A paper demonstrating the ability for independent scientific work.

Depending on the special requirements for the individual teaching careers the relevant Land law may require one learning area or two subjects instead of one of the above two subjects.

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* [First State Examination].

Teaching career type 3: Teaching careers at all or individual lower secondary level school types

Training for this type of teaching career consists of a course of study lasting at least seven semesters. The degree requirements total at least 210 credits as specified in the European Credit Transfer System [ECTS].

The course of study covers the following:

- Educational sciences and practical training in schools. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.

- Studies and didactics relating to at least two subjects; the ratio of these subjects to the educational sciences should be approximately 2:1.
- A paper demonstrating the ability for independent scientific work.

Depending on the special requirements for the individual teaching careers the relevant Land law may require one learning area or two subjects instead of one of the above two subjects.

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* [First State Examination].

Teaching career type 4: Teaching careers for the general education subjects at upper secondary level or for the *Gymnasium*

The *Regelstudienzeit* [standard period of study] for a study course for this type of teaching comprises a minimum of six semesters in a Bachelor's study course and a minimum of two semesters in a Master's study course. It comprises 10 semesters in total including periods of practical training in schools and is rated with 300 credits under the European Credit Transfer System [ECTS]. The standard period of study for teacher training courses ending with the *Erste Staatsprüfung* [First State Examination] comprises a minimum of 9 and a maximum of 10 semesters and amounts to a volume of at least 270 ECTS credits.

The course of study covers the following:

- Educational sciences and practical training in schools. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- In-depth studies and didactics relating to two subjects comprising at least 180 ECTS credits divided equally between both subjects.
- A paper demonstrating the ability for independent scientific work.

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* [First State Examination].

Teaching career type 5: Teaching careers in vocational subjects at upper secondary level or at vocational schools

The *Regelstudienzeit* [standard period of study] for a study course for this type of teaching comprises a minimum of six semesters in a Bachelor's study course and a minimum of two semesters in a Master's study course. It comprises 10 semesters in total including periods of practical training in schools and is rated with 300 credits under the European Credit Transfer System [ECTS]. The standard period of study for teacher training courses ending with the *Erste Staatsprüfung* [First State Examination] comprises 9 semesters and amounts to a volume of at least 270 ECTS credits.

A practical activity relating to the vocational subject area is also required lasting 12 months in principle.

The course of study covers the following:

- Educational sciences focusing on vocational or business education, subject-related didactics for the vocational subject area and the second teaching subject, and practical

training in schools amounting to 90 ECTS credits. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.

- Subject-related studies within the vocational subject area and subject-related studies for the second teaching subject totalling 180 ECTS credits.
- A paper demonstrating the ability for independent scientific work.

Instead of the second teaching subject a second vocational subject area or a subject area relating to special education may be chosen.

The course of study concludes with a corresponding Master's degree or the *Erste Staatsprüfung* [First State Examination].

The following subject areas can be chosen for study: business and administration, metals technology, electrical engineering, construction engineering, wood engineering, textile technology and design, laboratory technology/process technology, media technology, colour technology, interior design and surface technology, health and personal hygiene, dietetics and domestic science, agriculture, youth and community work, nursing, automotive engineering, information technology. The Länder may admit other vocational subject areas.

Teaching career type 6: Teaching careers in special education

Courses for the teaching career in special education at universities and equivalent higher education institutions are to be structured such that they meet the requirements of the special needs education of pupils at all school types and foster the ability to act professionally in both specialist and educational terms.

Qualification as a special education teacher can be obtained either by passing the [Second] State Examination after obtaining a related higher education qualification, or by passing the First State Examination, and also through an additional course of study after qualifying for a different type of teaching career. In the Länder the two forms of training exist side by side or as alternatives.

The course of study covers the following:

- Educational sciences and practical training in schools, including in the subject areas relating to special education. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- Subject-related studies and didactics in at least one teaching area or area of learning.
- Study of special education; this should amount to around 120 ECTS credits.
- A paper demonstrating the ability for independent scientific work.

The ratio of subject-related studies to that of the educational sciences should be approximately 2:1.

The *Regelstudienzeit* [standard period of study] for a study course comprises a minimum of eight semesters and is rated with 240 credits under the European Credit Transfer System [ECTS].

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* [First State Examination].

Study of special education incorporates discipline-specific and cross-discipline components taking into account aspects of joint education of pupils with and without *Sonderpädagogischer Förderbedarf* [special educational needs]. The discipline-specific components include the following special educational focuses:

- education for the blind
- education for the deaf
- education for the mentally handicapped,
- education for the physically disabled
- education for children with learning difficulties
- education for those with speech defects
- emotional and social development

The Länder can also approve other subject areas.

Second stage of teacher training: Preparatory service

For all teaching careers studies at a university or equivalent institution of higher education are followed by the *Vorbereitungsdienst* [preparatory service] as the second stage of teacher training. It can last between 12 and 24 months. Preparatory service aims to provide practical training in schools building on subject-related science, subject-related didactics and educational science competences. It develops the competences laid down in the Standards for Teacher Training in the Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] for teachers. In December 2012 the Standing Conference adopted common requirements of the Länder for the preparatory service and the concluding state examination in teacher training [*Ländergemeinsame Anforderungen für die Ausgestaltung des Vorbereitungsdienstes und die abschließende Staatsprüfung*] to take account of more recent developments in the school sector and to further enhance uniformity and mobility in the education system.

Training in the preparatory service takes place in different training formats at schools, teacher training colleges or similar establishments. It covers theoretical instruction, testing in lessons and theory-based reflection.

The following formats shape training in the preparatory service:

- introductory seminars
- sitting in on lessons
- accompanied teaching
- independent teaching
- training in seminar events.

Practical training in schools and comparable subject-related parts of the study course can be credited to the preparatory service. The Länder may also credit relevant work placements abroad during the preparatory service, or after completing the first stage of teacher training to the duration of preparatory service. However, at least half of the preparatory service must be completed in Germany.

In March 2013 the Länder undertook to give all applicants who have successfully completed a teacher training course in accordance with Standing Conference requirements

equal access to the preparatory service for the type of teaching career corresponding to their degree. This applies irrespective of the Land in which the degree was acquired.

Depending on regulations under Land law up to 60 ECTS credits from the preparatory service can be credited to a Master's degree.

Teacher educators

In the preparatory service teachers receive pedagogical and subject-related didactics training at teacher-training colleges. The Länder are responsible for the organisation of these colleges. The head of a teacher-training college is, as a rule, appointed by the Ministry of Education and Cultural Affairs and reports directly to it.

Training at the teacher-training colleges is in the hands of teachers [lecturers/heads of department] with special scientific and practical expertise, who are given time off from their own lessons to teach at the colleges, or are seconded to a teacher-training college full-time for a limited period.

Teachers at schools who are particularly highly skilled both professionally and methodologically are responsible for training trainee teachers in schools; the trainee teachers are assigned to these teaching staff for training.

The teachers involved in the preparatory service undergo continual in-service training.

Qualifications, evaluation and certificates

Regardless of whether the study course is organised in the tiered system or concludes with the *Erste Staatsprüfung* [First State Examination], the courses of study are modularised and provided with a credit point system in accordance with the European Credit Transfer System. Examinations under the responsibility of universities are usually carried out during the courses of study. Credits which are acquired at *Fachhochschulen* as part of an accredited Bachelor's or Master's study course can be credited as part of the credit requirements in all teacher training courses. The details are regulated by *Studienordnungen* and *Prüfungsordnungen* [study and examination regulations]. The successful completion of a teacher training course conveying the educational prerequisites for teaching positions entitles the holder of the degree to be accepted into the *Vorbereitungsdienst* [state preparatory service].

It is the task of the state examination boards, which are subordinate to the ministries responsible for the school system, to hold the First State Examination. Bachelor's and Master's degree examinations are higher education examinations. In Bachelor's and Master's study courses, which confer the qualification for admission to the preparatory service, the state responsibility for content requirements in teacher training is ensured through the involvement of a representative of the highest Land education authority for the school system in the accreditation procedure; any accreditation of individual curricula requires the approval of this representative.

The preparatory service concludes with the [Second] State Examination. This is a prerequisite for, but not a guarantee of permanent employment in the state school sector. It has to be taken before a state examination board or a state examination commission and usually consists of four parts:

- a major written paper relating to educational theory, pedagogic psychology or the didactics of one of the subjects studied;

- a practical teaching examination involving demonstration lessons in the chosen subjects;
- an examination on basic questions of educational theory, educational and civil service legislation and school administration and occasionally on sociological aspects of school education;
- an examination on didactic and methodological issues in the subjects studied.

The forms taken by the State Examination must be capable of recording the level of competence development pursuant to the Standards for Teacher Training in the Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*]. To ensure the quality of training in the preparatory service, external and internal evaluation measures are to be implemented.

Following the [Second] State Examination there is no legal entitlement to employment in teaching. An appointment to a permanent post is made within an application procedure according to the criteria of aptitude, qualifications and record of achievement and on the basis of current vacancies. In some Länder, the vacancies are advertised with a relevant requirement profile by the schools themselves. Teachers who are not taken on can apply for temporary posts such as providing cover for teachers on maternity/paternity leave or sick leave [see also chapter 9.3].

Alternative training pathways

Although all Länder agree that the recruitment of applicants with formal teaching qualification is to be given priority, the employment of higher education graduates without formal teacher training is deemed necessary in order to meet short-term demands in understaffed subjects [in 2012 3.2 per cent of all newly recruited teachers in the public school sector had no formal teacher training]. The individual Länder provide for different and in some cases limited regulations oriented on their own particular demand. The measures include direct employment [predominantly in the vocational school system] either with or without accompanying pedagogical training, or the admission of higher education graduates with *Diplom* and *Magister* degrees to the *Vorbereitungsdienst* [preparatory service]. The certificates which can be obtained in the course of accompanying qualification measures, as well as the professional status of the persons who obtain them, vary from Land to Land. For the time being, they are valid in the Land in which they were obtained.

The Länder have agreed to exchange experiences on the qualifications for lateral entrants to the teaching profession and to take into account quality standards in the corresponding qualification programmes.

9.3. Conditions of Service for Teachers Working in Early Childhood and School Education

Pedagogic staff in early childhood education and care

The staff of pre-school establishments are employed by the respective maintaining bodies [local authorities, churches and privately-maintained bodies], and paid in accordance with rates negotiated under collective agreements. In the next few years there will be huge demand for skilled staff in pre-school education. The reason for this is above all

the expansion of day care for children under three years of age. To cover the additional demand, the Länder have increased their training capacities.

Teachers

The legal position of teachers with civil servant status at public-sector schools is regulated by the civil service legislation of the Länder [R28-43]. Provisions on the salaries and old-age pensions received by teachers are contained in the civil servants' remuneration acts [*Beamtenbesoldungsgesetze* - R44-59] and civil servants' pensions acts [*Beamtenversorgungsgesetze*] of the Länder. The basic structures of the status-related rights and obligations of local authority and Land civil servants is regulated by the federal Civil Servants Status Act [*Beamtenstatusgesetz* - R9], which contains provisions inter alia on the cross-Länder secondment or transfer of civil servants.

The legal position of salaried teachers corresponds to general employment law as well as provisions under the collective wage agreement.

The Federation and the Länder can pass their own regulations for their area through ordinances in order to guarantee performance levels, awards and allowances. Individual aspects of the terms and conditions of employment of teachers [e.g. compulsory hours and release from duties] and career matters [recruitment, transfer, secondment and promotion] are regulated at Land level through ordinances or administrative regulations issued by the Ministers of Education and Cultural Affairs. A list of regulations of the Länder is available on the website of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] [www.kmk.org].

Planning policy

Teacher demand in Germany differs by Land, school type and subject. In the next few years it will probably not be possible to meet teacher demand in some of the Länder. This is mostly due to the fact that there will be a large number of retirements from schools compared to an insufficient number of students entering study courses leading to a teaching qualification.

The Länder have adopted a wide range of measures to cover the demand for teachers, which varies according to subjects and the type of school. These measures include:

- advertising campaigns for entry to the *Vorbereitungsdienst* [preparatory service] and offers of employment for those who have completed preparatory service
- further training for teachers in order to provide teaching in subjects where the demand for teachers is particularly high
- additional periods of access to the preparatory service
- measures for increasing the geographical mobility of teachers
- measures for the recruitment of higher education graduates without formal teacher training
- optimisation of employment procedures
- increase of the capacities of teacher training institutes
- provision of wider access to the preparatory service for higher education graduates with *Diplom* and *Magister* degrees

However in some teaching careers, in specific subjects, courses of education and in certain regions there continues to be a need for additional teaching staff. In 2009 the Län-

der adopted joint guidelines to cover teacher requirements in order to ensure sufficient teaching staff which also provide for the required study places and the necessary capacities in the preparatory service. The measures agreed include, among others,

- the development of a model calculation of teacher demand and teacher supply in the Federal Republic of Germany [*Lehrereinstellungsbedarf und -angebot in der Bundesrepublik Deutschland*], which is to be updated every two years or so
- measures to ensure the required capacities for teacher-training study places and the preparatory service
- exchange of information between the Länder on the likely development of teaching staff requirements and on measures to cover these

In June 2013 the Standing Conference published the model calculation of teacher demand and teacher supply in the Federal Republic of Germany for the years 2012 to 2025 [*Lehrereinstellungsbedarf und -angebot in der Bundesrepublik Deutschland 2012-2025*]. The report is based on Länder data and combines the current estimate of the demand for teachers in the various types of teaching career over the next few years with a forecast of students completing the *Zweite Staatsprüfung* [Second State Examination]. This should allow an assessment of how far demand for teachers in the various types of teaching career will be met by supply in the different Länder up to the year 2025. For the individual types of teaching career this gives the following forecasts:

For *teaching careers at the Grundschule or primary level* there is expected to be a balance throughout Germany between employment demand and supply. For *general teaching careers at primary level and all or individual lower secondary school types* in the short term Germany must expect a shortage of applicants. In the medium to long term there are then expected to be more teachers than will actually be needed. The expected supply of teachers for *teaching careers at all or individual lower secondary school types* will, to 2015, be only just enough, or not quite enough, to meet needs across Germany. It will then start to exceed demand. Average teacher supply will exceed demand to the greatest extent in *teaching careers for the general education subjects at upper secondary level or for the Gymnasium*. A general surplus of applicants may be assumed here. In teaching careers in vocational subjects at upper secondary level or at vocational schools the situation may appear balanced for Germany as a whole, but a clear shortfall is to be expected in the eastern German Länder. In teaching careers in special education it may not be possible to fully cover employment requirements. Both in an overall and separate perspective of the individual types of teaching careers there are wide differences between the western German and the eastern German Länder in the ratio between teacher employment demand and supply. In all teaching careers, apart from the teaching careers for the general education subjects at upper secondary level or for the *Gymnasium*, numbers in the eastern German Länder [including Berlin] mean considerable demand for teachers is expected in the long term.

Entry to the profession

Following successful completion of their *Vorbereitungsdienst* [preparatory service] newly-qualified teachers can apply for permanent employment at public-sector schools. Depending on the Land, the application should be sent to the Ministry of Education and Cultural Affairs or to the school supervisory authority responsible. A decision on recruitment is taken centrally on the basis of job vacancies and according to the criteria of

aptitude, qualifications and record of achievement. In some Länder, some of the positions are also advertised with the profile of a particular school in mind and the respective school takes part in selecting the applicants. In such cases, the applications are sometimes to be sent directly to the respective school, however, the appointment is not made by the school itself but by the Ministry of Education and Cultural Affairs or by the school authority that reports to it. Successful applicants are usually appointed as civil servants on probation. During the probationary period, which for teachers, as a rule, has a duration of 2.5 years [higher service] or three years [senior service], and which under certain circumstances may be reduced or extended [up to five years at the most], a teacher's aptitude and performance are monitored with regard to his future appointment as a permanent civil servant. Salaried teachers have a six-month probationary period. In four Länder [Berlin, Mecklenburg-Vorpommern, Sachsen and Thüringen] teachers are only recruited as salaried employees.

In March 2013 the Standing Conference decided to give all graduates of preparatory service in a teaching career meeting the requirements of the Standing Conference's agreements equal professional access to the type of teaching career corresponding to their degree.

Induction

The organisation of the induction period for newly qualified teachers has been a central topic of the *Gemischte Kommission Lehrerbildung* of the Standing Conference of the Ministers of Education and Cultural Affairs. According to the recommendations the expert commission made in 1999, the provisions for the deployment of young teaching staff are to aim at a gradual development of professional competence. Furthermore, a system of support for the induction period for newly qualified teachers is to be established, including measures of in-service training particularly adjusted to the needs of newly qualified teachers. In the majority of Länder, concepts are currently being developed or have been put into practice for the organisation of the induction period. In the case of didactical and methodical problems, especially newly qualified teachers have the option to ask training staff from teacher training institutes [cf. chapter 9.1.] or institutions for in-service teacher training for advice.

Professional status

Teachers at public-sector schools in the Länder in western Germany are usually civil servants who are employed by the Länder. According to the career structures for civil servants, teachers, as a rule, are classified as belonging to either the higher service [*gehobener Dienst*] or the senior service [*höherer Dienst*]. According to the entry status of the respective teaching careers, teachers at *Grundschulen* and *Hauptschulen* as well as at *Realschulen* come under the higher service and teachers at *Gymnasien* and vocational schools under the senior service. For teachers at *Förderschulen*, regulations vary between the Länder. Once a teacher has proved his suitability and aptitude in the probationary period [two and a half to three years depending on the career structure, two years in Bayern], he or she is appointed as a permanent civil servant.

In Bayern the four career categories ordinary, intermediate, higher and senior service were replaced in a 2010 civil service law reform by a continuous career structure with four qualification levels, which successful applicants enter after [preparatory] training,

taking into account work experience where applicable. Teachers enter the fourth qualification level. The probationary period is two years.

The majority of teachers in the Länder of eastern Germany – with the exception of Brandenburg – currently hold the status of salaried employees. Those teachers who had obtained their teaching qualification in the German Democratic Republic [GDR], though, could be employed as civil servants as well on the basis of the *Einigungsvertrag* [Unification Treaty – R2] and Land regulations. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder reached an agreement in May 1993 on the Recognition of Teacher Training Courses in the former GDR and their Assignment to Conventional Career Paths [*Vereinbarung über die Anerkennung und Zuordnung der Lehrerausbildungsgänge der ehemaligen DDR zu herkömmlichen Laufbahnen*] in order to clarify the salary groups of teachers who received their training in the GDR. The agreement has helped to ensure that regulations were drawn up in most of the Länder in eastern Germany under which teaching staff may obtain civil servant status and be integrated into the salary structure of the Länder in western Germany.

Teachers in the Länder of western Germany can be taken on as salaried employees on the basis of fixed-term or open-ended employment contracts as well. This form of employment may be used in order to provide replacement for teaching staff who are on leave or sick and in cases where the requirements for civil servant status are not met.

Replacement measures

Faced with the need to provide cover for absent teachers, the head teacher first of all can rely on existing teaching staff. According to the general civil service regulations in effect, teachers are under obligation to temporarily perform extra work for which initially no financial compensation is awarded. If the number of periods teachers are required to spend in class is exceeded by more than three periods per month, extra work compensation may be granted. Extra work compensation for the single lesson is regulated for civil servants by the Federation.

Long term absences, such as maternity leave or sick leave of several months, may be covered by the appointment of teachers on a temporary contract. Another measure of providing cover for absent teachers can be the temporary merging of classes or courses, which is possible, however, in special cases only. The regulations for the duration of this measure vary between the Länder.

Supporting measures for teachers

If problems arise in relationships with colleagues or pupils, all teachers can turn to the head teacher. In the case of difficulties with other colleagues, teachers can turn to the staff council responsible for the school. In the case of a conflict with pupils, besides consulting the head teacher, teachers can call in the parents' council [*Elternbeirat*] or the lower-level school supervisory authorities [*Schulrat, Schulamtsdirektor*]. This last option also exists if problems with colleagues cannot be solved on the level of the school. In the case of difficulties with colleagues or pupils that result from personality disorder or in the case of burn-out, the school psychologist can be consulted.

Salaries

Pedagogical staff in early childhood education and care

Erzieherinnen and *Erzieher* [state recognised youth or child-care workers] are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector [*Tarifvertrag für den öffentlichen Dienst - TVöD*], with the salary levels of this remuneration group being based on professional experience. *Erzieherinnen* and *Erzieher* who already have professional experience are allocated to level 2 as a rule. Higher levels are achieved only after several years with the same employer. According to a nationally representative study by the trade union for education and science [*Gewerkschaft für Erziehung und Wissenschaft - GEW*], in 2007 the average gross earnings of *Erzieherinnen* and *Erzieher* was Euro 2,086 per month. In terms of working hours the average gross hourly income was Euro 15.66. Income varies according to the field of work: centre managers on release from their duties as child-care workers earn a gross income of around Euro 20 per hour, followed by centre managers not on release from their duties as child-care workers at Euro 18 per hour. Group managers, employees with cross-group activities and employees working in the field of child promotion in accordance with the Eighth or Twelfth Book of the Social Security Code [*Sozialgesetzbuch*] each earn around Euro 15 per hour. Classroom assistants [*Zweitkräfte*] and nursery assistants [*Ergänzungskräfte*] are, at Euro 13.50 per hour, at the lower end of the income scale.

Teachers

Provisions on the salaries received by teachers are contained in the civil servants' remuneration acts [*Beamtenbesoldungsgesetze - R46-R61*] of the Länder.

For the remuneration of teachers with salaried employee status, until 2006 the provisions of the *Bundes-Angestelltentarifvertrag* [Federal Employees' Collective Agreement - BAT] applied for the Länder in western Germany and the *Bundes-Angestelltentarifvertrag-Ost* applied for the Länder in eastern Germany. The remuneration of salaried teachers followed the remuneration of the teacher with civil servant status. In November 2006, the Collective Agreement for the Public Sector of the Länder [TV-L] entered into force. In all Länder, except Hessen, the teachers have been transferred from the salary groups of the BAT [*Bundes-Angestelltentarifvertrag - Federal Employees' Collective Agreement*] and of the BAT-Ost to the remuneration groups of the TV-L, the classification system remaining unchanged for the time being.

As civil servants, teachers as a rule are classified - depending on their training - under the higher or senior service. Following their studies and the *Vorbereitungsdienst* [preparatory service], teachers are usually placed on scales A 12 or A 13. Taking some of the teaching careers described in chapter 9.1. as a basis, the general allocation of salary groups and possibilities of promotion are outlined below:

Teachers at <i>Grundschulen</i>	A 12
Teachers at <i>Hauptschulen</i>	A 12
Teachers at <i>Realschulen</i>	A 13

Teachers at <i>Förderschulen</i>		A 13	
Teachers at <i>Gymnasien</i>	<i>Studienrat</i>	A 13	[plus post allowance]
with scope for promotion to:	<i>Oberstudienrat</i>	A 14	
	<i>Studiendirektor</i>	A15	
Teachers at vocational schools	<i>Studienrat</i>	A 13	[plus post allowance]
with scope for promotion to:	<i>Oberstudienrat</i>	A 14	
	<i>Studiendirektor</i>	A15	

There are teachers in some Länder who are not trained for a particular type of school but for a certain school level [primary, lower secondary and upper secondary]. These teachers are as a rule allocated to the salary groups as follows:

Teachers holding a primary level teaching certificate		A 12	
Teachers holding a teaching certificate for the lower secondary level	Starting	A 12	
	On promotion	A 13	
Teachers holding a teaching certificate for the upper secondary level	<i>Studienrat</i>	A 13	[plus post allowance]
with scope for promotion to:	<i>Oberstudienrat</i>	A 14	
	<i>Studiendirektor</i>	A 15	

Since the 2006 federalism reform [Federalism reform I], the Länder are responsible for the classification of teachers at public schools as civil servants. The salaries of some teaching careers were already regulated in accordance with Land legislation [e.g. teaching careers in special education and the salary groups of head teachers at comprehensive schools] before Federalism reform I. Likewise, the classification of teachers with a teaching qualification under the law of the former German Democratic Republic [GDR] was already governed by Land legislation before the 2006 reform.

The remuneration received by teachers with civil servant status consists of a basic salary, family allowance and other allowances. The basic salary depends on the salary group and the salary grade, of which there are 12. At the time that the teacher becomes a civil servant, salary grading, as a rule, is based on the age of the teacher, with his training period also being taken into account. When a teacher first becomes a civil servant, he usually starts out on grade 3-5, moving up to the next salary grade after two years initially, and then every three to four years. The teachers' performance, as well as seniority, is to be considered before promoting them to the next salary grade. The highest salary grade, depending on the pay seniority set at the time of a teacher becoming a civil servant, will be reached between the ages of 50 and 55.

The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has.

Allowances may be provided for certain extra responsibilities, such as service on committees or staff bodies.

The remuneration may also include a so-called annual special payment, the amount of which Federation and Länder are free to determine for their respective sectors. The special payment is paid either per month or per year. Depending on the Land, in 2012 the special payment amounts to between 30 and 65 per cent of one month's basic salary, or a fixed amount. In some Länder the annual special payment has been abolished; in others it has been incorporated into the basic salary. In addition to the annual special payment, a special payment can be made for each child.

Tax is deducted from civil servants' gross salaries but, unlike for salaried employees, no social security contributions [pension, health and unemployment insurance] are deducted. Pension and unemployment insurance deductions do not apply because of teachers' civil servant status, under which they are entitled to retirement benefits. Health insurance contributions vary from case to case because civil servants usually have private health insurance, charges for which are not standard. It is up to the individual civil servant to decide whether they wish to take out health insurance; this supplements the assistance scheme provided by the employer for the civil servant in order to provide appropriate insurance in the event of illness.

The remuneration received by teachers with civil servant status is regularly adjusted by law to keep pace with the general economic and financial situation, taking into account the degree of responsibility associated with the duties of a civil servant. These adjustments correspond largely to the pay settlements for workers and salaried employees in the public sector.

As an illustration there follows a calculation of entry-level salary, salary after 15 years of professional experience and final salary of a teacher as a national average by education sector. The calculation is based on the legally or contractually agreed annual salaries of all teachers at public-sector schools. It includes allowances and special payments. The examples assume that the teachers have no children and are unmarried and that they are thus not entitled to a family allowance or to special payments for children.

Teacher at a *Grundschule*

- a) The *Grundschule* teacher receives the starting salary. His gross annual salary in the school year 2010/2011 is Euro 40,142.
- b) The *Grundschule* teacher has 15 years of professional experience. His gross annual salary in the school year 2010/2011 is Euro 49,587.
- c) The *Grundschule* teacher receives the maximum salary. His gross annual salary in the school year 2010/2011 is Euro 53,496.

Teacher at lower secondary level

- a) The teacher at lower secondary level receives the starting salary. His gross annual salary in the school year 2010/2011 is Euro 44,823.
- b) The teacher at lower secondary level has 15 years of professional experience. His gross annual salary in the school year 2010/2011 is Euro 54,514.
- c) The teacher at lower secondary level receives the maximum salary. His gross annual salary in the school year 2010/2011 is Euro 59,451.

Teacher at upper secondary level

- a) The teacher at upper secondary level receives the starting salary. His gross annual salary in the school year 2010/2011 is Euro 48,484.
- b) The teacher at upper secondary level has 15 years of experience. His gross annual salary in the school year 2010/2011 is Euro 58,930.
- c) The teacher at upper secondary level receives the maximum salary. His gross annual salary in the school year 2010/2011 is Euro 66,853.

Working time and holidays

Working Hours

The working hours of teachers comprise lessons and other responsibilities which teaching involves and which are very time-consuming and require considerable effort [e.g. preparing and reviewing lessons, marking pupils' work, attending meetings and organising and taking part in school trips and parents' evenings].

The number of periods which teachers are required to spend in class varies from one type of school to another as well as from Land to Land. A period is generally 45 minutes long. The following figures for the 2011/2012 school year serve as an example and are confined to types of school to be found in the majority of Länder:

- *Grundschule*: 27 to 28.5 periods per week
- *Hauptschule*: 26 to 28 periods per week
- *Realschule*: 24 to 28 periods per week
- *Gymnasium*: 21 to 27.5 periods per week
- *Gesamtschule*: 21.4 to 28 periods per week
- *Förderschule*: 25 to 32 periods per week
- Vocational schools: 22.2 to 31 periods per week

In addition, the number of periods which teachers are required to give varies according to the type of school and also varies according to teaching qualifications and the subjects taught [e.g. the number of periods is higher for artistic/cultural and practical subjects]. Teachers are also entitled to have the number of periods reduced for performing certain duties [such as administrative work in the case of head teachers and their deputies]. In addition, the number of periods is also reduced for members of staff carrying out special tasks [e.g. teacher training, preparation of timetables and stand-in schedules, running of libraries for teachers and pupils and involvement in the work of pupils' representative bodies as a pupils' council advisor] as well as an age-related reduction of one to three periods a week from the age of 55 at the earliest. Faced with cuts in the public budget which permit only limited recruitment of newly qualified teachers, almost all Länder in western Germany have raised the number of periods teachers are required to give, and lowered the number of periods that can be reduced for performing certain duties.

Because of the current fluctuations in the overall number of pupils, the increasing shortage of public spending, the rising average age of teaching staff, and the new tasks schools are required to perform, e.g. the further development of all-day supervision, some Länder have established planning groups which are to discuss alternative concepts

for the regulation of teachers' working time. Several Länder have by now introduced special models for teachers' working time [working time accounts, model of anticipated teaching periods] which are to adjust the working time of teachers flexibly to the fluctuations in pupil numbers: For some years, teachers will have to teach one additional period. At a later date, the number of periods they are required to teach will be reduced by one period for the same duration of time.

Holidays

Entitlement to leave for teachers with civil servant status is based on general civil service regulations. Annual leave is taken during the school holidays. Periods of holiday which extend beyond leave entitlement are used for in-service training, for preparing and reviewing lessons, for other professional duties such as organisational preparations for the new school year and for compensation for extra work during teaching time extending beyond the standard working time in civil service. For salaried teachers, the corresponding regulations under collective agreements on wages apply.

Promotion, advancement

Before a change in the status as civil servant takes place, for example a promotion, the professional performance of the teacher is assessed. In some Länder, teachers are assessed not only before a change in the civil servant status takes place but at regular intervals. The Ministers of Education and Cultural Affairs have issued appraisal guidelines for assessing teachers at public-sector schools. The guidelines lay down who is responsible for teachers' appraisals, state the reasons for them and when they should be carried out and specify the form such appraisals should take and what is done with them. Under these guidelines, an appraisal must cite the basis for assessment [e.g. talk with the teacher concerned, performance report by head teacher, visit to lesson] and the assessment criteria [knowledge of subject, teaching record, professional conduct]. Apart from an overall verdict on the teacher's performance up to that point, the assessment usually ends with proposals on his future career. The professional performance of teachers who are employed as salaried employees is, as a rule, not regularly assessed.

The only relevant criteria for promotion are aptitude, qualifications and record of achievement, and not length of service. In the majority of Länder, senior positions may be established only in such cases where the functions associated with them are of tangibly greater value than those of the lower salary group. This means that nobody can be promoted to a higher scale or salary group without a change in his responsibilities or position.

Additionally, teachers may apply for the post of head teacher or, provided the teacher has the required aptitude, qualifications and record of achievement, be employed as a member of staff responsible for supervision of schools [see chapters 10.1. and 10.2.].

Teachers with civil service status who wish to work at a school in another Land within the Federal Republic require the consent of the Ministry of Education and Cultural Affairs responsible for their old school and that of the receiving Land. In an agreement adopted in May 2001, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder laid down two procedures for the *Transfer of Teachers between Länder*. This agreement is aimed, amongst other things, at increasing the mobility of teachers in Germany: on the one hand, teachers can now participate at any time in the application procedure in another Land. As part of the exchange procedure that was al-

ready in existence before the agreement of May 2001 teachers can also apply for a position in a different Land. With this procedure, each Land takes on only as many teachers from other Länder as teaching posts become vacant through transfers of teaching staff to other Länder. The main, but not exclusive, purpose of such exchanges is to allow families to live together. The exchange of teachers takes place at the beginning of the school year and, in exceptional cases, at the beginning of the second half of the school year. This is intended to give pupils continuity of teaching. The mutual recognition of teacher training in the individual Länder was last regulated in 1999 by resolutions of the Standing Conference of the Ministers of Education and Cultural Affairs. The agreement concerning the mutual recognition of teaching qualifications that, prior to the unification of the two German states, were acquired in accordance with the law of the German Democratic Republic [GDR], was revised.

Salaried teachers are not bound by the regulations named; the contractually agreed notice periods apply for them if they wish to change to the education authority of another Land.

Transfers

A teacher with civil servant status may be transferred to another school if he or she applies to do so or if there are good professional reasons for a transfer. Teachers may be transferred without their consent only in cases where the new school is answerable to the same authority as the old one and the new position belongs to the same or an equivalent career structure as the present post and attracts the same final basic salary. Good professional reasons for a transfer may be deemed to exist when schools have amalgamated or the number of teaching positions has been reduced owing to declining school rolls. The reason may also be directly connected to the teacher, such as his/her being considered suitable for other duties. A transfer will always be the consequence where it is the only way to bring a teacher's duties into line with his position. The responsibilities of a civil servant towards his employer mean that the teacher must accept a transfer even if it does not accord with his wishes. However, the school supervisory authority is required to consider significant personal circumstances which may make a transfer unreasonable [e.g. advanced age or poor health].

Dismissal

A teacher with civil servant status can only be dismissed – unless he or she demands his own resignation – under extraordinary circumstances:

- if he loses his German citizenship or citizenship of another member state of the European Community
- if he refuses to swear the oath of office prescribed by law or to take a vow prescribed in its place
- if through the verdict of a German court of law in a criminal case he has been sentenced to a specific term of imprisonment

Disciplinary proceedings can also result in dismissal. Dismissal is possible during the probationary period if a teacher does not prove himself or if he commits a deed which, if committed by a permanent civil servant, would result in disciplinary measures as part of formal disciplinary proceedings.

Salaried teachers can terminate their working relationship under observance of the contractually agreed notice periods. Their contract of employment can also be terminated by the employer for reasons that lie within the individual themselves or that result from their behaviour, as well as for other reasons; the notice periods also have to be observed in such a case. The length of the notice period is proportional to the length of service.

Retirement and pensions

Teachers retire at the end of the school year or the term [half year] preceding or following their 65th birthday. It is possible for teachers to apply for early retirement without proving that they are unfit for work from age 63 onwards or – for the severely disabled – from age 60 onwards.

From 2012 onwards the standard retirement age will gradually be raised, first by one month per age group, and from 2024 by two months per age group, so that those born in 1964 will retire at the age of 67.

Provision for teachers with civil servant status and for their surviving dependents has hitherto been governed by the Civil Servants' Pensions Act [*Beamtenversorgungsgesetz* – R8] which applied to all civil servants. The federalism reform adopted in 2006 [Federalism reform I], transferred responsibility for the pensions of Land civil servants, which includes most teachers, to the Länder. Most Länder have since made use of their legislative competence and transferred the former federal law into Land law. Generally in 2012 the following rules still apply to pensions for Land civil servants:

Any civil servant who has worked for at least five years is entitled to a pension. However, there is no minimum service requirement in cases where the teacher was prevented from carrying out his duties, for instance through illness. The pension is calculated on the basis of the basic salary, the family allowance and the pensionable allowances which the civil servant was receiving at the end of his service. The pension amounts to 1.8 per cent of eligible earnings for each year of service which is counted towards superannuation, ranging from a minimum of 35 per cent up to a maximum of 71.75 per cent of pensionable pay.

The retirement pension of salaried teachers is regulated in the sixth book of the Social Security Code [*Sozialgesetzbuch, SGB VI*]. It corresponds to the amount of the pension contributions made and the length of time over which they were paid. In addition to the old-age pension, salaried teachers receive an additional pension that, until the end of 2000, was in line with the basic principles of civil service law and that is also paid by the Länder for their salaried employees. From 2001 onwards, a new retirement pension system was introduced for salaried teachers that is in line with private sector models.

9.4. Continuing Professional Development for Teachers Working in Early Childhood and School Education

Pedagogic staff in early childhood education and care

Pedagogic staff are also offered numerous further and continuing education possibilities to allow them to broaden their vocational competence, respond to new demands in the workplace, upgrade their qualifications and specialise.

Within the scope of the Qualification Initiative for Germany "Getting ahead through education" [*Aufstieg durch Bildung*], the Federal Government in the spring of 2008 has

launched an initiative for the continuing training of 80,000 *Erzieherinnen* and *Erzieher* [state recognised youth or child-care workers] and day-care personnel. Following an amendment of the Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz*], since July 2009 upgrading training as an *Erzieherin* and *Erzieher* may be promoted nationwide. The Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] has, moreover, in conjunction with the Robert Bosch Foundation [*Robert Bosch Stiftung*] and in collaboration with the German Youth Institute [*Deutsches Jugendinstitut* – DJI], launched a further training initiative for early childhood pedagogic staff [*Weiterbildungsinitiative Frühpädagogische Fachkräfte* – WIFF]. The initiative develops qualification approaches and training materials for the further and continuing education of pedagogic staff in day-care centres for children. The Action Programme Day Care for Children [*Aktionsprogramm Kindertagespflege*] launched by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth [*Bundesministerium für Familie, Senioren, Frauen und Jugend* – BMFSFJ] under the specialist guidance of the German Youth Institute [*Deutsches Jugendinstitut*] is striving to attract more day-care personnel, significantly improve the quality of care and boost the overall image of the profession. Since 2011 it has promoted the in-service continuing qualification of day-care staff, and since 2012 permanent employment contracts in child-minding services have been promoted. These initiatives reinforces the various measures taken by the Länder which aim to improve the training of pedagogical staff and childminders inter alia by offering additional continuing training courses.

Information on the development of the further and continuing education of *Erzieherinnen* and *Erzieher* in accordance with the common orientation framework “Education and Upbringing in Childhood” [*Bildung und Erziehung in der Kindheit*], which was adopted in 2010 by the Standing Conference of the Ministers of Education and Cultural Affairs and the Conference of Ministers of Youth and Family Affairs [*Jugend- und Familienministerkonferenz* – JFMK], can be found in chapter 14.2.2.

Teachers

Specific legislative framework

The goals of in-service teacher training have been laid down by most Länder in their laws [R86, R88, R90, R93, R97, R99, R102, R109, R118] and regulations for teacher training or school legislation [R83, R85, R87, R89, R91, R94, R96, R98, R100–101, R103, R105, R111, R113–115]. Other details about organisations which provide in-service teacher training and about applications, admission and release from teaching duties for attendance of courses are regulated by directives. Some Länder have also formulated the fundamental aims and tasks of in-service teacher training in directives or publications and not in legal provisions. The duty of teachers to undergo in-service training is expressly laid down in all Länder by law or ordinance, whilst it is the duty of the employers [usually the Ministries of Education and Cultural Affairs] to ensure that suitable training programmes are provided.

Responsibility for in-service training

In-service training – like initial training – is the responsibility of the Länder. In each of the Länder the Ministry of Education and Cultural Affairs is responsible for in-service teacher training because it is the highest school supervisory authority and usually the employer of teachers.

Organisational aspects

Types of institutions

State-run in-service teacher training is organised in the Länder at central, regional and local level. In-service training can also take place within schools or in the form of guided private study.

In order to organise in-service teacher training at central locations, all Länder have established state-run in-service training institutes which for the most part are subordinate to the Ministries of Education and Cultural Affairs as dependent Länder institutions. Central in-service training institutions [a specific Land can have several such institutions] have various names such as state academy [*staatliche Akademie*] or academic institute for in-service teacher training [*wissenschaftliches Institut für Lehrerfortbildung*].

In-service teacher training at regional level is conducted differently in each Land by the institutes for in-service teacher training and their branches and by middle- and lower-level school supervisory authorities.

The *Schulämter* [lower-level school supervisory authorities] are usually responsible for the organisation of in-service training at local level.

In-service teacher training within schools is carried out by schools for their own teaching staff or some members of their teaching staff.

In so far as the institutes are responsible for in-service training throughout the Land, there is no need to define areas of responsibility. Otherwise, there is usually coordination between the organisers of central and regional in-service training courses, for example, in the form of regular meetings or conferences. In-service training courses are thus conducted through cooperation between the parties concerned.

In-service training within schools is essentially organised by individual schools, although assistance with its preparation, execution and subsequent evaluation is available in some Länder from in-service training institutions and advisers from school supervisory authorities. In some Länder the Ministry of Education and Cultural Affairs is informed of the content and dates of courses held within schools and in other Länder in-service training sessions within schools are offered by the central institutes of the Länder in cooperation with the school supervisory authorities.

Training courses are also offered by churches and non-public bodies [e.g. foreign cultural institutions and associations which bring together school and industry]. In some Länder these bodies must be recognised by the school supervisory authorities. Universities and higher education institutions of equal status have set up courses of further studies [with a final examination] and supplementary and further training courses for teachers. The institute directory in the Appendix contains an overview of establishments in the Länder offering in-service teacher training and further training courses.

Admission requirements

The entry criteria for in-service teacher training courses are shown on the relevant course programme which is published regularly by the Ministry of Education and Cultural Affairs concerned, by in-service training institutions or other organisers of in-service teacher training. The courses are usually offered at central, regional or local level for specific target groups [for example, teachers at specific school types or levels,

teachers with teaching qualifications in certain subjects or teachers from a specific region].

Every teacher who fulfils the formal admission criteria is entitled to attend the in-service training courses if attendance will be of benefit to him in his teaching duties and if teaching commitments do not prevent him from attending. Where appropriate, teachers are released from their teaching commitments on full pay in order to attend in-service training courses. The procedures for making an application, being released from teaching duties and receiving permission to attend the course differ from Land to Land. If in-service training sessions are to be held in lesson time an application for release from duties must be made in all Länder. Release from teaching duties is usually granted by the head teacher or the relevant school supervisory authority.

In some cases teachers apply directly to the organiser of in-service training and in other cases applications are made through official channels, i.e. through the head teacher and the school supervisory authority. The procedure for selecting teachers also varies from Land to Land; in some cases the school supervisory authority selects participants [sometimes with the involvement of the staff council]. If the school supervisory authority selects candidates itself, they automatically release them from their teaching duties. In some Länder the organiser [for example, the central in-service training institution] may make the selection according to an approved list of criteria.

Curriculum, duration of studies, specialisation

In-service training serves to maintain and extend the professional competence of teachers. It helps teachers to meet the current requirements of their teaching career and to fulfil the educational mission of their school. Attendance of in-service training courses serves to deepen and extend the knowledge and skills in the fields of educational theory, psychology, didactics and subject-related studies which the teacher requires as part of his job. Great importance is attached to in-service training for teachers at *Förderschulen* [special schools], especially in connection with the integration or inclusion of the disabled in mainstream schools.

The range of subjects covered by in-service training is extremely broad. Course content can relate to school subjects, types of school or educational and teaching goals. The subject matter includes topics relating to general and school pedagogy, sessions on subject-related didactics and studies, courses dealing with key current issues [e.g. intercultural learning or new technologies] and introductions to new curricula. Many in-service training measures serve to improve the close link between the elementary sector and the *Grundschule* [primary school] and are aimed at a smooth transition between the educational stages. In central in-service training in particular, many courses are aimed at head teachers, counselling teachers, heads of department at teacher training institutes and school supervisory officials. In some Länder the main target group of central in-service training are the subject advisers who themselves organise and hold in-service training courses for teaching staff.

With regard to the further development of this sector, the *Gemischte Kommission Lehrerbildung* has formulated the following principles which reflect the problems related to the realisation and organisation of in-service teacher training measures:

- Institutionalised in-service teacher training is regarded as only one part of a general and continuous “learning on the job”. The measures should aim to give the impetus to

realise further learning on the job individually or within a group of colleagues as a natural element of one's professional practice.

- The intensification of in-service training should not lead to the cancellation of more lessons. From the point of view of the commission, it can therefore be demanded of teaching staff to participate in in-service training courses when they have no teaching commitments.
- In addition, it seems particularly important to overcome the selective and individual character of in-service teacher training in order to influence the level of classroom activity more broadly.
- As far as the question of voluntary or obligatory participation in in-service training is concerned, from the point of view of the commission it is of central significance to perceive the participation in measures for in-service training not as an individual decision but as a contribution to the development of the individual school and part of the development of teaching staff within the individual school.

In the joint declaration Support and Demand – a challenge to education policy, parents, schools, and teachers [*Fördern und Fordern – eine Herausforderung für Bildungspolitik, Eltern, Schule und Lehrkräfte*] by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz – KMK*] and the teachers' unions and other unions in the field of education from October 2006, the necessity of a systematic provision of in-service training for teachers based on the current reform process was emphasized. In-service training for teachers should be further developed, in particular with respect to the approach to heterogeneity, an improvement of the ability to diagnose and a specific support for individual pupils. As part of various projects, the Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen – IQB*] has provided in-service training concepts and materials for the development of teaching practice, in particular in the fields reading, geometry, and stochastics.

Further training for teachers

In-service teacher training should not be confused with further training, the aim of which is to enable teachers to teach another subject or to teach in an additional special field. Further training also offers an opportunity to acquire qualifications for another teaching career. Many further training courses also serve to prepare teachers for special responsibilities [for example, work as a counselling teacher].

Further training usually extends over a longer period and includes various courses of several hours per week and, where necessary, additional intensive courses. For the length of the course participants are released from their teaching duties or from several of their weekly teaching commitments provided that the school supervisory authority recognises the need for the further training course concerned.

Courses are conducted by higher education institutions or in-service training institutions. The Ministries of Education and Cultural Affairs regulate admission, the number of hours, certificates and final examinations.

Methods

In-service training courses usually take place in the form of seminars. There are also study groups, conferences, study trips and colloquia. In-service training is also available as distance learning courses.

In-service training within schools usually takes place in the afternoons or evenings. However, full-day courses which last from half a day to several days per school year are also held. Regional courses can be offered as a one-day session or as a series of full-day or afternoon and evening sessions once or several times a week. In-service training courses at central locations usually last two and a half to five days.

Evaluations, certifications

Teachers attending in-service training courses are not usually appraised. However, certificates which are then placed on personnel files are awarded in some Länder for certain in-service training courses.

Attendance of courses for in-service training for teachers has, as a rule, no impact on the appraisal or pay of teachers. However, it can have an indirect effect in that regular attendance of in-service training courses is viewed positively in applications for senior posts [such as head teacher]. In Bayern teachers are obliged to undertake regular personal further training. Compliance with this obligation will be considered a criterion in the regular teacher assessment.

Courses for further teacher training, especially if they have taken the form of higher education, culminate in a supplementary examination [*Erweiterungsprüfung*] to the *Erste Staatsprüfung* [First State Examination] which is held by the state examination boards. Below this level there are further training courses which lead to a teaching permit, meaning permission to teach a certain subject or at a certain type of school.

Incentives for participation in CPD activities

In-service teacher training – and to an even greater extent further training for teachers – opens up new career prospects in some cases, such as the opportunity of teaching a new subject, a new post and possibly promotion. However, there is no change in the status of the teacher, who is already a member of the teaching profession after all. Applicants for a teaching post are free to improve their chances of employment by embarking on another university course and taking a supplementary examination.

9.5. Initial Education for Academic Staff in Higher Education

Full-time scientific and creative arts staff at institutions of higher education consist mainly of the following groups:

- professors and junior professors
[*Hochschullehrer*]
- scientific and creative arts staff
[*wissenschaftliche/künstlerische Mitarbeiter*]
- teaching staff for special tasks
[*Lehrkräfte für besondere Aufgaben*]

Professors and junior professors perform the duties relating to science, the arts, research, teaching and continuing education which are incumbent upon their higher education institution independently in their respective subject areas in accordance with their own specific employment status. Scientific and creative arts staff are responsible for academic services. These include teaching students specialised knowledge and practical skills and instructing them in the use of scientific methods. In particular cases, sci-

entific and creative arts staff can also be entrusted with the independent performing of tasks in research and teaching.

If teaching serves mainly to communicate practical skills and knowledge, teaching staff for special tasks can be entrusted with this. Teaching staff at BERUFSAKADEMIEN include both part-time and full-time staff. In accordance with the *Berufsakademie* laws at Land level, part-time teaching staff at *Berufsakademien* should be recruited from higher education institutions, schools, industry, the liberal professions, social services and administration.

Access to profession, appointment

The employment requirements for professors at institutions of higher education are as follows:

- a degree from an institution of higher education
- teaching ability
- particular aptitude for academic work which is usually demonstrated by the quality of a *Promotion* [doctorate] or a particular aptitude for work in the creative arts

Depending on the type of post the employment requirements may also include:

- additional academic achievements or additional achievements in the creative arts
- particular achievements in the application or development of academic or scientific knowledge and methods from several years of professional experience

Employment requirements for junior professors [JUNIORPROFESSOREN] basically are:

- a degree from an institution of higher education
- teaching ability
- particular aptitude for academic work which is usually demonstrated by the exceptional quality of a doctorate

If the candidate has been employed as a member of scientific staff before or after the doctorate, the phases of doctorate and employment taken together should not exceed six years, in the subject area of medicine nine years.

The employment requirement for WISSENSCHAFTLICHE MITARBEITER is, in principle, a degree from an institution of higher education.

LEHRKRÄFTE FÜR BESONDERE AUFGABEN do not have to meet professorial qualifications for recruitment.

Full-time staff at the state-run *Berufsakademien* in Thüringen and Sachsen must meet the same requirements as those appointed as professors at *Fachhochschulen*. Full-time teaching staff must give at least 40 per cent of the instruction. If teaching offers serve mainly to communicate practical skills and knowledge, teaching staff for special tasks can be entrusted with this.

9.6. Conditions of Service for Academic Staff Working in Higher Education Planning Policy

Staff planning in the higher education sector is implemented primarily on the basis of staff appointment plans laid down by the relevant Land ministry; however, the legal situation differs in each Land depending on whether there is a need for such plans and how binding they are. With the increasing autonomy of the higher education institutions, responsibility for staff planning is increasingly devolving on the institutions themselves.

The measures enabling the Federation and the Länder to increase the number of new entrants under the Higher Education Pact 2020 [*Hochschulpakt 2020*] also include the employment of more academic staff.

Entry to the Profession

Professor positions are generally advertised internationally and filled through an appointment procedure. For this purpose the Faculty sets up an appointment committee which consists of representatives of professors, scientific staff [*Wissenschaftliche Mitarbeiter*] and students. The composition of the appointment committee usually gives a majority to the group representing the lecturers of the higher education institution. The appointment procedure mainly consists of the following steps:

- publication
- selecting the applications
- production of a ranking list of three candidates
- decision on appointment
- appointment negotiations
- signing of the contract and transfer to a permanent post with civil servant status.

Responsibility for the decision on appointment is incumbent on either the Ministry of Science of the relevant Land or, increasingly, the higher education institution itself. The appointment of a professor from the same institution is uncommon; there is generally a prohibition on internal appointments. Some tenure-track procedures are also being developed.

Professional status

As part of the process of increasing the autonomy of institutions of higher education, the responsibility for appointing Professors as civil servants with limited or unlimited tenure has in several Länder been transferred from the ministries responsible for science to the institutions of higher education. Professors can, however, also be taken on as employees.

Two-stage employment is planned for junior professors that shall not exceed a maximum of six years. In accordance with the regulations specific to the respective Land, the first phase can last up to four years. An extension for the second phase shall be given if the junior professor has proved to be a good teacher at a higher education institution. If this is not the case, the period of employment can be extended by a maximum period of one year. Junior professors are appointed as civil servants with limited tenure or they can also be taken on as salaried employees.

SCIENTIFIC AND CREATIVE ARTS STAFF [*wissenschaftliche/künstlerische Mitarbeiter*] are also appointed for a limited or unlimited period as civil servants or salaried employees.

With the Academic Fixed-Term Contract Law [*Wissenschaftszeitvertragsgesetz – WisZeitVG – R121*] of April 2007, higher education institutions were provided with the opportunity to recruit scientific and creative arts staff, except for professors and junior professors, on a temporary basis for the duration of a project that is predominantly financed by *Drittmittel* [external funds].

Salaries

Within the framework of the general reform of higher education service regulations aimed at reinforcing the performance and innovation of the German science and research system and enhancing its international competitiveness, in 2002 the law for the reform of professors' salaries [*Professorenbesoldungsreformgesetz – R120*] was adopted. The law implemented a salary system that is more performance oriented and promotes competition. Implementation of the law was incumbent on the Länder. Provisions on the salaries of lecturers at higher education institutions are laid down in the civil servants' remuneration acts [*Beamtenbesoldungsgesetze – R44-59*] and regulations on bonuses [*Leistungsbezügeverordnungen*] of the Länder and in the corresponding rules of the individual higher education institutions.

Junior professors and professors receive a basic salary and additional performance-related payment. The two salary groups W 2 and W 3 are valid for professors at all institutions of higher education in the respective Land. The post of the *Juniorprofessor* [junior professor] was implemented along with the salary group W 1 in 2002. In all three salary groups there are fixed basic salaries [it should be borne in mind that the so-called annual special payment has been integrated into the basic salary in some Länder]. In response to a Federal Constitutional Court ruling of February 2012, Bayern and Hessen have raised basic salaries in salary groups W 2 and W 3 and introduced salary steps for different periods of experience. Depending on the individual Land, in 2013 the basic salaries of professors are as follows:

- Salary group W 1
junior professor Euro 3,667.98 to Euro 4,017.99
- Salary group W 2
professors Euro 4,190.06 to Euro 4,900.00
- Salary group W 3
professors Euro 5,087.92 to Euro 5,800.00

The professors' basic salary in the salary groups W2 to W3 should not be confused with their starting salary. The salary consists of the basic salary and an additional payment which is to be individually negotiated with the institution of higher education, and which can be awarded in accordance with the negotiations regarding the appointment and the continuance in office at the institution in case the professor is offered a chair by another higher education institution [*Bleibeverhandlungen*]. The additional payment can also be awarded for special performances in research, teaching, art, continuing education and the promotion of up-and-coming academics, as well as according to participation in the institution's self-administration [variable salary]. The allocation of the posts of the professors to salary groups W 2 und W 3 is regulated by Land legislation. If they

have proved themselves in higher education teaching, from the date of the first extension of their limited appointment as civil servants junior professors receive a non-pensionable monthly allowance of at least Euro 260.

Working time and holidays

The teaching commitments of academic staff vary. The extent of teaching commitments of full-time academic staff is expressed in units [*Lehrveranstaltungsstunden*]. Each unit stands for at least 45 minutes per week for the period when lectures are held during the semester.

Under a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz – KMK*] of June 2003, teaching commitments at universities and higher education institutions of equal status are as follows:

- eight units for professors
- four units for junior professors at the first stage of employment
- four to six units for junior professors at the second stage of employment
- four units at most for scientific staff [*wissenschaftliche Mitarbeiter*] employed as civil servants for a limited period
- eight units at most for scientific staff employed as civil servants
- 12 to 16 units for teaching staff for special tasks [*Lehrkräfte für besondere Aufgaben*]

Professors at *Fachhochschulen* are generally expected to teach 18 units a week. Provision is made for deviations in these teaching commitments for professors at *Kunsthochschulen* in accordance with legislation at Land level.

If certain functions and responsibilities are taken on, teaching commitments can be reduced, for example, if managerial functions are performed within the higher education institution or research and development work is undertaken at a *Fachhochschule*. Furthermore, a temporary reduction of the teaching hours of individual teachers is possible if their teaching commitments during this period are fulfilled by other teachers.

The extent of teaching commitments at *Berufsakademien* is regulated by ordinances or administrative regulations issued by the ministries responsible for science and research in the relevant Länder.

Promotion and advancement

Professorships are generally advertised internationally. Applicants who meet the employment requirements for a professorship may be appointed to a chair. The organisation of the appointment procedure is regulated in the Länder laws governing higher education. The final decision on the appointment of an applicant is incumbent on the Minister of Science or the head of the higher education institutions depending on the Land.

Retirement and pensions

Professors with the status of civil servants are retired on reaching the retirement age. More details on the retirement of civil servants may be found in chapter 9.2.

9.7. Continuing Professional Development for Academic Staff Working in Higher Education

Organisational Aspects

Professors and junior professors as well as scientific and creative arts staff can be granted sabbaticals at certain intervals, usually for the length of a semester, for purposes of research and further training. In addition, the teaching commitments of professors are, as a rule, allocated in such a way that they are still left with sufficient time for research, for gaining scientific and academic knowledge and for the further development of teaching and study on academic foundations. In this respect in-service training for staff in the higher education sector is a component of their professional tasks.

Some higher education institutions offer in-service training courses in the field of didactics in higher education for teaching staff, attendance of which is voluntary.

Incentives for Participation in Continuing Professional Development (CPD) Activities

At the moment no information on incentives for participation in continuing professional development is available.

9.8. Initial Education for Teachers and Trainers Working in Adult Education and Training

Most of the legislation in the Länder governing continuing education stipulates the qualification requirements demanded of the teaching staff. According to a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] in 1970, members of administrative and teaching staff at institutions of continuing education are supposed to have a higher education degree. Assistant tutors must have acquired a higher education degree, a further qualification in a profession [*Fachschulabschluss*] or a vocational qualification plus several years of practical experience.

9.9. Conditions of Service for Teachers and Trainers Working in Adult Education and Training

According to a joint recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] and the *Deutscher Städtetag* [Association of German Cities] of 1981, institutions of continuing education generally are to employ full-time tutors.

9.10. Continuing Professional Development for Teachers and Trainers Working in Adult Education and Training

The professional further training of tutors in the field of continuing education takes place within the scope of the responsibility of the Länder for continuing education. In addition, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] promotes various projects for the improvement of academic and pedagogical competence of tutors in the field of continuing education.

10. MANAGEMENT AND OTHER EDUCATION STAFF

This chapter contains information on management staff, staff involved in monitoring educational quality, education staff responsible for guidance and other education staff working in the early childhood sector and school education, in tertiary education and in adult education and training.

10.1. Management Staff for Early Childhood and School Education

Requirements for appointment

Managers of day-care centres for children (*Kindertageseinrichtungen*)

Länder rules on the requirements for appointment as a manager of a day-care centre for children differ. Usually they require at least a further qualification in a profession [*Fachschulabschluss*], corresponding practical experience and sometimes also specific continuing training. In some cases an academic degree is also a prerequisite. Staff with a supervisory function in pre-school institutions often have an academic degree from a *Fachhochschule* as a *Sozialpädagoge* [graduate youth and community worker].

School heads

The qualifications required for school heads are those of teachers at the relevant school level, with a teaching qualification plus several years of teaching and management experience.

Conditions of service

The responsibilities of the head teacher [*Schulleiter*] comprise staff management, administration, the school budget as well as the evaluation of teachers, school public relations and the development of a school-specific profile [for more detailed information on the responsibilities of the head teacher, see chapter 2.8.]. For performing the duties of a head teacher, the classroom hours of the head are reduced.

The salaries of head teachers and deputy head teachers depend on the number of pupils at the school. As a rule, the salary groups are as follows for schools with more than 360 pupils:

- Deputy head/head of *Grundschulen* A 13/A 14
- Deputy head/head of *Hauptschulen* A 13/A 14
- Deputy head/head of *Realschulen* A 14 plus allowance/A 15
- Deputy head/head of *Gymnasien* A 15 plus allowance/A 16
- Deputy head/head of vocational schools A 15 plus allowance/A 16

10.2. Staff Involved in Monitoring Educational Quality in Early Childhood and School Education

Requirements for appointment

A member of staff responsible for supervision in primary, lower or upper secondary education [*Schulaufsichtsbeamter*] has to provide evidence of the same qualifications as teachers at the school level concerned and have completed several years of teaching service. They must also as a rule have acquired several years of experience as head teachers or deputy head teachers or in a senior position in a teacher training institution.

Conditions of service

The tasks of members of staff responsible for supervision [*Schulaufsichtsbeamte*] comprise the *Fachaufsicht* [academic supervision of teaching and educational activity] and the *Dienstaufsicht* [supervision of educational staff and head teachers]. The task of *Rechtsaufsicht* [legal supervision, carried out as a rule by lawyers] involves monitoring legal aspects of school administration [e.g. the establishment and maintenance of school buildings and the procurement of teaching materials]. These staff are employed in the *Schulämter* [lower-level school supervisory authorities] or in the *Oberschulämter* or *Bezirksregierungen* [middle-level school supervisory authorities] and are civil servants employed by the Land. See also chapter 2.7.

10.3. Education Staff Responsible for Guidance in Early Childhood and School Education

Advice may be obtained from the pupil's teachers as well as what are known as COUNSELLING TEACHERS [*Beratungslehrer*], i.e. members of staff with extra training in educational science and psychology. Apart from providing guidance on the choice of school career, they also speak with pupils individually when learning or behavioural difficulties arise and maintain a general counselling service for pupils and teachers alike. The purpose of such talks for pupils experiencing difficulties is to establish what pedagogical assistance is required or, by consulting with school psychologists, to discover the root causes. A counselling teacher is also expected to make the benefit of his experience and knowledge available to the school as a whole and specific teachers individually. If his work is to be successful, a counselling teacher must work closely together with other institutions like the local youth welfare office [*Jugendamt*].

The local public health office [*Gesundheitsamt*] with its school health service is responsible for primary [and secondary] SCHOOL HEALTH CARE. With a few exceptions, it is the Länder that enjoy administrative authority over the health services.

It is the job of the medical officer at the public health office to ensure that the work of the school health service, including dental care, meets the required standard. The work of school doctors is supervised by a public health officer [*Amtsarzt*]. The school health service has the following responsibilities among others:

- to carry out medical screening, notably of children starting and leaving school
- to monitor those pupils whose state of health requires regular check-ups
- to perform dental screening
- to hold surgeries for parents, pupils and teachers
- to advise and instruct teachers on health care issues

The staffing of the school health service at the local public health offices varies from one place to another, with differences between urban and rural areas as to the number of school doctors and their selection according to qualification.

The responsibilities of the SCHOOL PSYCHOLOGIST [*Schulpsychologe*] comprise individual assistance through psychological diagnosis as well as counselling at the primary, lower and upper secondary levels of education. Candidates must in accordance with the regulations of their Land provide either evidence of the successful completion of university studies in psychology, or of the successful completion of teacher training and an addi-

tional course of study in psychology of at least one year, as well as several years of work experience in line with their training. Those appointed work in school psychological services outside individual schools, located as a rule in a centre for counselling and support run by the school supervisory authorities. School psychologists are civil servants employed by the Land. See also chapter 12.5.

10.4. Other Education Staff or Staff Working with Schools

Non-teaching staff at schools

General schools employ only a small number of non-teaching staff [usually a secretary and caretaker], who are usually taken on and paid by the *Schulträger*, the school's maintaining body. Schools which offer supervision of pupils beyond teaching hours and *Ganztagsschulen* [all-day schools] employ - depending on their size and the extent of extra-curricular activities - pedagogic staff [*pädagogische Fachkräfte*], educators or *Sozialpädagogen* [graduate youth and community workers] and paid assistants [see chapter 5.2.]. In all day schools in particular, the professionalisation of teachers and external qualified staff is of high significance. In the network project *Lernen für den GanzTag* ["All-day learning"], from 2005 until 2008, five Länder collaborated on the development of modules for joint further training of teaching staff at all-day schools. More information can be found on the following website: www.ganztag-blk.de.

Other staff at special schools

Alongside special education teachers there is other specialist staff at *Förderschulen* and in integrated classes at mainstream schools. *Sozialpädagogen*, graduate youth and community workers, and pedagogic staff [*Pädagogische Fachkräfte*], for example, carry out remedial work, assist the special teacher in artistic and technical lessons and are responsible for leisure activities. This latter is necessary as *Förderschulen* are frequently all-day schools [*Ganztagsschulen*] or boarding schools. Physiotherapists, speech therapists and occupational therapists provide treatment in their respective fields and the services of nursing staff are also available, where necessary.

Instructors in the dual system of vocational education and training

Within the *duales System* [dual system] of vocational training, both the teaching staff in the *Berufsschulen* themselves and particularly the instructors in the partner companies are responsible for the vocational training of the students. The following remarks refer to the training of in-company instructors [for information on teaching staff at *Berufsschulen* see chapter 9.1.].

Legislative framework

Conditions governing the training of in-company instructors are stipulated in federal law. The statutory provisions [Section 28 of the Vocational Training Act - *Berufsbildungsgesetz* - R78, Section 22 of the Handicrafts Code - *Handwerksordnung* - R79] stipulate that the instructors must have the necessary personal and technical skills, knowledge and qualifications for training young people. Their professional qualifications are used to judge whether they have the necessary technical skills. Furthermore, instructors must provide evidence of the required pedagogical knowledge of professional and work-related issues by means of a particular qualification certificate.

Contents of the training

The content of training is laid down in general terms in the Ordinance on Trainer Aptitude [*Ausbilder-Eignungsverordnung* - AEVO - R80]. Training is usually provided in courses taken alongside full-time employment with a total duration of 115 hours. Participation in these courses as a means of preparing for the instructor aptitude examination is not, however, compulsory.

Professional and pedagogical skills include the ability to plan, implement and control vocational training unaided in the following fields of action:

- Assess vocational training requirements and plan training,
- Prepare training and participate in trainee recruitment,
- Conduct training and
- Conclude training.

Assessment of performance and leaving certificates

The examination assignments are determined by the bodies responsible [e.g. chambers of industry and commerce], which also set up an examining board.

The examination comprises a written test and a practical component consisting of a presentation and a technical discussion lasting up to twenty minutes. On passing the examination a certificate is issued confirming the required professional and pedagogical knowledge, skills and competences.

Responsibility for the examination

Responsibility for the examination of in-company instructors lies with the bodies responsible within the dual system of vocational education and training, such as, for example, industry's self-governing institutions [chambers of industry and commerce, chambers of handicrafts, chambers of agriculture]. These institutions are responsible for adopting *Prüfungsordnungen* [examination regulations] and setting up examining boards to conduct aptitude examinations for instructors.

10.5. Management Staff for Higher Education

Requirements for Appointment

The head of a higher education institution is either elected from among the professors belonging to it or elected from outside the institution. In the second case, the candidate appointed must have successfully completed four to five years of higher education studies and provide evidence of a successful career of several years in a responsible position in educational or judicial administration, art, science or management.

Conditions of service

The head externally represents the institution. His responsibilities comprise administration, finances, institutional development, the development of the study courses on offer, the implementation of evaluation, staff management and public relations. If the head is elected from among the group of professors, they may continue with teaching and academic research. The head of a higher education institution has temporary civil servant status and is employed by the Land concerned. The official title of the person

appointed is either *Rektor* or *Präsident*, depending on the legislation of the Land and the constitution of the institution.

10.6. Other Education Staff or Staff Working in Higher Education

Part-time and full-time non-academic staff at higher education institutions comprise, among others, civil servants and employees of the central and departmental administrations and libraries, engineers and technical staff, caretakers, janitors, trainees and nursing staff at university hospitals.

10.7. Management Staff Working in Adult Education and Training

Most of the legislation in the Länder governing continuing education stipulates the qualification requirements demanded of the teaching staff. According to a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] in 1970, members of administrative staff at institutions of continuing education are supposed to have a higher education degree.

10.8. Other Education Staff or Staff Working in Adult Education and Training

There are no data available on other education staff or other staff working in adult education.

11. QUALITY ASSURANCE

11.1. Introduction

The debate about evaluation in the education system, in other words the systematic assessment of organisational structures, teaching and learning processes and performance criteria with a view to improving quality, did not start in Germany until the end of the 1980s, later than in other European countries. Although the actual concept of evaluation may not yet have been institutionalised, this does not mean that no control mechanisms existed. State supervisory authorities for schools and higher education, statistical surveys carried out by the Federal Statistical Office and by the Statistical Offices of the Länder as well as educational research in institutes that are subordinate to federal or Land ministries or jointly funded by the Federal Government and the Länder are used for quality assurance and evaluation purposes.

Within the school system, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* – KMK], in the so-called *Konstanzer Beschluss* of October 1997, took up quality assurance processes that had already been introduced in several Länder in the school sector and declared these a central issue for its work. Since then the Länder have developed evaluation instruments in the narrower sense which may be employed depending on the objective. In 2003 and 2004, educational standards were adopted for the primary sector, the *Hauptschulabschluss* and the *Mittlerer Schulabschluss*. In October 2012 the Standing Conference, on the basis of a decision of October 2007, has resolved educational standards for the *Allgemeine Hochschulreife* [general higher education entrance qualification] in German and Mathematics and in follow-on courses in the foreign languages English and French.

In June 2006, the Standing Conference adopted a comprehensive strategy for educational monitoring which consists of four interconnected areas:

- participation in international comparative studies of pupil achievement
- central review of the achievement of educational standards in a comparison between the Länder
- comparative studies within the Länder or across the Länder in order to review the efficiency of all schools
- the joint education reporting of the Federation and the Länder

For further information on the procedures and tools of the educational monitoring, see chapter 11.2.

The evaluation of research and teaching has been provided for in the higher education sector since the amendment to the Framework Act for Higher Education [*Hochschulrahmengesetz* – R119] of 1998. The evaluation of study courses and subjects is also established in the higher education legislation of most Länder. In a resolution of March 2002, the Standing Conference laid down the future development of quality assurance for all Länder and institutions of higher education; in the long-term, this should lead to an overall concept for quality assurance, taking account of all types of higher education institution and all study courses. With the introduction of the accreditation of study courses, the setting up of the Accreditation Council [*Akkreditierungsrat*], the foundation of accreditation agencies and the adoption of joint structural requirements for all Länder for Bachelor's and Master's study courses, standards and procedures were es-

tablished for the teaching sector. These should provide students and employers with reliable orientation and create transparency in international cooperation with regard to the study offer and study qualifications in Germany. In September 2005, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder passed a comprehensive quality assurance framework concept for teaching [*Qualitätssicherung in der Lehre*]. For further information on quality assurance for all Länder and higher education institutions, see chapter 11.3.

The 2004 Standards for Teacher Training in the Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] and the May 2013 edition of the common content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*] serve as the basis for the accreditation and evaluation of teacher-training courses. For more information on quality assurance and quality development through the Standards for Teacher Training and the common content requirements for subject-related studies and subject-related didactics, see chapters 9.1. and 14.2.2.

Pursuant to Article 91b, Paragraph 2 of the Basic Law [*Grundgesetz*] the Federation and the Länder may mutually agree to cooperate for the assessment of the performance of the education system in international comparison and in drafting relevant reports and recommendations. An important element of this collaboration and also of the comprehensive strategy of the Standing Conference on educational monitoring is the joint reporting of the Federation and of the Länder. For more detailed information on joint education reporting by the Federation and the Länder, see chapter 11.2.

Specific legislative framework

Primary and secondary education

Land authority to carry out academic supervision is derived from the state sovereignty over schools enshrined in the Basic Law [*Grundgesetz* - R1]. This states that the entire school system is under the supervision of the state [Art. 7, Paragraph 1]. Detailed provisions are set out in the Education Acts [R83, R85, R87, R89, R91, R94, R96, R98, R100-101, R103, R105, R111, R113-115] and regulations of the Länder. The school legislation of most Länder provides for measures of external and internal evaluation beyond state supervision. The full texts of the current Education Acts are available on the website of the Standing Conference [www.kmk.org].

In-company vocational training

Quality assurance in in-company vocational training is achieved mainly through laws and regulations and through the recommendations of the board of the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung*]. The Vocational Training Act [*Berufsbildungsgesetz* - R78] places a high value on quality assurance and quality development.

Higher education

Under Section 59 of the Framework Act for Higher Education [*Hochschulrahmengesetz* - R119] and the higher education legislation in place in the Länder [R124, R126, R129, R131, R133-134, R137, R139, R141, R143-144, R146, R147-150, R152, R155, R157, R160], higher education institutions are subject to state supervision which is exercised by the

Länder. The full texts of the current laws for higher education institutions are also available on the website of the Standing Conference [www.kmk.org].

The evaluation of research and teaching has been provided for in the higher education sector since the amendment to the Framework Act for Higher Education of 1998. Higher education legislation of most Länder now includes regulations regarding both internal and external evaluation.

Continuing education

In their laws and statutory provisions for the promotion of continuing education [R167-168, R170-171, R174, R176, R178, R180, R182, R184, R186-187, R189, R191], Federation and Länder have formulated general minimum requirements of a structural and quantitative nature for institutions of continuing education. Furthermore, some Länder have adopted specific quality assurance standards in their statutory provisions. In the area of distance learning, the Law on the Protection of Participants in Distance Education [*Fernunterrichtsschutzgesetz* - R165], as well as the control by the Central Office for Distance Learning of the Länder [*Zentralstelle für Fernunterricht der Länder*], assure the quality and further development of the offer.

11.2. Quality Assurance in Early Childhood and School Education

Responsible bodies

Early childhood education and care

Unlike the school sector, in pre-school education responsibility for the quality of a day-care centre for children lies with the maintaining body for that centre, which undertakes the *Fachaufsicht* [academic supervision of teaching and education activity] and the *Dienstaufsicht* [supervision of educational staff and head teachers] for its employees.

The youth welfare offices [*Jugendämter*] have the task of supporting the private-sector maintaining bodies [as well as regularly self-employed child-minders] through appropriate measures in exercising their promotional mission. This is less a matter of control, and more a matter of specialist support, for instance through practical or specialist advice, which have an important role in this context. Thus support on concept and team development issues and organisational development specific to the establishment, inter alia, count among the tasks of specialist support.

In the Länder, there are manifold measures to ensure and develop the quality of day-care centres and day care for children. The Federal Government's quality assurance initiative is being accompanied by the Working Party of the Highest Youth and Family Authorities of the Länder [*Arbeitsgemeinschaft der Obersten Landesjugend- und Familienbehörden* - AGJF] in an advisory capacity, on behalf of the Conference of Ministers of Youth and Family Affairs [*Jugend- und Familienministerkonferenz*].

Primary and secondary education

School supervisory authorities exercise *Fachaufsicht* [academic supervision], *Rechtsaufsicht* [legal supervision] and *Dienstaufsicht* [staff supervision] within the school system. Special educational support and academic evaluation is provided in school pilot projects carried out by the school supervisory authorities and the Institutes for School Pedagogy of the Länder. Accompanying research examines the effectiveness of the reform measures and the framework that should be created if they are to be suc-

cessfully implemented. The introduction of new curricula is often preceded by a test phase. In some Länder, for example, teachers are surveyed in order to establish whether the new guidelines have proved successful or require amendment.

By providing advice and assistance and recommending changes in schools and by reporting to higher-ranking education authorities, the school supervisory authorities and institutes for school pedagogy are to make a contribution to the evaluation and further development of the school system.

In almost all Länder, schools are evaluated by external quality or evaluation agencies and inspection procedures. In the Länder where there are legal provisions for external evaluation, as a rule, responsibility lies with the school supervisory authorities. In several Länder, responsibility lies with the institutes for school pedagogy [*Landesinstitute für Schulpädagogik*].

The vocational education and training committees and the Land committees shall, within the framework of their duties, work towards a continuous improvement of the quality of vocational education and training.

In June 2004 the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder set up the Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen - IQB*] at the Humboldt University in Berlin. The main task of the IQB is to define precise educational standards and elaborate and use them as the basis for developing tasks which can determine whether the expected competences set out in the educational standards are being achieved.

As part of the joint task “assessment of the performance of the German educational system in international comparison” in October 2010 the Standing Conference and the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung*] set up the Center for International Large Scale Assessment [*Zentrum für Internationale Vergleichsstudien – ZIB*] which is based in Munich. A network formed by the Technical University of Munich [TUM], the Leibniz Institute for Educational Research and Educational Information [*Deutsches Institut für Internationale Pädagogische Forschung - DIPF*], and the Leibniz Institute for Science and Mathematics Education [*Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik - IPN*], the ZIB is initially responsible for implementing PISA studies in Germany up until 2016, including drafting national reports. The ZIB is also responsible for ensuring and coordinating continuous participation in international academic committees on educational comparative studies, and for research and the promotion of up-and-coming academics in the field of competence diagnostics [*Educational Measurement*] and international educational comparative studies [*Large Scale Assessments*]. In general it is to make a contribution to securing the educational monitoring in an international comparison which is jointly funded by the Federation and the Länder, and to increasing the extent and presence of German educational research in the context of international educational comparative studies.

To coordinate each research programme, work planning, the implementation of educational comparative studies and the development of topic focuses for projects of educational research in connection with the comparative studies, a joint coordination point for the ZIB and IQB has been set up at the IQB. This coordination point also organises

the appraisal procedure for educational research projects in connection with the comparative studies.

In addition, the Research Data Centre [*Forschungsdatenzentrum* – FDZ] will continue its work; since October 2011 this has been located within the coordination point at the IQB. The FDZ documents data obtained from the national and international educational comparative studies.

Approaches and methods for quality assurance

Early childhood education and care

With the Action Programme Child Day Care [*Aktionsprogramm Kindertagespflege*] the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth [*Bundesministerium für Familie, Senioren, Frauen und Jugend* – BMFSFJ] promotes the structures and expansion of day-care for children. In June 2009 a quality label was introduced for educational institutions destined to ensure that new day-care staff throughout Germany have a minimum qualification based on a professionally recognized standard. The programme is carried out in cooperation with the Federal Employment Agency [*Bundesagentur für Arbeit*] and the majority of the Länder.

With the “*Lernort Praxis*” [practical on-the-job learning] federal programme launched in May 2013, the Federation is also supporting high-quality care for prospective early education professionals in their practical training stage in day-care centres for children. More information on the programme “*Lernort Praxis*” may be found in chapter 14.2.2.

The further training initiative for early childhood teaching professionals [*Weiterbildungsinitiative Frühpädagogische Fachkräfte* – WIFF], launched by the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] in conjunction with the Robert Bosch Foundation [*Robert Bosch Stiftung*], and implemented in collaboration with the German Youth Institute [*Deutsches Jugendinstitut*], promotes early pedagogical continuing training content on which a consensus may be reached, and models to recognise high-quality continuing training measures, and develops them in a nationwide quality development process.

Primary and secondary education

School supervisory authorities

School supervisory authorities exercise *Fachaufsicht* [academic supervision], *Rechtsaufsicht* [legal supervision] and *Dienstaufsicht* [staff supervision] within the school system. *Academic supervision* concerns the teaching and educational work carried out by schools. The school inspectors support and foster the work of the school, ensure that curricula and other legal provisions are being adhered to and that teaching and education are being conducted professionally using appropriate methods and further improved wherever possible. Academic supervision is carried out by visiting schools, observing lessons and providing advice at school level. *Legal supervision* is a further element in school supervision. It involves monitoring the legality of management of what is called external school affairs [for example, the construction and maintenance of school buildings] by the *Schulträger*, the school's maintaining body. Finally, school supervisory authorities exercise *staff supervision* over teachers and head teachers at public-sector schools, thus ensuring that teaching staff are carrying out their duties. Civil service guidelines stipulate the need for the appraisal of teachers on specific occa-

sions [end of probationary period, promotion, transfer] and in some cases at periodic intervals. This serves both to advance the career of the individual teacher and to maintain the efficiency of the school system. Teaching ability and aptitude are assessed, as are the teacher's professional competence. Assessment is based on visits to classes by the head teacher and school inspectors, performance reports by the head teacher on the teacher concerned, conversations with the teacher and inspection and assessment of pupils' work.

Evaluation measures in schools

In recent years, initiatives have been taken in all Länder in order to develop measures for assuring the quality of education at both the level of the school system and the level of the individual schools; this goes beyond the customary range of instruments of the school supervisory authority and project supervision. The Länder have taken a number of evaluation measures in which various quality assurance and quality development procedures interact. These procedures include

- the development or further development of framework curricula,
- comparative tests across the Länder and schools in core subjects,
- the extension of external evaluation,
- the development of standards and their review,
- the development of quality management in schools,
- centralised final examinations [lower and upper secondary education].

These measures are embedded in the comprehensive strategy of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] for educational monitoring as well as in strategies of individual Länder for quality evaluation and quality assurance which, amongst other measures, include the strengthening of the autonomy of the individual school, the development of school-specific profiles, the promotion of inter-school cooperation as well as the strengthening of the advisory functions of the school supervisory authority. The evaluation procedures for schools in the Länder are in line with the educational standards for the primary sector, the *Hauptschulabschluss* and the *Mittlerer Schulabschluss* adopted by the Standing Conference of the Ministers of Education and Cultural Affairs in 2003 and 2004. These cross-Länder target criteria are in most Länder complemented by the provisions of the so-called frameworks for school quality which by means of indicators of school and teaching practice quality provide schools with a frame of reference.

As part of these overall strategies, increasing weight is given to measures for the evaluation of individual schools. In the majority of Länder, the obligatory development of school-specific programmes plays a central role. In the school-specific programmes, the individual schools specify the main focuses and objectives of their work on the basis of Land regulations regarding the content and qualifications obtained after completing the courses. At the same time, the school-specific programmes determine internal evaluation methods and criteria based on the requirements specific to the Land [e.g. curricula, timetables]. The areas to be evaluated are determined autonomously by the schools in the school-specific programmes. School-specific programmes should take account of the social and demographic requirements of the individual school. The frameworks for school quality referred to above are of central importance for the implementation of school-specific programmes.

The Vocational Training Act [*Berufsbildungsgesetz* – R78] puts great emphasis on quality assurance within the dual system of vocational education and training. This focus includes a flexibilisation of the training quality control instruments and their supplementation by a number of new quality assurance guidelines, amongst other measures. Moreover, procedures are to be drawn up for the external evaluation of quality assurance in continuing vocational training and education.

Comprehensive strategy for educational monitoring

In June 2006, the Standing Conference of the Ministers of Education and Cultural Affairs adopted a comprehensive strategy for educational monitoring which consists of four interconnected areas:

- international comparative studies of pupil achievement
- the central review of the achievement of the *Bildungsstandards* [educational standards] in a comparison between the Länder
- comparative studies in order to review the efficiency of individual schools within the Länder
- and the joint education reporting of the Federation and the Länder

In the following, these four areas of the strategy for educational monitoring are described in detail.

Participation in national and international comparative studies of pupil achievement

The Standing Conference, in the so-called *Konstanzer Beschluss* of October 1997, took up quality assurance processes that had already been introduced in a variety of forms at Land level in the school system and declared these an object to be tackled through joint efforts on the part of all Länder. These should also include a comparison of performance within Germany. The investigations necessary to this end should take the following points into consideration:

- the specific framework conditions as well as differences in terms of the curriculum and organisation of different types of school
- levels of competence in the mother tongue and foreign languages, mathematics, technology and natural sciences
- the development of personal and interpersonal skills [so-called key qualifications]

The joint task pursuant to Article 91b, Paragraph 2 of the Basic Law [*Grundgesetz* – R1] includes the cooperation of the Federation and the Länder for the assessment of the performance of educational systems in international comparison and in drafting relevant reports and recommendations. A corresponding administrative agreement has entered into force at the beginning of 2007. Under this accord, Federation and Länder are able to deliver joint recommendations on the results of international studies of pupil achievement.

Currently, Germany is taking part in international comparative studies of pupil achievement such as the Trends in International Mathematics and Science Study [TIMSS], the Progress in International Reading Literacy Study [PIRLS] and the OECD project entitled Programme for International Student Assessment [PISA] as a means of establishing pupils' performance. The general objective of the OECD project is to pro-

vide OECD states with indicators concerning the knowledge, skills and abilities of 15-year old pupils in the areas of reading, mathematics and sciences. A PISA survey cycle incorporates three surveys focusing on reading, mathematics and the natural sciences in turn. The results are published one year after the main survey. In the first survey cycle [PISA 2000, PISA 2003, PISA 2006], additional issues were covered through national extensions [PISA-E] and the sample was substantially expanded to allow a comparison between the Länder.

After the publication of the results of the PISA 2000 OECD study in December 2001, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder named seven areas in which the Länder and the Standing Conference of the Ministers of Education and Cultural Affairs will become active:

- measures to improve linguistic competence as early as early childhood education
- measures to strengthen the link between the early childhood sector and primary school with the aim of an early school entry
- measures for the improvement of primary education and the continuous improvement of reading literacy and basic understanding of mathematical and scientific concepts
- measures for efficient support of educationally disadvantaged children with particular regard to children and young people with a migrant background
- measures to thoroughly develop and assure the quality of teaching and schools on the basis of binding educational standards and result-oriented evaluation
- measures to improve professionalism in teaching with particular regard to diagnostic and methodical competence as an element of systematic school development
- measures to expand provision of all-day activities and care with the aim of increasing opportunities for education and support with particular regard to pupils with educational deficits and especially gifted pupils

In their comments on the results of PISA 2003 and PISA 2006, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder and the Federal Ministry of Education and Research stressed that the German education system had developed positively on the whole. At the same time the seven areas of action remained a very important basis for reform measures for quality development in the school sector. The wide differences in performance between weak and strong pupils and the close link between social background and competence acquisition required greater efforts.

The results of the PISA 2009 survey, which was carried out by a consortium under the direction of the Leibniz Institute for Educational Research and Educational Information [*Deutsches Institut für Internationale Pädagogische Forschung*], confirmed the continuing positive development of the German education system. Alongside improved reading competence and mathematical competence, progress was made in the field of equality in education in particular. The close link between social background and reading competence has declined perceptibly since the year 2000. The differences between pupils with a migrant background and pupils without a migrant background have also fallen considerably. To improve learning outcomes further, quality development is to be focused even more on improving lesson quality and on targeted individual support.

The results of the PIRLS/IGLU 2011 and TIMSS 2011 studies, which the Institute for School Development Research [*Institut für Schulentwicklungsforschung - IfS*] at the Technical University of Dortmund was commissioned to implement, were presented in

December 2012. The results confirmed the high level of competence already achieved by German pupils in previous reviews, and improvements in the performance of children from a migrant background in the three areas reading, mathematics and natural sciences. The Standing Conference and the Federal Ministry of Education and Research pointed to the need for greater efforts to continue to strengthen early and individual support, particularly for children from educationally disadvantaged family backgrounds.

From 2009 onwards the comparison of school performance within Germany is no longer part of an extension of international surveys [PISA-E, IGLU] but is carried out as a central review of the achievement of educational standards in a comparison between the Länder.

Quality assurance through the development and review of educational standards

After the Standing Conference of the Ministers of Education and Cultural Affairs had adopted measures to thoroughly develop and assure the quality of instruction and school education on the basis of binding standards, in December 2003 *Bildungsstandards* [educational standards] binding for all Länder after grade 10 in the subjects German, mathematics and first foreign language [English, French] for the *Mittlerer Schulabschluss* were resolved. At the start of the 2004/2005 school year, these standards were adopted in the schools of all Länder as the basis for subject-specific requirements for the *Mittlerer Schulabschluss*. In October 2004, the Standing Conference adopted educational standards in the subjects German and mathematics for the primary sector [grade 4] and in the subjects German, mathematics and for the first foreign language [English/French] for the *Hauptschulabschluss*. In December 2004, finally educational standards were adopted for the subjects biology, chemistry and physics for the *Mittlerer Schulabschluss*. The standards adopted in 2004 were introduced and binding at the beginning of the 2005/2006 school year. Thus, quality development in the general education schools of all Länder can be checked against jointly agreed criteria in the form of qualification-related educational standards. In October 2012 the Standing Conference, on the basis of a resolution of October 2007, adopted educational standards in German and mathematics and in one advanced foreign language [English/French] for the *Allgemeine Hochschulreife* [general higher education entrance qualification] which will form the bases for the subject-specific requirements of the *Allgemeine Hochschulreife* at the start of the introductory stage for the *gymnasiale Oberstufe* in the 2014/2015 school year. Furthermore, the development of educational standards in the natural science subjects biology, chemistry and physics for the *Allgemeine Hochschulreife* is envisaged.

The standards are based upon the areas of competence of the individual subject and

- take up the basic principles of the respective subject
- determine the subject-specific competences including basic levels of knowledge that pupils should have achieved by a certain stage of their school career
- are aimed at systematic learning and learning in networks and thus follow the principle of cumulative acquisition of competence
- describe expected levels of performance as part of requirement profiles
- are related to the core area of the respective subject and provide scope for pedagogical measures taken by the schools
- relate to a medium level of requirements
- are illustrated by examples for test questions

The main task of the Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen* - IQB] is to define precise educational standards and to elaborate and use them as the basis for developing tasks which can be employed to determine whether the expected competences set out in the educational standards are being achieved. In addition, since 2013 the IQB has been coordinating the development of a pool of *Abitur* examination tasks for potential use in the *Abitur*. The expected competences can also be systematically portrayed in increments through the standardisation and review of the educational standards. In this context the IQB establishes empirically validated competence level models to help determine the extent to which the expected competences are being achieved.

Since 2009 the Länder, in accordance with the comprehensive strategy for educational monitoring, are examining the attainment of the educational standards by pupils at primary school and lower secondary level in a comparison between the Länder based on IQB assignments. In 2009, the IQB comparison between the Länder for the first time reviewed centrally the extent to which the educational standards of the Standing Conference had been achieved in the subjects German and First Foreign Language [English/French] for the *Mittlerer Schulabschluss*. Alongside reading competence which is also examined as part of PISA, listening comprehension was tested in both subjects, while spelling was also examined in German. In the 2011 IQB comparison between the Länder, for the first time the performance of grade 4 pupils in all Länder was examined on the basis of the educational standards of the Standing Conference in the subjects German and mathematics for the primary sector. In the subject German, as well as reading competence, tests covered the competence areas listening and spelling, while in the subject mathematics all competence areas of the educational standards were examined.

For the subjects for which educational standards for the *Allgemeine Hochschulreife* [general higher education entrance qualification] have been agreed, the Standing Conference decided, in March 2012, to develop a shared pool of standards-based *Abitur* examination tasks which will be constantly expanded from 2013 onwards and is to be available to the Länder from the 2016/2017 school year.

The Länder are agreed that educational standards serve not only to determine the quality of teaching but at the same time to develop teaching. In December 2009, therefore, the Standing Conference presented a concept for the use of educational standards for teaching development [*Konzeption zur Nutzung der Bildungsstandards für die Unterrichtsentwicklung*] which is intended to help make the competence levels useful in the further development of teaching. The concept points to the close connection between the two functions of the educational standards, i.e. examining competence development and developing teaching further, and shows promising ways to structure a teaching and learning culture geared to the teaching of competences. Teaching development based on standards is accompanied by training and further training measures for teachers and school boards, technical support services of the Land institutes and adaptation of curricula to the educational standards.

Länder-specific and cross-Länder tests

For some years, the Länder have been conducting Land-specific as well as cross-Länder comparative studies, in addition to national and international performance comparisons. This includes for example measurement of language proficiency for different age

groups, surveys on learning levels, or comparative studies in different grades or Land-specific performance comparisons. Contrary to international studies and to central comparisons between the Länder which are based on representative samples, comparative studies serve to investigate the performance levels of all schools and classes throughout a Land and in relation to grades. Since 2009 these cross-Länder comparative studies are conducted for grades 3 and 8 [VERA 3 and VERA 8] on the basis of, or in connection with, the educational standards of the Standing Conference.

“On the basis of” means following the educational standards in terms of content, whereas “in connection with” includes giving feedback as to the level of achievement of such standards. The surveys on learning levels are carried out annually in order to regularly provide important information for the targeted promotion of pupils. VERA is implemented nationwide, i.e. with all pupils in all Länder, by the teachers involved.

In March 2012 the Standing Conference laid down, as part of an agreement to develop VERA, joint objectives and standard framework conditions, as well as rules on handling data. The key function of VERA in the development of classroom teaching and the school in every single school was thereby recognised. This means that teachers can use their pupils’ performance outcomes in a data-driven development cycle to further develop teaching. In order to optimise implementation and reporting on results, agreements were reached on the degree of obligation and the test booklets used. Measures were also recommended to improve the use of VERA results for the development of schools and classroom teaching.

Joint education reporting by the Federation and the Länder

Another important element both of the comprehensive strategy for educational monitoring and of the joint task pursuant to Article 91b, Paragraph 2 of the Basic Law [*Grundgesetz*] is the joint education reporting of the Federation and the Länder. Based on the guiding principle “Education in the course of life” [*Bildung im Lebenslauf*], the national education report provides an overview of the German education system, from early education over general education schools, vocational training and higher education institutions, up to continuing education, including informal learning. The report is written by a group of authors whose members belong to the following scientific institutions and Statistical Offices: Leibniz Institute for Educational Research and Educational Information [*Deutsches Institut für Internationale Pädagogische Forschung - DIPF*], the German Youth Institute [*Deutsches Jugendinstitut - DJI*], the Higher Education Information System [*Hochschul-Informationssystem - HIS GmbH*], Sociological Research Institute Göttingen [*Soziologisches Forschungsinstitut Göttingen - SOFI*] and the Statistical Offices of the Federation and of the Länder. The authors’ group acts under joint responsibility and has produced the report, maintaining its scientific independence, in consultation with a steering group set up for the purposes of collaboration between the Federation and the Länder “for the assessment of the performance of educational systems in international comparison and in drafting relevant reports and recommendations” [Article 91b, Paragraph 2 of the Basic Law].

Since 2006, the education report is published every two years and informs the public, based on verified data, on framework conditions, results and gains of educational processes in the course of life.

To ensure continuous work on the further development of education reporting, the Federation and the Länder have argued in support of a continuation of joint education reporting. The Leibniz Institute for Educational Research and Educational Information [*Deutsches Institut für Internationale Pädagogische Forschung* - DIPF] has been commissioned to produce the education reports for 2012, 2014 and 2016. In June 2012 the fourth National Education Report was published, focusing on cultural/musical and aesthetic education in the course of life.

11.3. Quality Assurance in Higher Education

Responsible bodies

The supervision of higher education institutions is exercised by the relevant Land Ministry of Science and Research. External evaluation is performed by regional evaluation agencies at Land level or by networks or associations of higher education institutions covering all Länder.

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK] has established a Foundation for the Accreditation of Study Courses in Germany [*Stiftung zur Akkreditierung von Studiengängen in Deutschland*] which serves to fulfil the following tasks:

- accreditation and re-accreditation of accreditation agencies by the time-limited granting of the entitlement to accredit study courses through the award of the foundation's seal
- compilation of the common and the specific structural guidelines of the Länder into binding guidelines for the accreditation agencies
- regulation of minimum requirements for accreditation procedures including the pre-requisites and limits of bundled accreditations
- monitoring of accreditations undertaken by the accreditation agencies

The Foundation will also work to ensure fair competition among the accreditation agencies. Furthermore, taking account of the development in Europe, the Foundation determines the pre-requisites for the recognition of accreditations by foreign institutions. It promotes international cooperation in the field of accreditation and quality assurance and report regularly to the Länder about developments regarding the conversion of the system of study into a consecutive study structure and on quality development in the context of accreditation. The Accreditation council makes decisions on all matters of the Foundation. The Council comprises four representatives from institutions of higher education, four representatives from the Länder, five representatives from among professional practitioners, including one representative from the ministries of the Länder responsible for legislation governing service and wages, two students and two foreign representatives with accreditation experience, as well as one representative of the accreditation agencies in a consultative capacity. The Foundation Accreditation of Study Courses in Germany also acts a central documentation service for the accreditation system and administrates the data base of the study courses accredited in Germany.

Approaches and methods of quality assurance

Supervision of higher education institutions

Higher education institutions are subject to state supervision which is exercised by the Länder [for the statutory framework of higher education supervisory authorities, see chapter II.1.]. Legal supervision encompasses all activities of the higher education institution. It is checked here whether the higher education institution has, by its actions or omissions, infringed laws or other statutory provisions. A more wide-ranging supervision is carried out in those areas for which the state is responsible, as opposed to academic affairs. This includes staff administration and economic, budgetary and financial management, i.e. participation in the preparation of the responsible minister's budget and in its implementation, the organisation of the higher education institution and the establishments affiliated to it, the management of budgetary funds, and so on. Within the relevant Land Ministry of Science and Research, the higher education supervisory authority examines whether actions taken are appropriate and economically efficient and whether targets are being fulfilled. Economic efficiency is also monitored by the audit office of the relevant Land.

The tasks of determining training capacity and setting admission figures are also subject to supervision by the higher education supervisory authority. Higher education institutions or rather the respective Land ministries issue ordinances or regulations on admission figures for the number of available places in higher education. These require education and training capacity to be used to the full, subject to budgetary constraints and the available premises, and to subject-related factors. The quality of research and teaching, and the proper performance of the functions of the higher education institution, particularly in research, teaching and study, must be guaranteed.

A legal obligation to submit regular reports on teaching and study exists in most Länder. These reports are usually set up by the departments within higher education institutions and published by the institution's governing body. The following factors, among others, may serve as indicators in the report on teaching: the ratio of those that start a course to those that complete it, the proportion of students within the standard period of study, the examination success rate and the whereabouts of graduates. Several Länder have begun to develop stipulations on the content and form of teaching reports.

The assessment of the quality of teaching has been provided for since 1998. In accordance with the principle of academic freedom, professors and junior professors perform their research and teaching duties independently. The scope and organisation of teaching is subject to supervision by the higher education supervisory authorities only in so far as the scope of teaching commitments is laid down in a teaching load ordinance and the contents of Bachelor's and Master's degree courses must provide a qualification for a profession.

Evaluation in the higher education sector

At a time when student numbers are rising with no corresponding increase in funding, it is felt that the instruments for monitoring and control in the higher education sector, which are available in the traditional form of inspection and which principally come down to a standardisation of the conditions at the outset, are insufficient. At national and Land level, in higher education institutions, at the German Rectors' Conference [*Hochschulrektorenkonferenz* - HRK] and in the Science Council [*Wissenschaftsrat*] a

debate has therefore been in progress for some time about evaluating the efficiency of the higher education sector, especially in teaching and courses of study.

In its resolution on quality assurance in teaching at higher education institutions from September 2005, the Standing Conference defined the indispensable core elements of a coherent quality management system encompassing all aspects of higher education institutions, which combines different measures and procedures of quality assurance. Such measures and procedures also include an evaluation which refers to certain indicators and specifies individual tools [e.g., combination of internal and external evaluation, involvement of students and graduates].

Meanwhile, to support internal evaluation and implement external evaluation of the different tasks of the institutions of higher education, an infrastructure of Land-level and supraregional-level establishments has now come into being [agencies at Land level, networks/associations at supraregional level]. In Germany a two-tiered system of evaluation is widely applied which combines internal and external evaluation. The internal evaluation consists of a systematic inventory and analysis of teaching and studying, taking account of research, performed by the individual department or the faculty and concludes with a written report. On this foundation, an assessment by external experts takes place who also lay down their findings and recommendations in a written final report.

At both the level of the institutions of higher education and at ministry level, various international cooperative measures exist for the development and implementation of evaluation measures. External evaluations generally take the form of peer reviews, i.e. they are performed by competent experts from other institutions of higher education, research establishments or from the business community and are repeated at various intervals. Reports on the implementation of evaluation results are now available for the study courses of some institutions of higher education.

Student criticism of classes, in some cases involving graduates, has now also become a widespread method of evaluating teaching in the sector of higher education. Such criticism primarily serves the purpose of optimising teaching within the higher education institution and is not an official means of monitoring teaching staff. The aim is for higher education teaching staff to listen to criticism so that they can assess themselves better and rectify shortcomings.

The aim of the evaluation measures is, firstly, to subject academic standards in teaching, teaching methods and the success of teaching to regular assessment. The findings can then be used to identify possible measures for improving courses and teaching. Furthermore, it is also necessary for higher education institutions to account to the public for their achievements in teaching and research. The results of the evaluation are increasingly being taken into account in the Länder as a basis for allocating resources to higher education institutions [cf. chapter 3.3.]. Attempts to evaluate higher education institutions should generally be viewed against the overall background of renewal of the higher education sector, the main elements of which include reform of the structure of study, greater financial autonomy for higher education institutions and improved management.

Reform of the study structure and quality of teaching

The consecutive grading system introduced in the course of the Bologna Process has now largely replaced the traditional degrees [*Diplom* and *Magister*]. Alongside the introduction of a system of comprehensible and comparable degrees and the improvement of mobility, safeguarding quality standards is also one of the key objectives of this comprehensive structural reform. The quality of teaching therefore became more of a focus. The modularisation of study offers with accompanying examinations, the introduction of a credit point system based on student workload, the orientation to learning outcomes and teaching centred on students are therefore key elements of the reform process, which is intended to improve the quality of teaching and the academic feasibility of the courses offered.

With the Teaching Quality Pact [*Qualitätspakt Lehre*] of the Federation and of the Länder, in 2010, a support programme was launched which aims to improve the framework conditions for teaching at institutions of higher education, in the field of student/lecturer ratios, for instance, and to support higher education institutions with further measures to assure quality in teaching, such as the continuing education of teaching staff or the establishment of quality management systems in teaching.

Even before the conclusion of the Teaching Quality Pact the Länder had taken measures to ensure and improve quality, e.g. to improve student-teacher ratios and other initiatives to develop the quality of teaching.

Accreditation of study courses

For Bachelor's and Master's study courses, the Standing Conference has adopted accreditation as an instrument of quality assurance which is functionally separate from the state approval of study courses: As with the other study courses, the state approval refers to guaranteeing the fundamental financial means for the study courses to be set up and the inclusion in the higher educational planning of the respective Land. In contrast to this, the objective of the accreditation is to guarantee standards in terms of academic content, the maintenance of structural guidelines, and to determine the professional relevance of the degrees. It is to ensure quality in international competition and create transparency for international collaboration. In the accreditation system, the state is assuming its responsibility for higher education studies through structural requirements for study offers, which guarantee the equivalence of qualifications and the possibility of changing to another higher education institution. Observance of the structural requirements is a pre-requisite for the accreditation of a study course. They form the basis for the accreditation process. Land legislation determines to which extent accreditation is a pre-requisite for the state approval of a new study course. It is essentially performed by external peer review. Periodically, the study courses are re-accredited.

In accordance with the principles for the future development of quality assurance for all Länder and institutions of higher education [*Grundsätze für die künftige Entwicklung der länder- und hochschulübergreifenden Qualitätssicherung*], also adopted by the Standing Conference of the Ministers of Education and Cultural Affairs in 2002, the system of accreditation is to be extended to all courses of study. In 2004, consecutive study courses at colleges of art and music, as well as Bachelor's study courses at *Berufsakademien*, were included in the accreditation system. Bachelor's and Master's study courses con-

veying the educational prerequisites for a teaching position are also subject to the accreditation process.

In December 2007, the Standing Conference resolved to enhance the accreditation of study programmes through the implementation of a system accreditation scheme by which the internal quality assurance system of an entire higher education institution is assessed for the quality of its learning and teaching. The subject of assessment is whether the higher education institution provides for a quality management system ensuring the implementation of these criteria. System accreditation aims to reduce the administrative burden of higher education institutions and to accelerate certification.

11.4. Quality Assurance in Adult Education and Training

Responsible bodies

The employment agencies entrusted external certification bodies with the task of inspecting maintaining bodies for continuing education in the area of vocational continuing education as promoted by the Federal Employment Agency [*Bundesagentur für Arbeit*].

The Central Office for Distance Learning of the Länder of the Federal Republic of Germany [*Staatliche Zentralstelle für Fernunterricht der Länder der Bundesrepublik Deutschland* - ZFU] decides whether or not a distance learning course is to be approved.

Furthermore, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] promotes comparative tests of continuing education media, continuing education measures and continuing education advice by *Stiftung Warentest*, Germany's independent consumer-product testing agency.

Approaches and methods for quality assurance

The increasing importance of lifelong learning has also promoted the awareness of binding quality standards in the field of continuing education. The plural structure of maintaining bodies which support continuing education is also expressed in the number of different efforts and approaches for quality assurance in continuing education. Both jointly and individually, Federation and Länder promote numerous projects for improving quality assurance in continuing education.

In 2004, the support of continuing education was reformed with the aim of improving competition and transparency in the area of vocational continuing education as promoted by the Federal Employment Agency. Certification of the maintaining body of a continuing education measure or of the continuing education course by an expert body is a prerequisite before participants can obtain support in accordance with the Social Security Code III [*Sozialgesetzbuch III* - R163]. Amongst other things, organisers of continuing education must prove that they apply a recognised quality assurance system.

The quality management models currently applied cover countrywide supra-regional procedures specific to general or continuing education, as well as systems that are regional or specific to particular associations or federations. An outline of the various quality management models in continuing education as of 2006 is given in the publication *Quality Models at a Glance* [*Qualitätsmodelle im Überblick*] published by the German Institute for Adult Education - Leibniz Centre for Lifelong Learning [*Deutsches Institut für Erwachsenenbildung* - Leibniz-Zentrum für Lebenslanges Lernen - DIE].

Since 1 January 1977, distance-learning courses provided by private organisers [institutes of distance-learning] must be approved by the state on the basis of the Law on the Protection of Participants in Distance Education [*Fernunterrichtsschutzgesetz* - R165]. In the admission procedure, the subject-related and didactic quality of the learning material with regard to the objective of the course, as well as the advertising placed for the course and the form and content of the distance-learning contract entered into is examined by the Central Office for Distance Learning of the Länder of the Federal Republic of Germany. In 2007, the new quality standard PAS 1037 for providers of distance-learning courses, distance-teaching and E-learning was introduced. The new standard meets the specifications of the Federal Employment Agency for the certification of bodies of further education and furthermore relates to international standards of quality management. For newly developed distance-learning courses from providers who have already been certified in accordance with the new quality standard, a simplified admission procedure with the ZFU can be anticipated.

In October 2004, a quality certificate was introduced for all of Germany for suppliers in all areas of continuing education. The Learner-oriented Quality Certificate in Continuing Education, Version 2 [*Lernerorientierte Qualitätstestierung in der Weiterbildung, Version 2* - LQW 2] quality seal was developed as part of the joint project Quality Certificate in Continuing Education [*Qualitätstestierung in der Weiterbildung*] of the Commission of the Federation and the Länder for Educational Planning and Research Promotion [*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung* - BLK] and should provide orientation when searching for high-quality education offers.

12. EDUCATIONAL SUPPORT AND GUIDANCE

12.1. Introduction

General objectives of special education needs provision

The aim of special educational support is to enable children and young people who are either disabled or facing the threat of disablement to exercise their right to a form of schooling and education that is tailored to their personal capabilities. Children and young people receive support in the form of individual assistance measures so that they can achieve the highest possible level of integration at school and at work, participate in society and lead an independent life as far as possible. The aim of special educational support at mainstream schools is furthermore to promote the integration of the disabled within mainstream education and to provide all pupils irrespective of their physical and mental capabilities with the opportunity for closer contact and easier mutual relations.

Specific legislative framework of special education needs provision

The right of disabled children to education and training appropriate to their needs is enshrined in the Basic Law [*Grundgesetz*, Art. 3 - R1], in equality legislation, in Book Twelve of the Social Code [*Sozialgesetzbuch XII - Sozialhilfe* -] and in the Länder constitutions [R12-27]. More detailed provisions are set out in the school legislation of the Länder [R83, R85, R87, R89, R91, R94, R96, R98, R100-101, R103, R105, R111, R113-115].

The United Nations Convention on the Rights of Persons with Disabilities entered into force in Germany in March 2009. The Federation and the Länder have thus undertaken to:

- guarantee the human rights of persons with disabilities;
- prevent discrimination against persons with disabilities; and
- take appropriate legislative, administrative and other measures

to achieve the objectives of the Convention.

The development and organisation of special education in the Länder was harmonised by several resolutions adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK] and especially by the Recommendations on the Organisation of Special Schools [*Empfehlung zur Ordnung des Sonderschulwesens*, Resolution of March 1972] and recommendations for the individual types of special education. The Recommendations on Special Needs Education in the Schools of the Federal Republic of Germany [*Empfehlungen zur sonderpädagogischen Förderung in den Schulen in der Bundesrepublik Deutschland*, Resolution of May 1994] have in recent years initiated important developments aiming to dismantle barriers and promote the equal participation of young people with disabilities in education. In spring 2008 the Standing Conference decided to revise the Recommendations in order to take account of the intentions of the UN Convention on the Rights of Persons with Disabilities in the Länder inter alia. On 18 November 2010 the Standing Conference adopted a position paper on “Educational and legal aspects in the implementation of the United Nations Convention of 13 December 2006 on the Rights of Persons with Disabilities in school education” [*Pädagogische und rechtliche Aspekte der Umsetzung des Übereinkommens der Vereinten Nationen vom 13. Dezember 2006 über die Rechte von Menschen mit Behinderungen* [*Behindertenrechtskonvention* - VN-BRK] in der

schulischen Bildung]. In October 2011 the Standing Conference adopted the decision on inclusive education of children and young people with disabilities in schools [*Inklusive Bildung von Kindern und Jugendlichen mit Behinderungen in Schulen*]. The recommendations are guided by the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities. They build on the basic positions of the 1994 Recommendations on Special Needs Education in the Schools of the Federal Republic of Germany [*Empfehlungen zur sonderpädagogischen Förderung in den Schulen in der Bundesrepublik Deutschland*] and set out the framework conditions for increasingly inclusive educational practice in general education and vocational schools. The aim of the recommendations is to enable children and young people to be educated and trained together and to guarantee and develop the standards achieved in special education teaching, advisory and support services. More information on the development of inclusive education offers can be found in chapter 14.2.3.

The recommendations of the Standing Conference apply to pupils with special educational needs, regardless whether support takes place at a mainstream school or at a *Förderschule*. The following recommendations of the Standing Conference on the individual focuses of special needs education are in effect on a complementary basis for the time being, provided that the statements they make do not contradict the above Recommendations:

- sight
- learning
- emotional and social development
- speech
- mental development
- hearing
- physical and motor development
- instruction for sick pupils

For the statistical distribution of pupils with special educational needs according to the individual types of special education, please refer to chapter 2.9.

In addition, the Standing Conference has made recommendations on the Education and Teaching of Children and Young People with Autistic Behaviour [*Erziehung und Unterricht von Kindern und Jugendlichen mit autistischem Verhalten*].

12.2. Special Education Needs Provision within Mainstream Education

In pre-school education the joint education, supervision and care of children with and without a disability is achieved to a greater extent than in the school sector. The data from the Education Report “Education in Germany 2012” [*Bildung in Deutschland 2012*] show that in the same age group the share of five year-old children in receipt of an integration allowance [*Eingliederungshilfe*] for day-care for children due to an [incipient] physical, mental or psychological disability is over three per cent. The vast majority of these children attend an establishment with an integrative care concept.

Cooperation between *Förderschulen* and mainstream schools exists independently of more recent attempts at inclusive teaching. When a pupil is transferred from one type of school to another the teachers and head teachers of the schools concerned work together. It is always possible for pupils to return to mainstream schools. In the majority of the

Länder, the education authority makes the decision on whether to transfer a pupil following a request from the *Förderschule* or from the parents or legal guardians. Implementing the UN Convention on the Rights of Persons with Disabilities, it is increasingly being made possible for pupils with special educational needs to follow lessons in mainstream schools with the same learning objectives as other pupils, and in some cases with different learning objectives. Schools for children and young people with the support priority speech or emotional and social development are designed as transitional schools; their objective is to remedy impairments in speech and behavioural problems sufficiently that pupils can attend a mainstream school. Implementing the United Nations Convention on the Rights of Persons with Disabilities, the Länder are developing different forms of access to the mainstream school system or joint teaching also for pupils who cannot successfully attend mainstream schools and are therefore taught according to different learning objectives.

Recently, diverse forms of institutional and educational cooperation between mainstream schools and special schools have developed. Some of these are part of school pilot projects or action programmes run by the Länder. They range from joint extra-curricular activities and inclusive classes to holding classes on the same premises.

Definition of the target group(s)

It can be presumed that children or young people have special educational needs if their opportunities for education, development and learning are limited to such an extent that they cannot be sufficiently promoted within the scope of instruction at mainstream schools without additionally receiving special educational assistance. In this regard, therapeutic and social aid provided by other external institutions may be required as well.

Special educational needs are to be determined in relation to the tasks, the requirements and the support measures the respective school can provide. Furthermore, a determination of the special educational needs of the child must take into account the environment of the child, including the school as well as the pupil's personal abilities, interests and expectations for the future.

The procedure of determining special educational needs comprises establishing the individual need for support as well as deciding on the course of education and the place of support. The responsibility for the procedure lies in most cases with the school supervisory authorities: Either the authorities themselves have the competence for special educational needs as well as sufficient experience in the field of educational support for handicapped persons, or they consult experts in the field of special educational support. Access to mainstream schools is also possible in some cases without a formal procedure to establish the place of support.

The procedure of determining special educational needs may be applied for by the parents or legal guardians of the pupil, by the pupil provided he is aged 18 or above, by the school or, if applicable, by other competent services, and is to take into account the competences of the persons who participate or are to participate in the measures of support and instruction in a suitable manner.

Specific support measures

Inclusive education for pupils with special educational needs

Children and young people with special educational needs can attend mainstream schools provided that the required special educational assistance, practical support and the right physical environment are guaranteed. Special education teachers are deployed at *Förderschulen* and at mainstream schools that meet special educational needs, e.g. by providing mobile assistance and advice and cooperative instruction with another teacher in inclusive classes or cooperative classes. Apart from the external environment, this also requires qualified special education teachers, individualised forms of planning, carrying out and monitoring the teaching process and coordinated cooperation between the teaching and specialist staff involved. Special educational support is provided during class lessons and, if necessary, alongside lessons.

Special educational support in the form of cooperative measures

Many *Förderschulen* and mainstream schools are in the process of developing close educational cooperation. This can greatly benefit both lessons and the general life of the school. Also, this trend expands the opportunities for changing between school types and educational courses, increases the proportion of joint lessons and encourages the transfer of pupils from *Förderschulen* to mainstream schools. By holding special school classes and mainstream school classes on the same premises a suitable basis for cooperation can be created.

12.3. Separate Special Education Needs Provision in Early Childhood and School Education

Around 28 per cent of children with disabilities are cared for in separate establishments. These include special school kindergartens [*Förderschulkindergärten*] and establishments preparing for school, and special and remedial education day-care centres which take only children with disabilities. In the more populous Länder in particular these forms of separate care are often practice.

For children who have reached compulsory schooling age but whose level of development does not yet allow them to cope with the challenges of primary school, *Schulkindergärten* or *Vorklassen* have been established in some Länder. In most of these Länder the school supervisory authorities are authorised by law to require that children attend such institutions. As a rule, these institutions have organisational links with *Grundschulen* [primary schools] or *Förderschulen*. *Schulkindergärten* and *Vorklassen* seek to create and optimise the conditions for the healthy development of the children's ability to understand, show feeling and willpower by nurturing – as far as possible on an individual basis – the children's ability to gain expressions and express themselves, through exercises and the handling of materials designed to arouse and develop attention on the part of the children. The aim is to equip the children for school by channeling their natural urge to play and engage in activity but without anticipating the subject-matter dealt with at school.

In Berlin school-age children whose developmental stage indicates that they would be better supported in a youth-care facility may, under certain circumstances, attend a child day-care centre.

Some Länder have established so-called *Vorklassen* [pre-school classes] for five-year-olds who have not reached compulsory schooling age but whose parents wish them to receive assistance with their preparation for primary school. Attendance of *Vorklassen* in *Grundschulen* is voluntary. The purpose of such pre-school classes at primary school is to encourage the children to learn by playing but without anticipating the subject-matter dealt with in grade 1 of the *Grundschule*.

Within the compass of measures for the improvement of linguistic competence in the early childhood sector, the range of methodical instruments for the diagnosis and improvement of linguistic competence is currently being further developed from an academic perspective. Important instruments in this regard are the assessment of the stage of linguistic competence before school entrance and, if necessary, subsequent language promotion courses. These and other measures are designed to particularly support migrant children and children with deficits in language development as well as to compensate for social disadvantages. By 2010, all Länder should have established the preconditions for language status observations and assessment procedures in early childhood education. By 2012, needs-oriented language promotion is to be provided for children prior to starting school. For facilities that mostly or to a large extent accommodate children with migrant backgrounds, additional funds are to be provided in order to enable an effective compensatory promotion of language skills. Additionally, increasing numbers of *Erzieherinnen* and *Erzieher* [state-recognised youth or child-care workers] with a migrant background are to be trained and employed.

Particular importance is attached to providing early assistance to children with disabilities.

Children and young people who are not attending a mainstream school receive instruction either at *Förderschulen*, at *Berufsschulen* with special emphasis on different types of special educational support or at comparable institutions.

Under the *Hamburg Agreement* between the Länder of October 1971 on harmonisation in the school system, the basic school structure which applies to all Länder is such that a clear distinction is made between mainstream schools and special schools [usually known as *Förderschulen* but also called *Sonderschulen*, *Förderzentren* or *Schulen für Behinderte* in some Länder].

The structure of the special school system may vary from Land to Land. *Förderschulen* must be able to provide the required technical equipment and special teaching aids. They may turn to external organisations to obtain assistance such as therapy, care and social support. *Förderschulen* vary according to the type of special education on which they focus and the educational courses they offer. They provide support to pupils in any developments which may lead to their possible transfer to a mainstream school and to training.

Special education within special education centres

The aim of special education centres [*sonderpädagogische Förderzentren*], either as regional or supra-regional institutions, is to meet individual special needs or a range of different needs [e.g. physical and motor development, hearing and sight, and so on] and to guarantee special education in integrative, in-patient and cooperative forms. This form of education is based as near to the home as possible and provided by specialists. Within the scope of the responsibility of special education centres for preventive

measures, support is provided even before the determination of special educational needs has taken place, sometimes as early as *Kindergarten*.

Definition of the target group(s)

For the definition of the target groups of special educational support at special schools, the information in chapter 12.2. applies.

Admission requirements and choice of school

Children and young people with disabilities are required to attend school, just as are their non-disabled peers.

When a child reaches school age, his/her parents or legal guardians enrol the child either with the *Grundschule* or, if he or she is found to have special educational needs, with the relevant *Förderschule*. If it is assumed that a child cannot be sufficiently helped in lessons at a mainstream school without special educational assistance, the school supervisory authority recognises that the child concerned has special educational needs and a decision is taken on what sort of school he or she should attend and where [a certain type of *Förderschule* or a mainstream school offering additional assistance on an individual basis]. If it is established that pupils who are attending a mainstream school have special educational needs, they may be transferred to another type of school in the course of their school career.

The decision on a child's school career should be taken following consultation with the parents and, as far as possible, with their agreement. If the parents do not agree with the decision taken, they can seek redress through the courts or arbitration.

Age levels and grouping of pupils

Förderschulen can be classified according to educational courses, grades and year groups. Various types of *Förderschulen* [e.g. for those with sensory impairments] combine the educational courses of the *Hauptschule*, *Realschule* and *Gymnasium* and lead to the qualifications normally awarded by these schools. As at mainstream schools, these educational courses are divided up into the primary and secondary levels and organised in grades according to age, although instruction may be spread over more years than at mainstream schools.

Förderschulen with a special educational focus on learning are organised in grades according to age or performance levels. *Förderschulen* with a special educational focus on mental development comprise four grades, the last of which is known as *Werkstufe*, *Berufsschulstufe* or *Abschlussstufe*. Each level is made up of several year groups. These two types of educational courses can also be established at other *Förderschulen*, e.g. at a special school for those with sensory impairments.

Curriculum, subjects

Apart from *Förderschulen* with special educational focuses on learning and mental development, all special schools work on the basis of curricula which in terms of educational goals, lesson content and performance requirements match those of mainstream schools [*Grundschule* and the educational courses offered by the *Hauptschule*, *Realschule* and *Gymnasium*]. However, the methods used must take into account the special learning requirements and impairments relating to the special educational focuses. *Förderschulen* with special educational focuses on learning and mental development

work according to their own guidelines which, like all other curricula, are issued by the Ministry of Education and Cultural Affairs of the relevant Land. General information on the development of curricula can be found in chapter 5.3.

Teaching methods and materials

Förderschulen are often schools with all-day offers or boarding schools. Comprehensive assistance for pupils with disabilities is part of the teaching concept and instruction and education complement each other.

Instruction is designed to meet individual needs and some lessons are held in small groups or on an individual basis. In addition, the class sizes at *Förderschulen* are particularly small.

Depending on the type of disability, therapeutic measures such as physiotherapy, behavioural therapy, speech therapy, and so on, are integrated into lessons. Technical and disability-related aids and devices are used where necessary.

Progression of pupils

Continuous assessment of performance takes place in *Förderschulen* in a similar form to that of mainstream schools. In the case of pupils with intellectual disabilities or severe intellectual disabilities, assessment is confined to reports on personality development.

The *Förderschule* examines regularly whether the needs of the pupil can still be catered for there and in which grade he or she should be placed or, alternatively, whether the pupil should move to another special school or to a mainstream school. The decision on which grade a pupil should be placed in is, as a rule, a matter for the school but it is the education authority that decides on a school transfer, following consultation with the parents and consideration of commissioned reports.

Certification

In so far as the type of disability or illness allows, *Förderschulen* award the qualifications obtained from mainstream schools [*Hauptschulabschluss*, *Mittlerer Schulabschluss*, *Allgemeine Hochschulreife*], provided that instruction was based on the curricula of the respective school type and the educational course was completed successfully. The subjects may be taught over more years than at mainstream schools. In some Länder, specific qualifications are awarded for the types of special education *Learning* and *Mental Development*.

Within the scope of the Qualification Initiative for Germany “Getting ahead through education” [*Aufstieg durch Bildung*], the preconditions for enabling all suitable pupils from *Förderschulen* to take the *Hauptschule* school leaving certificate in addition to their own specific school leaving certificate are to be improved. This is also one of the objectives of the action framework to reduce the number of pupils leaving school without a school-leaving certificate, to secure transition from the lower secondary school to the next educational level or to vocational education and training in the dual system, and to reduce the number of trainee drop-outs [*Handlungsrahmen zur Reduzierung der Zahl der Schülerinnen und Schüler ohne Schulabschluss, Sicherung der Anschlüsse, Verringerung der Zahl der Ausbildungsabbrecher*] adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz - KMK*] in October 2007.

For pupils who were not taught using the curricula of mainstream schools, the teachers' conference deems that an educational course has been successfully completed when the pupil has passed through all the stipulated school levels successfully.

12.4. Support Measures for Learners in Early Childhood and School Education

Definition of target group(s)

In recent years the Länder have made intensive efforts to establish diagnostic procedures as a basis for individual promotion. These include for instance establishing language levels prior to enrolment at school, studies of learning backgrounds on starting school, establishing learning levels, comparative and orientation work, and competence analyses in different primary and lower secondary level grades. Essential promotion measures can be introduced on this basis and systematically developed in individual promotion plans.

Remedial teaching (*Förderunterricht*)

Pupils with learning difficulties usually receive remedial teaching within the framework of teaching in mixed ability classes. To support these pupils, learning groups may also be set up for a certain period of time. However, these measures are accompanied by integrative work in class. In December 2003, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK] adopted basic principles for the individual promotion of pupils experiencing particular difficulties with reading and writing. Plans for remedial teaching are to be developed to support these children that, as part of the overall schooling concept, will be agreed with all the teaching staff involved, as well as with the parents and pupils. For this group of pupils, the schools provide general remedial instruction during school hours or complementary remedial instruction after hours. Individual remedial instruction should continue until the end of grade 10. The resolution of December 2003 was revised in November 2007 and enhanced by principles governing the individual promotion of pupils experiencing particular difficulties in mathematics.

Through the Offensive *Frühe Chancen: Schwerpunkt-Kitas Sprache & Integration* [Early Opportunities Offensive: Focus Kitas Language and Integration] the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth [*Bundesministerium für Familie, Senioren, Frauen und Jugend* - BMFSFJ] is also financing, in around 4,000 day-care centres, additional staff resources for systematic early language development integrated into everyday life. A budget of Euro 25,000 from federal resources is to allow each day-care centre involved to appoint educational staff qualified to promote language-learning and to pay them commensurately. To give all children fair chances from the start, the initiative begins in early childhood and is directed at establishments which take care of children under the age of three. The focus is on day-care centres which are attended by greater-than-average numbers of children with particular language needs.

In October 2012 the Standing Conference, the Conference of Ministers of Youth and Family Affairs [*Jugend- und Familienministerkonferenz* - JFMK], the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth agreed a joint initiative to develop language promotion, language diagnostics and reading promo-

tion from pre-school education to lower secondary level. More information on the initiative *Bildung durch Sprache und Schrift* [BISS] [education through language and writing] may be found in chapter 14.2.2.

As well as the compulsory sports lessons at schools, adapted physical education may be offered. This is designed above all for pupils with motor deficits and psychosocial problems. Its aim is to impact positively on their motor development and improve their health and hence well-being.

Pupils who are experiencing difficulties in the learning process and who are liable to fail to achieve the educational goals of a school year may be given learning support individually in small groups in addition to the instruction they receive in class. Remedial programmes mainly concern German and mathematics as well as foreign languages. Additional instruction may be given in any timetabled subjects. The instruction is normally provided in the afternoon.

For information on support for children of occupational travellers see the notes on primary schooling contained in chapter 5.5.

Support programmes for children and young people with migrant backgrounds

The language abilities of all children and young people with migrant backgrounds who have deficits in the German language are to be promoted, enabling them to take part in instruction and education on an equal footing with others. This is considered a task for all teachers and all subjects. Measures for the promotion of language skills are to be provided at all types of school and at all levels if demand exists. For establishments that mostly or to a large extent accommodate children with migrant backgrounds, additional funds are to be provided in order, for instance, to increase the number of teachers with a migrant background or to support teachers with socio-educational staff of the youth welfare, to enable an effective compensatory promotion of language skills. In the area of early childhood education and care increasing numbers of *Erzieherinnen* and *Erzieher* [state-recognised youth or child-care workers] with a migrant background are to be trained and employed.

To integrate children and young people with migrant backgrounds, various support programmes are run by the schools to help the children and young people learn German and obtain German school qualifications. Measures to promote the educational success of children and young people with migrant backgrounds include specially assigned teachers for German as a second language and the recruitment of teachers from migrant families. Programmes to integrate children and young people with migrant backgrounds into German schools are variously organised in each Land:

- preparatory classes for children and young people with migrant backgrounds without a knowledge of German
- special classes which combine instruction in the core subjects with intensive study of the German language
- bilingual classes [held in the native language and German]
- intensive courses in German as a foreign language
- special support lessons outside school hours for children and young people with migrant backgrounds who are already taught in integrated classes with German children and need to improve their German skills

- greater cooperation between home and school

To preserve their cultural identity and to promote bilingual competences, in some Länder, children and young people with migrant backgrounds receive supplementary instruction in their native language for up to five periods a week, which covers the geography, history and culture of their native country.

If need be, measures shall also be offered at vocational schools to promote the language skills of young people with migrant backgrounds. For vocational schools attended by a large number of young people with migrant backgrounds, additional funds are to be provided, so as to increase the number of teachers with migrant backgrounds, for example, or to provide assistance to teaching staff from qualified youth and community workers.

Action framework for reducing the number of school drop-outs

In October 2007, the Standing Conference adopted an action framework to reduce the number of pupils leaving school without a first general education qualification, to secure transition from the lower secondary school to the next educational level or to vocational education and training in the dual system and to lower the number of trainee drop-outs [*Handlungsrahmen zur Reduzierung der Zahl der Schülerinnen und Schüler ohne Schulabschluss, Sicherung der Anschlüsse, Verringerung der Zahl der Ausbildungsabbrecher*]. Among other measures, the action framework provides for:

- individual promotion of disadvantaged children and young people, as well as children and young people from migrant backgrounds
- continuing expansion of all-day schooling, particularly for those children who need encouragement and promotion
- intensification of encounters with the workplace in lower secondary education
- support of promotion through networks of partners from school and outside school
- improvement of teacher training with regard to learning theory and learning psychology
- special assistance for pupils who are in danger of not achieving the *Hauptschulabschluss*
- the deepening of vocational orientation

As far as possible, these measures aim to halve the number of pupils leaving school without a general education qualification in all sectors of education.

Closely associated with the action framework for reducing the number of school drop-outs, the promotion strategy for poorer-performing pupils [*Förderstrategie für leistungsschwächere Schülerinnen und Schüler*] was adopted by the Standing Conference in March 2010. More detailed information on the promotion strategy for poorer-performing pupils is available in chapter 14.2.3.

Measures of support for transition from school to vocational education and training

In recent years the number of young people who have been unable to find a training place after attending a general education school has decreased. According to the joint report by the Federation and Länder *Bildung in Deutschland 2012* [Education in Germa-

ny 2012], in 2011 50 per cent of all new entrants to the vocational education and training system first completed pre-vocational measures in a transitional system. A common factor of the many different courses on offer in the transitional system is that they do not provide a vocational qualification, but endeavour to improve the trainability of individuals and sometimes enable participants to obtain a general education qualification. The main transitional system study course providers are *Berufsfachschulen* which do not award a vocational qualification, *Berufsschulen* offering courses for pupils with no training contract, the *Berufsvorbereitungsjahr* at school [a year of pre-vocational training], the *Berufsprüfungsjahr* at school [i.e. basic vocational training year], the Federal Employment Agency [*Bundesagentur für Arbeit*] pre-vocational measures and the Federal Government's special programme for entry-level qualification at the workplace, which provides funding for work-experience placements of between six and twelve months preparatory to apprenticeship. Successful attendance of *Berufsfachschulen* which do not award full vocational qualification can under certain conditions be counted towards the period of formal training required for a recognised occupation and lead to the award of a general education qualification. The *Berufsvorbereitungsjahr* at school and the *Berufsprüfungsjahr* at school enable young people as a rule to obtain a *Hauptschulabschluss*. The *Berufsprüfungsjahr* at school can, moreover, also be counted towards the period of formal training required for a recognised occupation.

Young people with social disadvantages, learning difficulties or handicaps and young people with migrant backgrounds with an inadequate command of German need special assistance in order to begin and successfully complete a course of training. Various possibilities exist to achieve this. Disadvantaged young people can, for instance, attend a *Berufsvorbereitungsjahr* at school [a year of pre-vocational training] aimed at preparing them for the requirements of in-company vocational training. In this context, the Standing Conference of the Ministers of Education and Cultural Affairs has passed recommendations on measures in vocational schools for young people requiring particular support in the acquisition of professional qualifications owing to learning difficulties. Or the disadvantaged young people can be supported by the Federal Employment Agency within the meaning of the Social Security Code III [*Sozialgesetzbuch III*]. These programmes are designed to provide preparation for vocational education and training to young people who have been unable to secure a training place, to provide parallel training assistance to young people who are currently undergoing in-company training or to provide young people with non-company vocational training. German courses are provided to help young people with migrant backgrounds.

Companies can convey training-relevant basic knowledge as well as initial vocational in-company experience to disadvantaged or less competitive young people by means of individual preparatory training courses and hence introduce them to in-company vocational training.

12.5. Guidance and Counselling in Early Childhood and School Education

Academic guidance

Counselling pupils on the choice of school career is, first of all, the responsibility of the schools themselves, e.g. when pupils move from primary to secondary schools [see chapter 6.2.], and when pupils choose their further school or training career following lower secondary education. The same also applies to opting for courses in the *Gesamtschule*

and the *gymnasiale Oberstufe*, i.e. the upper level of the *Gymnasium*. Such advice may be obtained from the pupil's teachers.

At the lower secondary level school career advice includes consultation not only on a possible switch to another school type and on which educational path to pursue, but also counselling pupils on the vocational qualifications offered by the education system [for information on counselling teachers, see chapter 10.3.]. The school guidance services also collaborate with local employment agencies to provide the pupils with vocational guidance.

School leavers with a higher education entrance qualification usually do not immediately seek employment. Those who do not take up studies at a higher education institution, may acquire vocational qualifications at various institutions of secondary or tertiary education [e.g. in the dual system, at *Berufsfachschulen* and *Berufsakademien*].

For school career advice at vocational schools, the information given on school career advice at general education schools essentially applies. At most vocational schools, preparation for working life [*Arbeitslehre*, *Wirtschaft-Arbeit-Technik* or *Arbeit-Wirtschaft-Technik*] is a subject in its own right.

Pursuant to the Vocational Training Act [Art. 76 Section 1 - *Berufsbildungsgesetz* - R78], the competent body shall provide support in the form of advice to the persons involved in vocational education and training preparation or initial vocational education and training. To this end, the competent body shall appoint training advisers.

Psychological counselling

School psychological services are either part of the school supervisory authorities at lower or middle level school administration, or they are separate institutions. They offer individual assistance using psychological diagnosis, counselling and treatment methods. They do so in collaboration with the pupil concerned and his/her parents and teachers. However, comprehensive counselling and, above all, therapy, may only be given with the consent of the parents and the pupil affected. Special data protection regulations apply to the way in which personal data [test results, counselling records etc.] is handled.

The reasons for seeking the help of the psychological service may be of various kinds, from learning difficulties and psycho-social problems to conflicts at school, uncertainty about the choice of the school career, etc. To provide effective assistance that tackles the problems at their root, school psychological services collaborate with other counselling services such as the school health service of the local public health office, the careers advice service at the employment agency, the counselling units of the public youth and welfare authorities, paediatricians, neurologists and psychiatrists.

School psychological services, however, do not only deal with individual cases. They advise teachers and schools on key issues with a psychological component like the assessment of performance, individual promotion and on conflicts. They may be involved in school pilot projects and help with in-service teacher training, particularly courses for counselling teachers [see also chapter 10.3.].

Career guidance

The employment agencies have careers information centres [*Berufsinformationszentren* - BIZ]. These are facilities where everyone facing career decisions can find information,

especially about training, different trades and professions and educational requirements, continuing education and labour market trends.

Vocational guidance offers for pupils exist in all Länder; in most Länder vocational guidance has now become a fixed part of the curricula and guidelines or regulations. In almost all Länder there are also supraregional or Land-wide offers for advanced vocational guidance agreed between the relevant ministries and the regional directorates of the Federal Employment Agency, and financed in part by the European Social Fund [ESF]. The advanced vocational guidance at general education schools incorporates inter alia information on professional fields, exploration of interests, establishment of aptitudes and skills, teaching of decision-making strategies, practical professional experience in companies, and improved reflection on aptitudes, interests and abilities.

Systematic skills profiling procedures [e.g. competence analysis, career choice passport [*Berufswahlpass*], skills passport, competence portfolio, *Profilpass*, etc.] are used in all Länder on an occasional basis or across-the-board for the individual support of pupils.

Since 2008, moreover, the Federation has been promoting vocational guidance measures in inter-company and similar vocational education and training centres. The Länder are supporting the programme through funding for investment in the modernisation of vocational training centres, for instance. Following a pilot phase, the vocational guidance programme of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] became permanent in June 2010. The support is directed at pupils aspiring to obtain a lower secondary school-leaving certificate as their highest qualification. It promotes an analysis of potential, which takes place as a rule at the end of grade 7, and workshop days in grade 8. During the analysis of potential pupils initially establish their preferences and competences. During the workshop days they then have the opportunity of learning about at least three vocational fields over a period of two weeks. For the 2013/2014 application round increased quality requirements have been included in the guidelines. The funds are being allocated to the Länder on a regional basis in line with the respective proportion of pupils leaving school without qualifications. The vocational guidance programme contributes to the *Bildungsketten* [educational chains] initiative of the BMBF, which also incorporates the nationwide use of career start advisors to accompany pupils in need of particular support. More detailed information on the *Bildungsketten* initiative is available in chapter 14.2.3.

Each local employment agency offers special careers consultations for secondary school leavers who have completed the *gymnasiale Oberstufe* [upper level of the *Gymnasium*].

12.6. Support Measures for Learners in Higher Education

Definition of the Target Group(s)

Students in special circumstances are, for instance, students with children, chronically ill students or students with disabilities.

Specific Support Measures

Under the Framework Act for Higher Education [*Hochschulrahmengesetz* – R119] and the Länder legislation on higher education [R124, R126, R129, R131, R133–134, R137, R139, R141, R143–144, R146, R147–150, R152, R155, R157, R160], the higher education institutions are responsible for ensuring that students with disabilities are not disadvantaged and can take up courses without assistance where possible. The examination

regulations must take account of the particular requirements of students with disabilities in order to ensure equal opportunities. Advocates representing the needs of students with disabilities, and lobbies for students with disabilities have an important function as an intermediary between the students and the higher education institution's governing boards. Most student support organisations [*Studentenwerke*] also offer advice for students with a disability or chronic illness. In April 2009 the German Rectors' Conference [*Hochschulrektorenkonferenz - HRK*] adopted a recommendation on study with a disability or chronic illness.

Information on support measures for students from low-income families may be found in chapter 3.3. on the financing of the tertiary sector.

Training programmes and programmes for gifted students have been expanded in recent years by special promotion opportunities for students with a migrant background. Access to financial assistance for students with a migrant background has been facilitated for instance through an amendment of the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz - BAföG*]. Private foundations are also increasingly becoming involved in supporting young people with a migrant background.

The promotion of underrepresented social groups in the education system is achieved through a number of measures which aim to overcome social obstacles and enable equal participation. At the level of the system as a whole these include, inter alia, efforts to ensure success at school for all social groups, or the implementation of the National Integration Plan [*Nationaler Integrationsplan*] adopted in 2007, which contains measures to promote young people with a migrant background at all stages of education and training and was substantiated in January 2012 through the National Action Plan for Integration [*Nationaler Aktionsplan Integration*]. The stipulations made in the context of the Federal Government's National Action Plan to implement the UN Convention on the Rights of Persons with Disabilities [*Nationaler Aktionsplan der Bundesregierung zur Umsetzung des Übereinkommens der Vereinten Nationen über die Rechte von Menschen mit Behinderung*] are also to be viewed in this connection.

In the higher education sector, measures to promote underrepresented social groups include the following:

- within the framework of the National Pact for Women in MINT [mathematics, IT, natural sciences and technology] professions [*Nationaler Pakt für Frauen in MINT-Berufen*], the share of new female entrants in natural science and technical professions is to be increased;
- the Network "Pathways to Study" [*Netzwerk "Wege ins Studium"*] is carrying out an information campaign to increase the propensity to study;
- the needs of students in special circumstances are to be considered in terms of admission to study, workload and examinations including, inter alia, as part of the accreditation of study courses and the system accreditation of entire higher education institutions;
- the financing of the additional costs which arise for students with disabilities in connection with study and living costs ["disability-related additional study needs"], is to be ensured by adapting the social security regulations to modern educational pathways;

- higher education institutions are to be made aware of the specific needs of students in special circumstances;
- study organisation should be made more flexible and part-time study programmes expanded;
- efforts will be made to further improve the Educational Credit Programme [*Bildungskreditprogramm*] of the Federation, so as to meet student needs even more effectively [see chapter 3.3].

12.7. Guidance and Counselling in Higher Education

Academic guidance

The Framework Act for Higher Education [*Hochschulrahmengesetz* - RI19] and the Higher Education Acts of the Länder [RI24, RI26, RI29, RI31, RI33-134, RI37, RI39, RI41, RI43-144, RI46, RI47-150, RI52, RI55, RI57, RI60] stipulate that institutions of higher education are responsible for providing subject-related advice accompanying a student's studies throughout the entire duration of their course.

The responsibilities of counselling in the higher education sector include the provision of information and advice for students and those applying for higher education on the content, structure and requirements of a course of study; it assists students during their complete course of study, and in particular on completion of their first year, by providing subject-related advice. Counselling tasks are divided among lecturers, who provide specialist guidance, and the student counselling office, which provides general guidance. The student counselling offices are also responsible for helping students cope with personal difficulties and for dealing with questions relating to their studies. In addition to lecturers and the student counselling offices, student bodies in each department also offer support and assistance relating to the individual subjects. In many cases special introductory seminars are held at institutions of higher education for future applicants. In providing counselling, higher education institutions are intended to cooperate in particular with the employment agencies responsible for careers advice and the offices responsible for the *Staatsprüfungen* [state examinations].

Some institutions and departments provide tutorials and refresher courses to students during their first semesters. These courses are conducted by undergraduate and research assistants and have the following functions:

- to furnish information about facilities, academic/scientific working methods, the structure of the course of study and examination requirements
- to help in overcoming difficulties understanding and learning the material and encourage self-study in study groups
- to provide long-term individual support and further social relations between students

The quality of the counselling and care programmes for all students, in particular for students in special circumstances and foreign students, is to be extended and assured. For foreign students, central administrative bodies such as international offices or international centres are as a rule the first points of contact at higher education institutions. Networking their central procedural knowledge with non-centralised advisory offices affiliated with the different university departments is important and essential to successful academic counselling. The establishment of posts for independent ombuds-

men, which are filled voluntarily, by professors for instance, should be promoted. These may also be service centres with an arbitration role.

Student support organisations [*Studentenwerke*] also play an important role in academic counselling. The institutions of higher education and student welfare organisations have set up a variety of independent offers especially for foreign students. These include special student counsellors, clubrooms, grants and service centres. Cooperation between academic counselling offices at the higher education institution and student support organisations should be promoted, for instance to enable problems encountered by foreign students to be resolved quickly, including with regard to their residence status. The Federal Foreign Office [*Auswärtiges Amt*] has for many years been financing various funding programmes of the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* - DAAD] providing general counselling and care services for foreign students at German higher education institutions. In addition, through various DAAD programmes, Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] funding has been used in recent years to develop and disseminate diverse pilot projects on the internationalisation of German institutions of higher education [e.g. PROFIS] and the integration of foreign students [e.g. PROFIN].

Psychological counselling

Students who have personal problems or learning difficulties can also consult student counselling offices and psycho-social counselling services of the student support organisations [*Studentenwerke*].

Career Guidance

According to the German Rector's Conference [*Hochschulrektorenkonferenz* - HRK], since the start of the Bologna Process increasing numbers of higher education institutions have set up so-called career centres or career services to support students in their professional orientation. At the end of 2011 there were around 100 such centres at German higher education institutions.

Career centres or career services inform and advise students in the transitional phase from study into their professional or academic career path. The specific offers can be varied and range from job application training to individual coaching. Mentoring programmes which bring together students and graduates who are already established in their career have proven particularly successful.

Career services can also help improve the practical relevance of the study programmes, by strengthening exchange between teaching and the working world. Specifically, this can take place through the processing of contemporary practical examples in lectures, and through in-company projects and final papers, employing skilled teaching staff from the professional sphere, or through practical training stages accompanied by teachers.

A third strand of the work of the career centres is to facilitate contact management between higher education institutions and employers, and to place trainees and graduates. Examples include traineeship and job boards, "career books" with portraits of graduates, and career fairs. Even in career planning for young scientists career centres can help ensure reliability and point to opportunities outside academia.

12.8. Support Measures for Learners in Adult Education and Training

Definition of the Target Group(s)

The target group of the National Strategy for Literacy and Basic Education [*nationale Strategie für Alphabetisierung und Grundbildung*] is functional illiterates.

Specific Support Measures

Within the scope of the national implementation of the Literacy Decade announced by the United Nations for the period up until 2012, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] has placed priority on research and scientifically-backed development projects for literacy and adult basic education. At the same time, within the scope of its responsibilities the BMBF supports the manifold activities of the Länder in the area of basic adult education. Together with appropriate partners, such as the Federal Employment Agency [*Bundesagentur für Arbeit*] and the Federal Office for Migration and Refugees [*Bundesamt für Migration und Flüchtlinge*], the Länder plan to develop and expand educational offers for migrants ranging from literacy up to career maturity [*Berufsreife*].

The *Volkshochschulen* [local adult education centres] make a significant contribution to improving the situation of people who cannot read or write.

Information on the National Strategy for Literacy and Basic Education in Germany, which was adopted by the Federation and the Länder in December 2011, can be found in chapter 14.2.2.

12.9. Guidance and Counselling in a Lifelong-Learning Approach

Academic Guidance

Within the framework of lifelong learning, educational guidance has become increasingly important in recent years. It is perceived as a prerequisite for the assurance of the individual right to education and creating more permeability and equal opportunities in the education system. Despite increased efforts, given the numerous institutions and competences and the different legal rules, educational guidance is still very heterogeneous.

Psychological Counselling

No information is available on psychological counselling for participants in continuing education.

Career Guidance

In its recommendations the Committee on Innovation in Continuing Training [*Innovationskreis Weiterbildung*] appointed by the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] called in 2008 for an integrative system of educational guidance covering all stages of learning and incorporating career advice. The Committee on Innovation recommends the following individual measures inter alia:

- increasing the transparency of guidance offers
- setting up and extending neutral guidance centres, and cross-educational/cross-provider guidance centres

- creating a uniform state financing basis
- improving quality management
- expanding educational guidance for small and medium-sized enterprises,
- professionalising staff
- introducing accreditation and certification

13. MOBILITY AND INTERNATIONALISATION

13.1. Introduction

Basic legislation

In the Federal Republic of Germany, governmental functions and responsibilities are divided between the Federation and the Länder. This is due to the federal principle which is laid down in the Basic Law [*Grundgesetz*, Art. 20, Paragraph 1 - R1]. For the educational sector, there is no explicit and comprehensive attribution of competence to the Federation. Therefore, educational and cultural legislation is primarily the responsibility of the Länder [see also chapter 1.3.]. The Federation, on the other hand, is responsible for foreign affairs and thus for cultivating international relations in the field of education [Art. 73, Paragraph 1 and Art. 32, Paragraph 1 and 2 of the Basic Law]. The responsibility of the Federation for foreign affairs, and the cultural sovereignty of the Länder have in the day-to-day routine established the necessity of a close cooperation based on partnership and mutual trust between the Federation and the Länder.

The rights of participation of the Länder in EU affairs are laid down in Article 23 of the Basic Law and in the Law on Cooperation between the Federation and the Länder in issues of the European Union of March 1993 [EUZBLG - R10]. Accordingly, the Federal Government has to take into account the statements of the *Bundesrat* on European Union issues when the legislative powers or administrative procedures of the Länder are affected by the proposals of the European Union [see also chapter 1.3.]. When legislative powers exclusive to the Länder in school education, culture or broadcasting are primarily affected, the federalism reform of 2006 [Federalism reform I] requires that the exercise of the rights belonging to the Federal Republic of Germany as a member state of the European Union is delegated to a representative of the Länder designated by the *Bundesrat*.

Cooperation through the Standing Conference

The extensive participation of the Länder in issues of foreign cultural policy, international cultural relations as well as European cooperation occurs through the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK]. The coordinating committee for this area is the Committee for European and International Affairs [*Kommission für europäische und internationale Angelegenheiten*]. The Committee deals with EU cooperation regarding issues of education, culture and research as well as with the educational and cultural activities of the Council of Europe. The committee develops common positions for all Länder which may be taken into account at an early stage in consultations by the Federation, other Länder conferences and the academic organisations. Furthermore, the Committee deals with basic questions of foreign cultural policy and coordinates the views of the Länder in order to achieve a joint statement. The members of the Committee discuss questions of bilateral foreign cultural policy, in which the Länder participate within the framework of cultural agreements as well as through other activities in the sphere of cultural exchange. In the multilateral sector, the Committee primarily deals with the participation of the Länder regarding issues of educational and cultural policy in the committees and specialist conferences of the UNESCO and the OECD. Within the framework of joint discussions, regular dialogue takes place with the Federation, particularly the Federal Ministry of Edu-

cation and Research [*Bundesministerium für Bildung und Forschung* – BMBF] and the Federal Foreign Office [*Auswärtiges Amt*].

Guidelines of foreign cultural and educational policy

With its foreign cultural and education policy the Federal Government is promoting key objectives of German foreign policy: it is supporting the process of European integration and contributing significantly, through intercultural dialogue, to crisis prevention, conflict solution and peace policy. Additionally, the Report of the Federal Government on Foreign Cultural Policy 2011/2012 names the following focuses for foreign cultural and educational policy:

- promoting the German language abroad
- promoting the global transfer of education and knowledge, and strengthening Germany's position as a centre of science and research
- cultural exchange and dissemination of German art and culture abroad
- contribution to crisis prevention, conflict solution and a policy of peace through intercultural dialogue
- prestige advertising for Germany and communication of a modern image of Germany

13.2. Mobility in Early Childhood and School Education

Lifelong Learning Programme

Since 2007 the joint programme of the European Union for education and mobility – the Lifelong Learning Programme – has been responsible for promoting the European exchange of teachers/lecturers and pupils/students and for cooperation between educational establishments throughout Europe.

In Germany the Educational Exchange Service [*Pädagogischer Austauschdienst* – PAD] of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* – KMK] is the national agency responsible for implementing the Lifelong Learning Programme in the schools area. As part of this the PAD conducts the COMENIUS sub-programme and its various measures [COMENIUS school partnerships, COMENIUS assistanceship grants, COMENIUS in-service training], which in 2009 were extended to include the measure COMENIUS-Regio. Under COMENIUS-Regio school authorities, schools and other stakeholders at local and regional level can cooperate with corresponding partners in another European region to handle topics and issues of mutual interest. Moreover, within the scope of the Lifelong Learning Programme the PAD ensures the placement of experts in education and vocational education and training for study purposes. Further information on the participation of Germany in the Lifelong Learning Programme is available on the PAD website [www.kmk-pad.org].

Pupil and student mobility

Personal contact is essential in deepening understanding of other cultures. Therefore, exchanges have been carried out for decades, often as part of formal school partnerships or cross-border regional cooperation programmes, which are carried out at Länder level, as well as coordinated by the PAD with funding from the Federal Foreign Office [*Auswärtiges Amt*] and the European Union, respectively.

In the school year 2012/2013, over 30,000 pupils participated in the exchange programmes of the PAD. In numerical terms, the largest group consists of the pupils who visit their partners in Germany or abroad and take part in school lessons within the framework of school partnerships. For a number of years these partnerships have been promoted with the USA, countries of central, eastern and south-eastern Europe, the Baltic states and with Israel and the autonomous Palestinian territories. Within the framework of the initiative “Schools: Partners for the Future” [*Schulen: Partner der Zukunft* – PASCH], since 2008 it has been possible to apply for grants for school partnerships with schools throughout the world. There is especially great interest here in partnerships with China, India, Ukraine and Turkey.

An agreement has been in place with France since 1986 on a medium-term individual pupil exchange incorporating a two to three-month stay in the partner country with a return visit from the exchange partner [BRIGITTE-SAUZAY Programme]. In addition, the one-year [six months in Germany, six months in France] exchange programme VOLTAIRE has been in existence since the school year 2000/2001. A growing number of exchange or cooperation schemes involving pupils and young people engaged in vocational education and training are being organised under the Lifelong Learning Programme of the European Union and the youth programme of the European Union YOUTH IN ACTION.

The European and international dimension is also promoted by the premium programme for teaching German as a foreign language to secondary school pupils, which is funded by the Federal Foreign Office and offered in some 90 states in the world, including all European countries. Pupils are invited to spend four weeks in Germany, they are offered a study programme in international groups in Köln, Bonn, Berlin and München; and they attend a two-week language course at a general school, live with host families and frequent regular lessons of their host brothers and sisters. They get to know German as a medium for international understanding; the intercultural and the European dimension are basic principles of teaching and regional studies. The premium programme is supplemented by various special programmes.

Additionally there are further individual exchange programmes at Länder level which are carried out together with partner schools abroad.

The Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* – BAföG – R81] funds, conditional on parental and own income, up to one year of study abroad by upper secondary level pupils at up to Euro 465 per month. This also applies to pupils who do not receive financing while attending school in Germany because they live, or could live, with their parents [Art. 2, Section 1 BAföG]. A supplement of Euro 250 each way may be paid for outward and return travel if the place of training is in Europe, or Euro 500 each way outside Europe. Both the monthly amount and the travel cost supplement are grants which do not have to be paid back.

Exchange programmes for trainees

The reform of the Vocational Training Act [*Berufsbildungsgesetz* – R78] passed in 2005 facilitated procedures for trainees to spend limited periods of their vocational education and training abroad. For the first time, periods of vocational education and training completed abroad are recognised as equivalent to those of vocational education and training in a recognised occupation in the German *duales System* [dual system].

Through the LEONARDO DA VINCI programme, part of the European Commission's Lifelong Learning Programme, the National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung - BIBB*] supports training placements abroad. The acquisition of international qualifications and linguistic and intercultural competences helps develop an international vocational expertise which is of growing importance to the labour market and individual career planning. The average length of training placements abroad is between five and six weeks. In Germany the number of placements abroad applied for and approved under the LEONARDO DA VINCI sub-programme has increased substantially over the previous year. In 2013, almost 16,000 grants were awarded within the framework of projects to trainees and pupils at *Berufsschulen* [part-time vocational schools].

The bilateral exchange programmes of the Federal Ministry of Education and Research in vocational education and training are aimed at cooperative measures that go beyond the EU programmes with partner countries of particular importance to Germany. The exchange measures are generally embedded in longer term partnerships between training companies, vocational schools, chambers and other professionals in vocational training and, in addition to the promotion of mobility of trainees and those responsible for vocational training, are also aimed at the development and testing of innovative vocational education and training models. The Federal Ministry of Education and Research is promoting bilateral exchange programmes with France, the Netherlands and Norway with the aim of intensifying cross-border collaboration in the field of vocational education and training. By establishing permanent cooperation structures and simultaneously strengthening cooperation between vocational education and training actors, vocational education and training experience is supported during vocational training. In 2012 a total of over 3,000 German participants were promoted within the framework of these programmes.

In 2011 information was provided for the first time on how many trainees and pupils of *Berufsfachschulen* [full-time vocational schools] complete a period abroad as part of their training. The study by the National Agency Education for Europe revealed that, in 2007 to 2009, on average 23,500 young people per year carried out a period abroad as part of their initial vocational training. Due to the increase in the number of participants, around 30,000 people are now taking part in the LEONARDO DA VINCI programme. As a result around four per cent of all trainees and pupils of *Berufsfachschulen* [full-time vocational schools] are mobile internationally as part of their initial training.

Teacher mobility

With regard to the European and international dimension of teaching, within training, further training and in-service training of teachers special importance is attached to experience acquired abroad. A large number of teacher training students are taking up the opportunity of spending a period of study abroad, whether by participating in a programme of the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst - DAAD*], an EU programme under the umbrella of the EU Lifelong Learning Programme, or through the programme for the exchange of foreign-language assistants operated by the Educational Exchange Service of the Standing Conference, in which aspiring foreign language teachers are exchanged with many EU countries [including France, the United Kingdom, Italy and Spain] and with Australia, New Zealand,

Canada, the United States, the Russian Federation, China, and since the 2012/2013 academic year, Mexico also.

The further and continuing education of teachers and other educational staff in the school sector is served by various bilateral work shadowing and exchange programmes under the auspices of the PAD, which are carried out with Belgium, France, the United Kingdom, Italy, Spain, the United States and China. Moreover, as part of the initiative “Schools: Partners for the Future” [*Schulen: Partner der Zukunft* - PASCH] of the Federal Foreign Office [*Auswärtiges Amt*], for example, further training measures and work shadowing programmes are implemented in Germany for foreign German teachers from central, eastern and south-eastern Europe, the Commonwealth of Independent States [CIS], Asia, Latin America and Africa. Teachers from all school types and levels can participate in these programmes. Other further training measures for German teachers abroad or foreign teachers in Germany are available under programmes offered by the European Union [Lifelong Learning Programme] and the Council of Europe, and through bilateral courses such as the German-French qualification programme for teachers at schools with bilingual teaching.

Other exchange programmes for teachers also exist at Länder level.

Exchange of vocational training staff

Vocational education and training staff play a key role in the internationalisation of vocational education and training in Germany. Through the LEONARDO DA VINCI sub-programme of the European Union’s Lifelong Learning Programme, therefore, the National Agency Education for Europe also supports training placements abroad for persons active in vocational education and training. In 2013, over 2,000 grants were awarded within the framework of the projects to vocational education and training professionals. Many vocational education and training institutions use the funding opportunities in this area in order to support the necessary staff development measures as part of their increasingly international orientation.

Programmes for Young Volunteers

Since 2009 the Educational Exchange Service of the Standing Conference has been providing funding, within the framework of the Federal Foreign Office’s international voluntary service “*kulturweit*” [“culture-wise”], to young volunteers from Germany for six or twelve months at German Schools abroad or at schools abroad at which the German Language Certificate [*Deutsches Sprachdiplom*] of the Standing Conference may be acquired. The schools are primarily in central and eastern European countries, with others located in Latin America, Asia and Africa. Depending on their prior knowledge and abilities the volunteers, who are between 18 and 26 years old, support the school offer there by, for instance, providing homework support, offering teaching projects on a wide range of subjects, becoming involved in school theatre, supplementing sport, art and music programmes, carrying out PR work or alumni work, etc.

In cooperation with the German-French Youth Office [*Deutsch-Französisches Jugendwerk* - DFJW], since 2012 the PAD has been organising a German-French voluntary service at schools. The target group and tasks comply with the voluntary service “*kulturweit*” [“culture-wise”].

13.3. Mobility in Higher Education

Learner and student mobility

Globalisation, the fact that Europe is growing closer together and the formation of a European Higher Education Area opens up new horizons for graduates. Good knowledge of foreign languages and personal experience of both the economic and social conditions and the culture and mentality of other countries are nowadays regarded as basic requirements for graduates in many sectors of the labour market. It is this trend that has prompted the development of EU programmes to promote cooperation in higher education and student mobility and also the national, regional and bilateral initiatives that provide incentives for study/placements abroad and fund and develop new courses of study. National initiatives include, amongst other examples, the increased promotion of study abroad and in particular of a full course of study in another EU country as part of the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* - BAföG - R81] and likewise special support programmes implemented by individual Länder.

The number of German students studying at higher education institutions abroad is continually increasing. Compared to the total number of German students studying in Germany, the share rose from 2 per cent in 1991 to almost 6.4 per cent in 2010. The most popular destinations in 2010, as in the year before, were Austria, the Netherlands, the United Kingdom, Switzerland, the United States and France. These six nations together hosted three quarters [75.3 per cent] of German students studying abroad. The member states of the European Union accounted for more than two thirds [70.7 per cent] of German students abroad, while a further 12.7 per cent went to other European countries. 8.5 per cent of German students abroad opted for the Americas, 4.2 per cent for Asia and 2.8 per cent for Australia and Oceania. Compared to 2009 the number of German students studying at higher education institutions abroad has increased by 9.0 per cent.

In Germany, the task of promoting relations between higher education institutions and foreign countries through the exchange of students and academics is the responsibility of the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* - DAAD], a self-governing organisation of German higher education institutions. The programmes of the DAAD to promote internationalisation at German higher education institutions aim at creating the organisational and financial framework for studies/ a placement abroad, international cooperation and the establishment of strategic partnerships between higher education institutions as well as further development of courses of study and higher education qualifications. Furthermore, the measures already carried out shall be incorporated into a strategy for internationalisation involving the entire institution of higher education.

The various programmes mainly serve to provide individual grants for German and foreign students and graduates as well as for academics and researchers. In this regard, growing importance is being attached to exchange schemes with higher education institutions in central, eastern and south-eastern Europe, as well as in states of the former USSR outside Europe. Therefore in 2002, the initiative *Go East* was started which, besides awarding grants, also has the objective of attracting German students to a period of study at higher education institutions in central and eastern Europe as well as in the Commonwealth of Independent States [CIS]. With the “go out! study worldwide” [*go out! studieren weltweit*] campaign launched in 2006 by the Federal Ministry of Education and

Research [*Bundesministerium für Bildung und Forschung*] and the DAAD to promote motivation for studying abroad, other regions of the world were also included in the advertising measures. The campaign aims to raise the numbers of German students completing study-related placements abroad significantly. The DAAD programme “Welcome to Africa”, which is also supported by Federal Ministry of Education and Research funding, promotes student mobility between German and African nations inter alia.

The DAAD also promotes international study and training partnerships [*Internationale Studien- und Ausbildungspartnerschaften – ISAP*], which provide for the exchange of students as part of subject-specific partnerships. Under these schemes a German lecturer organises a period abroad lasting a semester or a whole year at a foreign higher education institution for a group of students. This period abroad is fully recognised by the German higher education institution. The programme Integrated International Study Courses with a Double Degree [*Integrierte internationale Studiengänge mit Doppelabschluss*] is promoting new study courses at universities and *Fachhochschulen* which award a double degree or a joint degree following a degree course which is partly completed in the German higher education institution and partly in the foreign higher education institution.

The new *Bachelor Plus* programme launched in 2009 is geared to German higher education institutions which plan to develop a new four-year Bachelor study course with an integrated year abroad, or to develop an existing short study course into a four-year Bachelor study course with an integrated year abroad. Further information on these programmes may be found on the websites www.daad.de/isap, www.daad.de/doppelabschluss and www.daad.de/bachelorplus.

Through the programme for increasing the mobility of German students [*Programm zur Steigerung der Mobilität von deutschen Studierenden – PROMOS*] German higher education institutions are able to decide their own specific focuses for the outward mobility of their students and to promote them with grants for up to six months abroad. Through the programme set up in 2010 with funding from the Federal Ministry of Education and Research, in 2012 10,310 grants were awarded by 279 institutions of higher education. This is an increase of around 38 per cent on the previous year. More information on the programme can be found on the DAAD website [www.daad.de/promos].

As part of the ERASMUS action scheme within the Lifelong Learning Programme, amongst other things the outward mobility of students [study or work placement], is promoted. Promotion is subject to cross-border higher education agreements and the commitment that the achievements accomplished abroad will be recognised by the higher education institution at home. In Germany, the German Academic Exchange Service is responsible for the implementation of the ERASMUS programme. As part of the ERASMUS programme in 2011/2012 a total of 27,593 students from Germany were given funding for a period of study abroad and 5,770 students for a work placement abroad. This is an increase of 10 per cent and 13 per cent respectively on the previous year. Further information is available on the internet [<http://eu.daad.de>].

Grants for periods of study abroad are also provided under the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz – BAföG*] [see also chapter 3.3.]. The international mobility of students has been reinforced since 2007 by an amendment of the Federal Training Assistance Act which inter alia abolished the orientation phase prior to commencing study in another country that had hitherto been obligatory. Since then

students have been able to receive assistance under the Federal Training Assistance Act for a full course of study in a member state of the European Union or in Switzerland. Furthermore, financial assistance is provided for practical training and studies of limited duration inside and outside of Europe.

Teacher mobility

In its “Strategy for the Internationalisation of Science and Research” [*Strategie zur Internationalisierung von Wissenschaft und Forschung*] from 2008, the *Bundesregierung* emphasises that the international mobility of German scientists and researchers must be strengthened. In foreign educational and cultural policy, special importance is attached to exchange measures in the sector of research and higher education institutions. The exchange of individuals takes place under grant programmes for lecturers and other higher education staff which are predominantly organised by the DAAD. Evaluation of international exchange programmes is generally performed by independent agencies or experts. Statistics on the international mobility of scientists and researchers may be found in the publication *Wissenschaft weltoffen* [www.wissenschaftweltoffen.de/index_html?lang=en].

Within the framework of the European Union ERASMUS programme the DAAD, as the National Agency, also promotes the outward mobility of lecturers and other higher education staff. In the 2011/2012 academic year a total of 3,138 study-periods abroad were funded for teaching purposes and 827 trips for continuing education purposes. Compared to the previous year this was an increase of 5 per cent and 24 per cent respectively. More information may be found on the Internet [<http://eu.daad.de>].

13.4. Mobility in Adult Education

Learner Mobility

As a sub-programme of the European Lifelong Learning Programme, the LEONARDO DA VINCI programme for initial and further vocational education and training shall contribute by means of promoting cross-border collaboration to the development of quality and innovations, as well as to intensifying the European dimension in initial and further vocational education and training. In particular, the programme includes the promotion of the mobility of trainees and instructors, as well as innovation projects. The GRUNDTVIG adult education sub-programme aims to provide facilities and institutions as well as their teachers and learners of all age groups and levels of society with new knowledge on the European dimension of their subjects and fields of work. In Germany, the National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB] is responsible for the implementation of LEONARDO DA VINCI and GRUNDTVIG [www.na-bibb.de].

Through the LEONARDO DA VINCI sub-programme of the European Union’s Lifelong Learning Programme, the National Agency Education for Europe also supports training placements abroad for employees, the unemployed and graduates of higher-education institutions. The placements abroad provide, as part of continuing vocational education, international professional qualifications and linguistic and intercultural skills. In 2012 2,100 grants were awarded within the framework of this project. Many projects are available to this target group facilitating individual access to financial support [so-called pool projects].

Enhancing Germany's international competitiveness in the field of initial and continuing vocational training is one key element of the *Konzertierte Aktion Internationales Marketing für den Bildungs- und Forschungsstandort Deutschland* [Joint Initiative on "International marketing to promote study, research and training in Germany"]. In addition to higher education and research, initial and continuing vocational training is the third pillar of the action campaign. The information and guidance centre *International Marketing of Vocational Education* [iMOVE] within the Federal Institute for Vocational Education and Training is to support the international marketing for what Germany has to offer in the field of initial and continuing vocational training with suitable measures. In December 2003, the data base on continuing education iMOVE went online: iMove offers a central tool for informing persons from other countries in several languages about German providers of initial and continuing vocational education and training [www.imove-germany.org].

Teacher and Trainer Mobility

Teacher mobility is also supported within the framework of LEONARDO DA VINCI and GRUNDTVIG. More detailed information is available in chapter 13.2.

13.5. Other Dimensions of Internationalisation in Early Childhood and School Education

Global and Intercultural Dimension in Curriculum Development

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK] first presented its general outlines on the European dimension in the school system in June 1978 in its Recommendation "Europe in the classroom" [*Europa im Unterricht*], which was amended in December 1990. In May 2008, against the background of developments in Europe, the Standing Conference adopted an update to the Recommendation under the title *Europabildung in der Schule* [educating about Europe in schools]. Under the amended version the school has the task, by addressing key aspects and content of European history and the process of European integration, of developing skills and attitudes which contribute to a successful life in Europe. Pupils should

- develop an understanding of the geographical diversity of Europe with its physical, social and economic structures
- compare and evaluate the political and social structures of Europe against the background of its similarities and differences
- assess the importance of the functions and procedures of European institutions
- examine the influential historical forces in Europe, especially the development of European legal and political thinking and the ideal of freedom, and draw conclusions about current developments and personal courses of action
- appreciate the lines of development, features and evidence of a common European culture notwithstanding its diversity and be prepared to defend them
- recognise the cultural richness which the linguistic diversity of Europe represents
- appreciate the history of European thinking and the efforts made towards integration by the states of Europe

- recognise the need for the balance of interests and joint action in Europe to resolve economic, environmental, social and political problems within the European states and beyond
- develop an awareness of and willingness for the mobility essential in a Europe which is growing closer together, in study, training and work
- be aware of the importance of their own commitment to a democratic Europe and a peaceful world

All subjects should, as a rule, contribute to the development of the European dimension in teaching and education. Primarily these topics are integrated into subjects of a social and economic nature and into German and foreign-language lessons. A range of specific goals and topics as well as information about suitable subjects, useful forms of work and desirable attitudes have been included into the education plans and curricula of the various school types and levels. Interdisciplinary and multilateral projects and school competitions, exchanges and school twinning projects, as well as the exchange of teachers and foreign language assistants, can be used to develop the European dimension. Within this framework, greater importance is attached to the new information technologies, which permit encounters, collaboration and exchange. The great importance of European issues is also reflected in school books. In addition, the Institutes for School Pedagogy of the Länder and the Central Offices of the Länder for Civic Education [*Landeszentralen für politische Bildung*] have produced recommendations and also material packs for teachers.

In order to develop the European learning theme further, the recommendation adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder proposes, among other measures, the following:

- implementing the recommendation of the Standing Conference on *Europabildung in der Schule* [educating about Europe in schools] when amending curricula and educational standards
- implementing pilot projects to promote *Europabildung in der Schule* in classroom teaching and school
- taking the European dimension of foreign language skills into account in teacher training,
- implementing further and continuing training measures for teaching staff on the theme “Europe” and on the European dimension in classroom teaching
- upholding the test criterion “European dimension in classroom teaching” when approving teaching and learning materials
- promoting and applying the Common European Framework of Reference for Languages [CEFR] and the European Language Portfolio [ELP]
- promoting bilingual teaching
- promoting project work on European themes and with European school partners

For a few years now, German pupils and teachers have increasingly taken up the opportunities provided by the Lifelong Learning Programme for the acquisition of subject-specific, methodical, linguistic and intercultural competences.

FOREIGN-LANGUAGE TEACHING makes a key contribution when it comes to learning about European neighbours and Europe’s common cultural legacy. It cultivates a will-

ingness and an ability to communicate whilst imparting intercultural and linguistic and communication skills. Great importance has traditionally been attached to foreign-language teaching in Germany and in recent years teaching of foreign languages has been both intensified and diversified.

In all Länder, foreign language teaching is already firmly established in the curriculum of the primary schools as compulsory subject in grades 3 and 4 [see chapter 5.3.]. This is partly in the form of cross-border regional projects to promote cooperation between schools. Foreign-language teaching, including terminology related to the professional field, is being stepped up at vocational schools. The number of pupils learning the less common foreign languages of Italian and Spanish has increased appreciably over the last years, and Danish, Dutch, Polish and Czech are taught in the relevant neighbouring regions. Bilingual educational courses in the lower and upper secondary levels and in some cases even at primary level have been established in several Länder or are still at the pilot stage. These forms of education place increased emphasis on foreign-language teaching and involve foreign-language tuition mainly in social sciences subjects. The report *Concepts for Bilingual Teaching – Field report and proposals for further development [Konzepte für den bilingualen Unterricht – Erfahrungsbericht und Vorschläge zur Weiterentwicklung]* of the Standing Conference of April 2006 evaluates the concepts of the Länder for bilingual teaching and the experience gained so far. Further, this report is to serve as basis for proposals regarding the further development of bilingual teaching as well as of foreign language instruction in general. In December 2011 the Standing Conference adopted recommendations to strengthen foreign language skills [*Empfehlungen zur Stärkung der Fremdsprachenkompetenz*]. More information can be found in chapter 14.2.2.

The bilingual Franco-German course of education in which pupils aim to attain both the German *Allgemeine Hochschulreife* and the French *Baccalauréat* is a special variant of this bilingual concept, and is currently on offer at ca. 60 German schools. The offers are to be expanded. The Franco-German cooperation programme *Language proficiency for partnership*, adopted in 1997, which focuses on everyday communication and communication at work, aims to make learning the partner country's language more attractive to pupils in the lower and upper secondary levels and to make it something that is more easily accessible. The joint German-French history book, the first volume of which is used in two otherwise identical French and German language versions in the upper levels of both countries as from the school year 2006/2007, is an outstanding example of this cooperation. In April 2008, the second volume of the joint school book was presented.

Comparable developments also exist in educational cooperation with Poland. In January 2011 a committee was set up to promote educational cooperation between the two states; it is expected to develop proposals on how to develop the potential of German-Polish partnerships in the school sector.

As part of the Committee on Innovation in Continuing Training [*Innovationskreis berufliche Bildung*], in 2007 the Federal Government and the social partners in 2007 set out guidelines for the sustainable organisation of vocational education and training. The opening up of the national vocational education and training and further training rules to Europe was viewed as an important instrument to this end in safeguarding internationally sustainable qualifications. Courses of education which provide additional inter-

national qualifications are therefore particularly desired by all partners involved in vocational education and training. Searches to find relevant courses can be made in the database *AusbildungPlus* [www.ausbildungplus.de] for instance.

Partnerships and networks

In 2008 the Federal Foreign Office [*Auswärtiges Amt*] launched the initiative “Schools: Partners for the Future” [*Schulen: Partner der Zukunft*]. In 2010 the initiative already covered a network of 1,500 partner schools abroad at which German is taught to a significant degree. In 2013 the partner school network is to be expanded to 1,800 schools. The aim is to promote pupils’ interest in Germany and the German language, particularly in the key regions Asia, the Near East and the Middle East, and Central and Eastern Europe, and to win teachers, parents, head teachers and education authorities over to committing themselves to the German language and its permanent integration in the education system. An important instrument for networking partner schools more firmly with each other and with schools in Germany is the website of the initiative [www.pasch-net.de], which serves as the central interactive platform of the PASCH network. The Federal Foreign Office coordinates the partner schools initiative and is implementing it in cooperation with the Central Agency for Schools Abroad [*Zentralstelle für das Auslandsschulwesen - ZfA*], the *Goethe-Institut*, the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst - DAAD*] and the [Educational Exchange Service [*Pädagogischer Austauschdienst - PAD*]] of the Standing Conference. Partner schools include German schools abroad, schools in the national education systems of partner countries which offer the German Language Certificate [*Deutsches Sprachdiplom - DSD*] of the Standing Conference. The German Language Certificate enables holders to study at a German higher education institution. Schools wishing to introduce or build on their German language-teaching are also part of the network. The PAD is responsible for opening up partner-school access to schools in Germany. Long-term school partnerships are intended to make a contribution to promoting the teaching of German at foreign schools, and promote interest in modern Germany and its society. Targeted placement measures and a virtual marketplace for school partnerships [www.partnerschulnetz.de] have facilitated the development of numerous partnerships with schools abroad.

13.6. Other Dimensions of Internationalisation in Higher Education

Global and Intercultural Dimension of Teaching

Higher education institutions are committed in many different ways to strengthening the international dimension and are supported in their efforts by the Federation and the Länder and by intermediary organisations, including the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst - DAAD*] and the Alexander von Humboldt Foundation [*Alexander von Humboldt-Stiftung*] as well as the German Rectors’ Conference [*Hochschulrektorenkonferenz - HRK*]. Of note are the intensive efforts to expand English-language study courses, the setting up of international study courses and study courses leading to a double degree or a joint degree, the establishment of international study and training partnerships, the formation of Bachelor’s study courses with integrated periods abroad, the creation of international doctoral programmes and strategic international higher education partnerships, and the employment of foreign guest lecturers. In order to facilitate academic recognition between European partner

institutions of higher education and promote the mobility of students, the European Credit Transfer System [ECTS] has been introduced in Germany. The ECTS is to be applied to all consecutive study courses. The ERASMUS programme requires the signature of learning agreements which agree a programme of study between the home university, the host university abroad and the student. The *Diploma Supplement* serves the better acceptance abroad of qualifications and degrees awarded by higher education institutions; this was developed from a joint initiative of the EU, the Council of Europe and UNESCO in Germany in 1999. It is generally written in English. The higher education institutions award a *Diploma Supplement* to almost all graduates of Bachelor's and Master's study courses, while graduates of diploma and state examination study courses receive the *Diploma Supplement* on demand.

European and international courses of study are characterised by being based on a study concept that, from the outset, includes an international dimension and involves one or several periods of study at a foreign higher education institution as a compulsory component of the course. Some higher education cooperation schemes and exchange programmes have been developed by the higher education institutions involved to such an extent that foreign degrees are awarded as well as German degrees [double degree or joint degree]. The course and examinations are conducted according to a curriculum and examination schedule which has been agreed on between the partner institutions. In the winter semester 2012/2013, more than 245 first degree courses of study leading to international double degrees are on offer at German higher education institutions.

A growing number of higher education institutions are offering a range of European-oriented special graduate study courses, especially in law, economics and engineering.

An overview of the international degree courses is included on the website of the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst - DAAD*] [<https://www.daad.de/deutschland/studienangebote/international-programs/en/>]. All in all, according to the Higher Education Compass of the German Rectors' Conference German higher education institutions in Germany offer around 950 international first degree and special graduate courses of study. In this way, German institutions of higher education are continuing to play their part in the process of enhancing Germany's international competitiveness in the field of higher education. The DAAD programme "Study Programmes of German Higher Education Institutions Abroad" which has been promoted since 2001, also contributes towards this. The programme provides for the development of curricula modelled on German study programmes in cooperation with local partners. Amongst other things, these offerings contribute to winning highly qualified doctoral candidates for German higher education institutions. Furthermore, the Federation and the Länder in cooperation with the academic organisations [DAAD, HRK] have established an international image campaign which since 2008 has been continued by the DAAD and the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung - BMBF*] under the roof of the initiative "Germany - Land of Ideas." The DAAD established the consortium GATE-Germany for international marketing for higher education institutions in cooperation with the German Rectors' Conference and in consultation with scientific organisations and the partners in politics and economy.

To facilitate improved care and integration of foreign students, doctoral students and academics in German, in recent years new service centres [e.g. welcome centres] have

been established, as have different general, academic and social offers. With a view to a targeted recruitment of skilled employees these offers and structures for the large number of foreign and doctoral students are to be increased and expanded. This involves in particular the stage of orientation and preparation, the observation of the course of study, and also offers facilitating the transition from study to work.

The *Graduiertenkollegs*, or graduate colleges, of the German Research Foundation [*Deutsche Forschungsgemeinschaft* - DFG] are becoming increasingly attractive for foreign doctoral students. The proportion of such students at the *Graduiertenkollegs* is considerably higher than in other forms of doctoral study programmes. There is also international demand for the International Doctoral Programmes of the DAAD, the International Max-Planck Research Schools, Graduate Schools, and the graduate schools [*Graduiertenschulen*] for the promotion of young scientists that are promoted as part of the Excellence Initiative.

Partnerships and networks

The Franco-German University [*Deutsch-Französische Hochschule* - DFH] is an association of German and French members with its own legal personality and secretariat in Saarbrücken. The aim of the DFH is to strengthen the collaboration between Germany and France in higher education and research. It supports the establishment of joint integrated study courses and awards grants to participants. In the 2012/2013 academic year the DFH offered 154 integrated binational and trinational study courses in different disciplines. In the 2012/2013 academic year around 5,500 students were registered at the Franco-German University.

Alongside the DFH, which acts at national level, the Länder also offer networks coordinating student exchange and research cooperation.

With the new DAAD programme “Strategic Partnerships and Thematic Networks” [*Strategische Partnerschaften und Thematische Netzwerke*] German higher education institutions are given support in developing strategic partnerships and thematic networks with one or more selected higher education institutions abroad, so as to strengthen their international profile. The programme promotes partnerships with different focuses which are funded by Federal Ministry of Education and Research financing over a period of four years. At the start of 2013, out of 117 applications it was possible to promote 21 projects.

13.7. Other Dimensions of Internationalisation in Adult Education and Training

Global and Intercultural Dimension in Curriculum Development

There is no information at present on policy initiatives relating to the global and intercultural dimension of curriculum development in the field of general and vocational adult education.

Partnerships and networks

Promoting international cooperation and initiating collaboration and business relations in in-company vocational training and vocational further education is the aim of the centre International Marketing of Vocational Education [iMOVE] of the Federal Ministry for Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF],

which is based within the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* – BIBB] in Bonn. iMOVE supports primarily small and medium-sized educational enterprises with the strategic planning and implementation of their commitments abroad through extensive service provision. This includes publications, a website in seven languages, seminars and conferences, and trips by delegations. With its brand “Training – Made in Germany” iMOVE also carries out publicity abroad for German competence in initial and continuing vocational education and training. Key countries and regions for iMOVE activities in 2012 included the Arab states, India, Russia and Latin America.

13.8. Bilateral Agreements and Worldwide Cooperation

Bilateral Agreements

The traditional exchange programmes for pupils, foreign language assistants and teachers of the Educational Exchange Service [*Pädagogischer Austauschdienst* – PAD] of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] are for the most part based on bilateral agreements on cooperation in the cultural and educational sector. With regard to international contacts and the international education in schools, the PAD is partner of the Ministries of Education and Cultural Affairs and the Senate Departments of the Länder. Furthermore, with regard to the implementation of foreign cultural and educational policy, the PAD is partner of the Federal Foreign Office [*Auswärtiges Amt*]. To promote cooperation between two states in the field of school education, the PAD is working closely together with the bilateral youth offices and contact points and also participates in numerous commissions and committees.

In the field of vocational education and training, bilateral collaboration is particularly promoted with countries whose innovative system of vocational education and training is of particular interest to Germany or that have a high interest in the German education and training system. The Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] has established bilateral working groups with selected countries, such as France, Austria, Norway, Russia, Israel and Turkey, for the organisation and control of political cooperation in vocational education and training. In a Joint Statement in October 2004, Germany and France agreed on the general comparability of qualifications in the field of vocational training. The joint statement marked the end of the previous lengthy recognition procedures for individual vocational training qualifications. In 2005, the Federal Ministry passed an identical Joint Statement with Austria.

To support European partner countries which are affected by particularly high youth unemployment as a result of the financial crisis, in December 2012 the Federal Ministry of Education and Research signed a memorandum on cooperation in vocational education with the countries Greece, Italy, Latvia, Slovakia and Spain. In close cooperation with the European Commission this is intended, on the one hand, to promote cooperation at European level on youth employment by promoting business-oriented training and, on the other, to identify country-specific starting points for joint pilot projects.

In addition the Federal Ministry of Education and Research has been maintaining for many years close cooperative relationships in vocational training, inter alia through

partnerships with ministries in China, India, Israel, Russia and South Africa, which are continuously being expanded.

To implement the initiatives, in 2012 the Federal Ministry of Education and Research initiated the establishment of a central office for international cooperation on vocational training of the Federal Government in the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB]. The central office assumes inter alia the role of an administrative office for the Round Table on international cooperation on vocational training, in which all departments involved in international cooperation on vocational training coordinate under the auspices of the Federal Ministry of Education and Research.

Cooperation and Participation in Worldwide Programmes and Organisations

With the Copenhagen Declaration of November 2002, the ministers responsible for education together with the European social partners defined specific areas and steps for intensifying European collaboration in vocational training. Germany has played an active and key role in the Copenhagen Process from the start and is represented in all important working groups that were set up in order to implement the process. The working groups achieved four key results:

- a uniform framework for the transparency of qualifications and skills [EUROPASS]
- joint European principles for the identification and validation of learning results that have been achieved either non-formally or informally
- a joint European qualification framework [EQF - European Qualifications Framework]
- principles of a basic model for a credit transfer system for vocational education and training [ECVET - European Credit Transfer System for Vocational Education & Training]

The framework concept EUROPASS combines existing documents and certificates. The individual documents are:

- EUROPASS CV
- EUROPASS Certificate/Diploma Explanation [for vocational education and training degrees]
- EUROPASS Mobility [previously: Europass vocational education and training]
- EUROPASS Diploma Supplement [for higher education degrees]
- EUROPASS Language Portfolio.

The EUROPASS was introduced throughout Europe in 2005. The National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB] has been appointed as the National EUROPASS Centre [NEC] in Germany. The NEC awards the EUROPASS Mobility in the field of vocational education and training and adult education. Issuing agencies of the EUROPASS Mobility are the Educational Exchange Service [*Pädagogischer Austauschdienst* - PAD] of the Standing Conference of the Ministers of Education and Cultural Affairs for the school sector, the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* - DAAD] for the higher education sec-

tor as well as trade organisations and social partner organisations for vocational training. More detailed information is available on the internet [www.europass-info.de].

In 2013 the European Skills Passport was introduced. This is an electronic portfolio in which users can collect EUROPASS documents and other documents such as certificates, assessments and references, and present them clearly. The documents collected in the Skills Passport may be attached to the EUROPASS curriculum vitae.

As a further objective of the Copenhagen Declaration in 2002 European cooperation was established in the field of quality assurance. In August 2008, as part of the extension of a European network for quality assurance in vocational education and training, the German Reference Agency for Quality Assurance in Vocational Education and Training [DEQA-VET] was founded. It is part of the European Network for Quality Assurance in Vocational Education and Training EQAVET and is based at the Federal Institute for Vocational Education and Training in Bonn. In 2010 EQAVET replaced the ENQA-VET network which existed from 2005 to 2009 and was largely supported by the Member States on a voluntary basis.

Further major impulses for the internationalisation of German higher education institutes are provided by the Bologna Process. The Bologna Process was introduced in 1999 with the aim of creating a European Higher Education Area by 2010, characterised by a free mobility to be achieved through the transparency and compatibility of consecutive study structures, networked quality assurance systems and the mutual recognition of academic achievements and qualifications. The objectives of the Bologna Process correspond with the reform efforts of the Federation and the Länder in the higher education sector.

In April 2012 the higher education ministers of the now 47 Bologna signatories met in Bucharest to carry out a provisional appraisal and set future focuses. Investments in education are regarded as an important means of addressing the financial crisis. A focus of the coming year will be strengthening the international mobility of students. To strengthen mobility the ministers in Bucharest adopted the Mobility Strategy 2020, in which they emphasise the importance of mobility for the future prospects of young adults in Europe, and call on the Bologna signatory states to develop national higher education institution internationalisation strategies. Germany fulfilled this request in 2013 [see chapter 14.3]. The signatory states also plan to dedicate themselves increasingly to the quality of study and teaching. At Germany's initiative the ministers reaffirmed the comprehensive educational mission of the higher education institutions: the development of intellectual independence and power of judgment, and personality development, are to be specifically promoted through the Bologna Process. The Final Communiqué emphasises, moreover, the need to promote young adults from non-academic family backgrounds and encourage them to enter higher education.

In implementing the Bologna Process, Germany has achieved clear progress over past years. The number of German students abroad has risen from just less than 115,500 in 2009 to 126,600 in 2010. The share of consecutive study courses for Bachelor's and Master's qualifications on offer at German higher education institutions has increased from 85 per cent in the winter semester 2011/2012 to 87 per cent in the winter semester 2012/2013. As early as 2005, the German Rectors' Conference, the Standing Conference and the Federal Ministry of Education and Research presented a Qualifications Framework for German Higher Education Degrees [*Qualifikationsrahmen für deutsche*

Hochschulabschlüsse. In December 2006, the Standing Conference and the BMBF, as part of the national report on the implementation of the Bologna Process in Germany, passed a National Action Plan for the recognition of foreign qualifications [*Nationaler Aktionsplan zur Anerkennung ausländischer Qualifikationen*]. In December 2008, a National Action Plan for the social dimension was resolved. More detailed information on the realisation of the targets of the Bologna Process in Germany can be found in the national report on the implementation of the Bologna Process for the period from 2009 to 2012.

The German Bologna Follow-Up Group advises on the current developments and practical problems associated with the implementation of the Bologna Process. This group consists of representatives of the Federation, the Länder, the German Rectors' Conference, the German Academic Exchange Service, students, the Accreditation Council [*Akkreditierungsrat*], the social partners and the German Student Services Association [*Deutsches Studentenwerk*]. The BolognaNet [www.bolognanet.hrk.de] and the follow-up project "nexus" [www.hrk-nexus.de] of the German Rectors' Conference as well as the team of Bologna experts that is coordinated by the DAAD [<http://eu.daad.de/eu/bologna/experten/de/>], support the higher education institutions in the further implementation of the Bologna Process.

Germany ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region [Lisbon Convention], which was resolved on 1 April 1997, on 1 October 2007. The Convention provides for the simplified recognition of foreign coursework and qualifications and aims on the one hand at recognition for the purpose of higher education admission and on the other at the assessment of higher education qualifications for the purpose of entering the German labour market. The higher education institutions are responsible for recognition for the purpose of higher education admission, for admission to further study courses and for the crediting of specific courses and examinations. The right to carry titles conferred by foreign higher education institutions is regulated by the Land higher education laws. Information on this is distributed by the Länder education ministries. Holders of foreign higher education qualifications can apply to the Central Office for Foreign Education [*Zentralstelle für ausländisches Bildungswesen – ZAB*], based in the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder, for an assessment of their degree. An administrative fee currently amounting to Euro 100 is charged for this assessment. Information on this and on the recognition of foreign vocational qualifications is available on the new Federal Government website "*Recognition in Germany*" [<http://www.anerkennung-in-deutschland.de/html/en/>].

The Central Office for Foreign Education is the competent information and expert body for the rating and ranking of foreign school and university certificates in the Federal Republic of Germany. On an international level the ZAB cooperates closely with the national centres of equivalence in the countries of the European Union [NARIC], the European Council and UNESCO [ENIC] and is the national information point designated by the Federation for questions of recognition as part of the EU Directive on the recognition of professional qualifications. Through the *anabin* database the ZAB provides information on the education systems of around 180 countries. The data ranks almost 25,000 foreign education certificates and is open to the public. For authorities a password-protected area is available.

Both as part of further education monitoring, in the Adult Education Survey for instance, and also with respect to European further education networks such as the European Association of Regional & Local Authorities for Lifelong Learning, the European and international dimension of further education is becoming increasingly important. This applies to the sphere of competence of the Federation as well as that of the Länder.

14. ONGOING REFORMS AND POLICY DEVELOPMENTS

This chapter provides an overview of recently resolved reform measures at the level of cross-Länder agreements and the level of the Federation.

There is a consensus that, in light of demographic changes in Germany, and with a view to the emerging need for skilled workers, great efforts must be made to develop the German education system in the years ahead. This is especially true of the interfaces between early-childhood education, school, vocational education and training and higher education. With the Qualification Initiative for Germany “Getting ahead through education” [*Aufstieg durch Bildung*], the Federation and the Länder in October 2008 agreed a common catalogue of objectives and measures which addresses all areas of education from early-childhood education through to continuing vocational training:

- education is to have top priority in Germany
- every child should have the best possible starting conditions
- everyone should be able to gain school-leaving and vocational qualifications
- everyone should have the opportunity to get ahead through education
- more young people should take a degree course
- more people should be filled with enthusiasm for scientific and technical vocations
- more people should take advantage of the opportunity for continuing education

Within the scope of the Qualification Initiative for Germany, the Federal Government and the Länder aim to halve the number of adolescents leaving without qualifications from a national average of 8 per cent to 4 per cent and of young adults without vocational qualifications who are capable of undergoing training from 17 per cent to 8.5 per cent by the year 2015. Furthermore it is the joint aim of the Federation and the Länder to increase the percentage of new students to a national average of 40 per cent of a year group.

Within the framework of the implementation of the measures agreed in the Qualification Initiative, the Federation and the Länder have furthermore stepped up their financial commitments. They have agreed the target of increasing total government expenditure on education and research to 10 per cent of GDP by 2015. In 2011 expenditure on education and research totalled 9.5 per cent of GDP.

The article on education in the ‘Europe 2020’ strategy describes reforms and initiatives relating to the educational headline target of the 10-year strategy of the European Union for smart, sustainable and inclusive growth, ‘Europe 2020.’

The article on the ‘Education and Training 2020’ strategic framework covers reform measures and initiatives relating to the strategic framework for European cooperation in education and training, ‘ET 2020.’

German participation in European educational cooperation is a voluntary process, which is, under the contractual provisions, not subject to any requirements, control or monitoring imposed by the European level.

The article on other important ongoing reforms and policy initiatives at national level provides information on other recent developments in educational policy.

The report *Bildung in Deutschland 2012* [Education in Germany 2012] describes the German education system with the aid of indicators, keeps abreast of current develop-

ments and sets out priority topics. For more detailed information on joint education reporting by the Federation and the Länder, see chapter 11.2.

14.1. Education in the Europe 2020 strategy

Europe 2020 is the 10-year strategy of the European Union for a smart, sustainable and inclusive growth. One of the five headline targets of the Europe 2020 strategy is raising educational standards, with the dual aim of reducing the share of early school leavers and increasing the share of the population who have completed a tertiary or equivalent education. Additional key areas include the question of investment in education, and the two education-related flagship initiatives of the Europe 2020 strategy: the Agenda for new skills and jobs and the initiative “Youth on the Move.”

Headline targets for education and training

The strategy identifies a Europe 2020 headline target with two target figures for education and training to be reached by the EU by 2020:

- To reduce the share of early school leavers to less than 10 per cent [12.8 per cent EU-wide in 2012];
- To increase the share of the population aged 30–34 having completed a tertiary or equivalent education to at least 40 per cent [35.8 per cent EU-wide in 2012]

EU member states have translated these two EU wide-targets into specific national targets. In 2010, Germany communicated to the European Commission the following national objectives:

- reducing the number of pupils who leave school early, i.e. the number of 18 to 24 year-olds who leave school without having attained the upper secondary-level leaving certificate, do not have an apprenticeship and have not taken part in non-formal educational measures in the last four weeks to less than 10 per cent;
- increasing the share of 30 to 34 year-olds with a tertiary or equivalent degree to 42 per cent.

As part of the joint Qualification Initiative for Germany “Getting ahead through education” [*Aufstieg durch Bildung*], which was resolved in October 2008 by the Federation and the Länder, a range of measures have been adopted and developed from early childhood support through to continuing education, involving in particular the achievement of a school-leaving qualification, the strengthening of vocational guidance in school curricula and the improved transition from school to working life.

To reduce the share of early school leavers even further, in 2010 the Länder adopted a joint support strategy for poorer-performing pupils [*Förderstrategie für leistungsschwächere Schülerinnen und Schüler*] which includes prevention, intervention and compensation measures. The same year the Federal Government launched, in addition to the existing career-start advice, the initiative *Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss* [Qualify and connect – educational chains up to the end of training], which helps young people to achieve a qualification and provides vocational guidance, and support in choosing a career and during training. In 2012, the share of early school leavers in Germany fell, against the previous year, by 1.2 per cent to 10.5 per cent.

With a 42 per cent share of 30 to 34 year-olds with a tertiary or similar degree in 2011, Germany is above the EU headline target of 40 per cent. Given the importance and specific structure of vocational education and training in the dual system of vocational education and training, Germany also counts ISCED level 4 qualifications among the tertiary or equivalent qualifications.

Country specific recommendations

The Council of the European Union has recommended that Germany take action within the period from 2013 to 2014 to use available scope for increased and more efficient growth-enhancing spending on education and research at all levels of government. Furthermore it was suggested to take measures to raise the educational achievement of disadvantaged groups, and to further increase the availability of fulltime childcare facilities and all-day schools.

Information on public expenditure on education and research can be found in the section “Investment.”

Equal access to general and vocational education and training and permeability between the different educational areas are key educational objectives in Germany and are among the fundamental principles of the Qualification Initiative for Germany. In the general education school system the Länder are facilitating greater permeability between the different courses of education through various measures. At all secondary school types other than the *Gymnasium* acceptable grades in the *Mittlerer Schulabschluss* provide admission to the *gymnasiale Oberstufe*. Resolutions of the Standing Conference ensure, moreover, that many professional qualification training courses can lead to the acquisition of a higher education entrance qualification. The Federation and the Länder have, moreover, adopted a range of measures to improve the transition of young people from school or pre-vocational measures to dual vocational education and training. These are described later in this section.

The Federation, the Länder and the local authorities are promoting the expansion of day care for children under three years of age, with the aim of creating enough places to meet demand throughout Germany. From 1 August 2013 there will be a legal entitlement to day care for children who have reached the age of one.

Information on offers for all-day activities and schooling may be found in chapters 5.2. and 6.2.

Investment

Within the framework of the implementation of the measures agreed in the Qualification Initiative “Getting ahead through education”, the Federation and the Länder have stepped up their financial commitments. They have agreed the target of increasing total government expenditure on education and research to 10 per cent of GDP by 2015.

In 2010 and 2011 expenditure on education and research totalled 9.5 per cent of GDP. Especially by continuing the three academic pacts adopted by the Federation and the Länder – the Higher Education Pact 2020 [*Hochschulpakt 2020*], Excellence Initiative [*Exzellenzinitiative*], and Research and Innovation Pact [*Pakt für Forschung und Innovation*] – the Federation and the Länder are making a substantial contribution to achieving the ten per cent target.

The share of government expenditure on education in GDP totalled 6.9 per cent in 2011. Absolute expenditure rose from Euro 153.9 billion in 2008 to Euro 178.1 billion in 2011.

In 2010 67 per cent of total government expenditure on education was borne by the Länder and the local authorities.

For the years 2010 to 2013 the Federal Government has agreed to increase expenditure on education and research by Euro 12 billion. In total as much as Euro 13.3 billion has been made available. These increases in expenditure will be implemented in the annual Federal budget.

For more detailed information on expenditure for education and research, see the chapter on funding in education [3].

The Annual Growth Survey

The Annual Growth Survey [AGS] of the European Commission launches the European semester of economic governance. It is the basis for building the necessary common understanding about the priorities for action at national and EU level for the next twelve months, which should feed into national economic and budgetary decisions.

In relation to education and training, the Annual Growth Survey 2013 identifies the following reform areas, amongst others:

- Raise the performance of education and training systems and overall skill levels, linking the worlds of work and education more closely together.
- Reduce early school-leaving and facilitate the transition from school to work.

The raft of measures taken by the Federation and the Länder since 2008 as part of the Qualification Initiative “Getting ahead through education” [*Aufstieg durch Bildung*] has raised qualification standards. The November 2012 report on the implementation of the qualification initiative highlights inter alia the following results of the measures adopted in 2008:

- the level of education of the population in Germany has been rising steadily for years.
- The share of people in a particular year group qualifying for higher education increased from 37 per cent in the year 2000 to 51 per cent in 2011.
- The share of higher education graduates in the same age group has more than doubled from 14 per cent in 1995 to 31 per cent in 2011.

Information on the targeted support strategy for poorer-performing pupils [*Förderstrategie für leistungsschwächere Schülerinnen und Schüler*] of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz – KMK*] is available in chapter 14.2.3.

In the vocational education and training sector, especially in view of the emerging lack of skilled labour, the aim is to develop and realise the full potential. The Federation and Länder plan to work with business to take measures suited to strengthening and consolidating the training culture in the dual system still further. Young people’s preparation to undertake training is to be promoted and the transition of the disadvantaged in particular to vocational education and training is to be facilitated. Measures to improve individual training ability in the so-called transitional system are also to be further developed in close cooperation with companies and be geared to connectivity and transferability. The possibilities of taking equivalent full-time school education credits into account are also to be used.

In the National Pact for Career Training and Skilled Manpower Development in Germany [*Nationaler Pakt für Ausbildung und Fachkräftenachwuchs in Deutschland* - Training Pact] the Federal Government is also cooperating with leading industry associations and the Standing Conference to guarantee a sufficient number of training places for young people. Particular attention is being paid to previous applicants, young people with a migrant background, pupils with learning difficulties and socially disadvantaged young people, and young people with disabilities.

Additionally, regional training pacts have been adopted in the Länder; trade unions are also involved in these to some extent. In some Länder the partners in the regional training pacts and the employment agencies are together implementing second chance qualification measures for the target group of previous applicants.

For the past seven years the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] has been funding innovative measures in vocational training through the training structure programme “Jobstarter - Training for the Future.” Since 2006 Jobstarter has, in five funding rounds to date, provided funding across Germany for 287 regional projects which help improve training structures. By January 2013 it had created just under 63,000 training places. The BMBF has so far earmarked around Euro 125 million to fund Jobstarter. Some of these resources are from the European Social Fund [ESF].

With the programme “*Perspektive Berufsabschluss*” [Outlook: School-leaving Certificate] the Federal Ministry of Education and Research is, until 2013, financing plans which set up and develop effective structures in the regional transition from schools to vocational education and training and to qualification during employment for young adults without a vocational qualification. Through strategic and cooperative collaboration between stakeholders in education and on the labour market in the eligible regions, existing funding instruments are being employed in a more effective and targeted manner. The programme has total funding of around Euro 67 million, financed from Federal Government resources and the European Social Fund [ESF].

December 2011 saw the adoption of the act to improve the chances of integration in the labour market [*Gesetz zur Verbesserung der Eingliederungschancen am Arbeitsmarkt*], which restructures active employment promotion services for young people, makes those services more flexible and structures them more clearly. Young people who are ready to enter training should be able to find a direct path to vocational education and training. Young people who are not [or not as yet] ready for training should, following tailored preparatory measures, be able to enter vocational education and training directly.

Further measures to support vocational education and training relate to the promotion of training places and poorer-performing trainees, strengthening cooperative training [*Verbundausbildung*], second chance qualification of adults, training for people with disabilities [‘Inclusion Initiative’] and promoting the integration of people with a disability into the labour force.

The Federation and the Länder have set themselves the target of halving the share of young people with no vocational qualifications to 8.5 per cent by 2015.

More detailed information on the Federal Government initiative *Abschluss und Anschluss - Bildungsketten bis zum Ausbildungsabschluss* [Qualify and connect - educational chains up to the end of training] can be found in Chapter 14.2.3. A description of the

information offensive of the BMBF and the Federal Ministry of Economics and Technology [*Bundesministerium für Wirtschaft und Technologie* - BMWi] „Vocational training – practically unbeatable“ [*Berufliche Bildung – praktisch unschlagbar*] is available in chapter 14.2.2. For more detailed information on the measures and programmes of the Federal Government in the sector of vocational education and training, see the annually published Report on Vocational Education and Training [*Berufsbildungsbericht*] [www.bmbf.de/de/berufsbildungsbericht.php].

New skills and jobs

The *Ausbildungsordnungen* [training regulations] for currently around 350 *anerkannte Ausbildungsberufe* [recognised occupations requiring formal training] are continuously reviewed and adapted to new requirements in the working world. Significant impetus for the re-structuring of occupations requiring formal training within the dual system comes from the changing skills requirements of the economy. To take account of the complex requirements of the different occupations, modern training regulations are action-oriented, i.e. they lay down not the contents of learning but what skills should be acquired at the end of a training programme. The drafting of new or modernisation of existing training regulations and their coordination with the Länder framework curricula [*Rahmenlehrpläne*] for teaching in the *Berufsschule* [vocational school] take place in a multistage process involving employers, trade unions, the Federation and the Länder.

14.2. ‘Education and Training 2020’ Strategic Framework

In 2009, the Council of the European Union adopted Conclusions setting up a strategic framework for European cooperation in education and training, ET 2020. Four long-term strategic objectives for EU education and training cooperation were adopted for 2020:

- making lifelong learning and mobility a reality;
- improving the quality and efficiency of education and training;
- promoting equity, social cohesion and active citizenship;
- enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

14.2.1. Making Lifelong Learning and Mobility a Reality

Lifelong Learning Strategies

In Germany the design of lifelong learning focuses on increasing permeability between and dovetailing of the educational sectors, expanding educational counselling, more effective integration through education, and recognition of qualifications obtained abroad, and the validation of non-formally and informally acquired competences. In their endeavours the Federation and the Länder regard lifelong learning as a key political and social challenge in Germany, which demands great commitment from all social forces. Its realisation is viewed as vital to ensuring equal opportunities for individuals and to social participation, economic success and the future of society. Since the school-leaving certificate forms the basis of every educational biography, it should be possible for everyone to achieve this qualification or to acquire it later in life. Continuing education should remain attractive to people at every stage of life, enabling them to maintain and develop their knowledge and skills and to participate fully in society.

In their spheres of competence the Federation and the Länder are implementing, within the framework of the lifelong learning concept, measures in the following areas:

- improving educational opportunities for children under six years of age
- improving the training situation
- helping disadvantaged young people to integrate into the labour market
- facilitating transition from school to higher education and access to higher education without the *Abitur* for vocationally qualified applicants
- making learning paths more flexible
- admitting up to 624,000 extra first-year students until 2015 within the framework of the Higher Education Pact 2020 [*Hochschulpakt 2020*]
- increasing interest in mathematics and the natural sciences
- improving opportunities for women
- improving opportunities for people with a migrant background
- taking account of the interests of people with disabilities in participating in lifelong learning
- structural improvement of education offers at all stages of life at local level.

By 2015 participation in formal continuing education is to be increased from 43 per cent to 50 per cent, while participation in continuing education by the low-skilled is to be raised from 28 per cent to at least 40 per cent. It is therefore important to strengthen the motivation for lifelong learning still further and thereby initiate educational activities, facilitate access to continuing education, improve continuing education courses, increase the permeability and integration between the educational sectors and consolidate knowledge of and insight into the processes and effects of lifelong learning.

The measures proposed by the Federal Government are also part of the Qualification Initiative for Germany “Getting ahead through education” [*Aufstieg durch Bildung*] which was adopted in October 2008 by the Federation and the Länder. The qualification initiative for Germany comprises a catalogue of measures which refers to the overall educational biography. The aim is to enable all people to participate fully in society through education. More detailed information on the qualification initiative is available in chapter 14.3.

European Reference Tools

The European Credit System for Vocational Education and Training [ECVET] is a system that aims to facilitate the transfer and recognition of vocational skills between the European member states. This system will be tested Europe-wide until 2015. Skills-based assessment and validation of the learning outcomes acquired abroad facilitates improved coordination between the European partners and contributes to a more efficient use of learning periods. To help educators use ECVET instruments, the National Agency Education for Europe at the Federal Institute for Vocational Education and Training [*Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung*] set up the National Coordination Centre for the European Credit System for Vocational Education and Training ECVET [NKS-ECVET] in November 2010 on behalf of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF].

In the LEONARDO DA VINCI “Transfer of Innovation” action, with 34 projects in 2012 it was possible to award the highest number of grants yet. The selected projects aim to

implement the key European Commission education policy initiatives ECVET, European Qualification Framework [EQF] and European Quality Assurance in Vocational Education and Training [EQAVET], the "New Skills for New Jobs" initiative and the teaching of job-related key competences. Other important issues are the professionalisation of educational staff, and setting up structures to facilitate professional mobility. The projects transfer innovative solutions to existing needs from one context to another and implement them in practice or within the vocational education and training system. In this process solutions are transferred across national and sectoral boundaries and across target groups. Details of current and completed projects can be viewed in the European ADAM database.

In December 2012 Germany, represented by the BMBF and KMK, successfully presented the *German EQR Reference Report* to the European Commission. 1 May 2013 saw the entry into force of the Joint Resolution introducing the German Qualifications Framework for Lifelong Learning [DQR] signed by the Federation and the Länder. From this point onwards, new certificates issued for the qualifications shown on the allocation list [Annex to the Joint Resolution] will, step-by-step, also indicate the respective DQR/EQR reference level. There will be no such indication on certificates for qualifications acquired before the entry into force of the Joint Resolution. For more detailed information on the link between the German qualification system and the European Qualifications Framework, and on the drafting of a German Qualifications Framework, see chapter 2.6.

Learning Mobility

In May 2010 the Standing Conference adopted a declaration on mobility in the education sector in Europe [*Erklärung zur Mobilität im Bildungsbereich in Europa*] in which it emphasises that the mobility of pupils/students and teachers/lecturers forms a key element of education policy collaboration in Europe and represents a core task of the Bologna Process and of the European Union in the education sector. The Standing Conference considers the main obstacles to mobility in the school sector and in higher education to be insufficient information, financial difficulties and problems in recognising credits obtained abroad. Young people are, moreover, to be given an understanding of the many advantages of undertaking mobility and informed about funding opportunities, while the above obstacles to mobility are to be dismantled. Against this background the Standing Conference welcomed the diverse initiatives of the European Union and of the Bologna Process to promote cross-border mobility in the education sector. It particularly welcomed the Lifelong Learning Programme of the EU and the European Qualifications Framework for the Higher Education Sector and Lifelong Learning.

According to the November 2011 Conclusions of the Council of the European Union on a benchmark for learning mobility of November 2011, by 2020 an EU average of at least 20 per cent of higher education graduates should have a period of higher education-related study or training [including work placements] abroad, representing a minimum of 15 ECTS credits or lasting a minimum of three months.

Also within the framework of the Bologna Process the Federation and the Länder are committing themselves to strengthening the international mobility of students. At the eighth ministerial conference on the Bologna Process, in April 2012 in Bucharest the higher education ministers adopted the Mobility Strategy 2020. This took up the 2009 mobility resolutions from Leuven/Louvain-la-Neuve and underpinned them with specific measures. One of the targets set in Bucharest is that, by 2020, 20 per cent of all higher

education graduates in the European Higher Education Area should have completed a period of study or a work placement abroad representing a minimum of 15 ECTS credits or lasting a minimum of three months. This target corresponds to the benchmark for learning mobility of the Council of the European Union.

As suitable instruments for increased mobility the Standing Conference and the Federal Government support the establishment of a mobility window in the curriculum, financial support for periods abroad and recognition of the study courses and examinations completed abroad. In an international comparison, German students are already more mobile than the average student.

The November 2011 Council Conclusions defined for the first time a European benchmark for vocational training. Accordingly, by 2020 an average of at least six per cent of 18-34 year-olds with an initial vocational education and training qualification should have had a VET-related study or training period [including work placements] abroad lasting a minimum of two weeks [ten working days], or less if documented by “Europass”.

The Federation and the Länder also advocate including a greater share of the financially or socially disadvantaged and those with special needs or with a migrant background in mobility programmes, and considering additional support in the form of increased rates of funding.

A study published in 2012 by the National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB], which received funding from the BMBF, recorded the specific acquisition of competences by people with special needs through trips abroad. Trips abroad benefit this group of people in particular by building their personal and social skills and improving their employability. In the LEONARDO DA VINCI sub-programme five per cent of those in receipt of scholarships have special needs. The results of the study have been published in German on <http://www.na-bibb.de/> as *Impuls Nr. 44*.

More detailed information on learning mobility is available in chapter 13.

14.2.2. Improving the Quality and Efficiency of Education and Training

Basic Skills (Literacy, Mathematics, Science and Technology), Languages

A good command of the German language is viewed as the key to a successful education and career and forms an important prerequisite for participation in society. The many language-promotion initiatives in the Länder range from procedures to establish language levels prior to enrolment at school, to measures supporting language development through language promotion at primary level and in lower secondary level, and career field-related and subject-integrated language promotion at *Berufsschulen* and *Berufsfachschulen*. Parents of children with a migrant background are deliberately involved in language promotion.

To further develop quality in the field of language promotion and language diagnostics following a phase of intensive development and expansion, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK], the Conference of the Ministers of Youth and Family Affairs [*Jugend- und Familienministerkonferenz* - JFMK], the Federal Ministry of Education and Research [*Bundesministerium*

für Bildung und Forschung – BMBF] and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth [*Bundesministerium für Familie, Senioren, Frauen und Jugend* – BMFSFJ] agreed in October 2012 to implement a joint initiative to develop language promotion, language diagnostics and reading promotion. With the initiative “*Bildung durch Sprache und Schrift* [BISS]” [education through language and writing] a five-year research and development programme is being launched which scientifically develops and further tests the linguistic education of children and the effectiveness and efficiency of measures introduced in the Länder for language promotion, language diagnostics and reading promotion from primary to lower secondary level. Within the framework of BISS networks of day-care centres for children or schools will work closely together to exchange their experiences in the field of language diagnostics and promotion, and to implement and optimise promising measures. Their work will benefit from scientific accompaniment. The programme also promotes the necessary further and continuing qualification of state-recognised youth or child-care workers and teaching staff in this field. The initiative is based on the recommendations made in an expert report commissioned by the BMBF in coordination with the BMFSFJ and the Länder, and is being implemented from autumn 2013 in day-care centres for children and in schools.

Within the framework of the initiative “*Frühe Chancen: Schwerpunkt-Kitas Sprache & Integration*” [early opportunities: day-care centres with a focus on language and integration], the BMFSFJ is also financing, in around 4,000 day-care centres, additional staff resources for systematic early language education that is integrated into everyday life. To give all children fair chances from the start, the initiative begins in early childhood and is directed at establishments which take care of children under the age of three. The focus is on day-care centres which are attended by greater-than-average numbers of children with particular language needs.

In December 2011 the Federation and the Länder presented a national strategy for literacy and basic education for adults in Germany, designed to tackle adult reading and writing skills which are not sufficient for full participation in society. As a broad social alliance the strategy includes, among others, the local authorities [*Kommunen*], trade unions, churches, the Federal Employment Agency [*Bundesagentur für Arbeit* – BA] and *Volkshochschule* associations. Industry associations and chambers of industry and commerce are also invited to participate.

As their contribution to developing the joint national strategy for literacy and basic education for adults the Länder will be implementing the following measures inter alia:

- the establishment of coordination agencies or contact points for literacy and basic education for those affected, their environment and the specialist public;
- active participation in public relations work to combat functional illiteracy together with the Federation and other partners, to help remove the taboos surrounding the subject of illiteracy in society;
- working for the establishment or continuation of individual funding areas for the subjects of literacy and basic education in the European Social Fund [ESF] 2014-2020 programming period;
- annual reporting on the status of implementation of the measures, commencing in autumn 2013.

The BMBF has launched a new initiative on workplace-oriented research and development in the area of literacy and basic education for the period from 2012 to 2015. The funding priority is divided into three spheres of activity:

- Concepts and measures for workplace-oriented literacy and basic education
- Counselling and training for players in the working world and in the daily life of those concerned
- Continuing training programmes for trainers and lecturers in education programmes

In December 2011 the Standing Conference adopted recommendations to strengthen foreign language skills [*Empfehlungen zur Stärkung der Fremdsprachenkompetenz*]. As a forward-looking foreign language concept the recommendations have the following objectives:

- expanding language teaching into multilingualism,
- strengthening Europe's cultural diversity,
- promoting mobility and integration,
- preparing for an internationally-oriented business sector and world of work.

These objectives are being achieved through language-learning opportunities coordinated between the Länder, starting with nationwide high-quality foreign language teaching in the primary sector and ranging up to a variety of languages offered in secondary schools. Particular importance attaches to English as a *lingua franca* and the use particularly of the first foreign language in bilingual subject teaching [Content and Language Integrated Learning – CLIL].

The strengthening of foreign language skills is being carried out in line with the following guidelines:

With the development of functional multilingualism the Länder are facilitating a consistent and integrated foreign language learning offer from the primary to the tertiary sector taking account of the mother tongues.

The development of pupils' intercultural ability to act is one of the core tasks of all teachers. Accordingly, promoting the ability to structure the teaching and learning of languages against the background of intercultural challenges, taking the mother-tongue aptitudes of the pupils into account, is an important part of a future-oriented education, training and continuing training of foreign language teachers.

Foreign-language teaching is standards-based and skills-oriented. Its didactics and methodology accommodate different learning styles and the heterogeneity of learning groups. In courses at vocational schools professional requirements are emphasised in foreign language acquisition and the expansion and consolidation of language skills.

The basis for defining the attainment level for foreign-language learning from the primary sector to the upper secondary level is the Common European Framework of Reference for Languages [CEFR] with its reference levels. The attainment level for each course described according to the CEFR should appear on the certificate.

Foreign-language learning oriented towards specific applications takes place through foreign-language teaching and increasingly also in bilingual subject teaching. Different forms of bilingual work guarantee a variable offer for as many pupils as possible.

Foreign language teaching uses and reflects contemporary media. It is supplemented through full-day courses and visits to places of learning outside school inter alia, and through exchange programmes, trips abroad [including within the framework of vocational education and training], work placements, language trips, competitions and through the preparation for school and non-school certificates.

The Standing Conference regards the learning of foreign languages as a prerequisite for access to other language communities and for acquiring key dialogue and communication skills. Multiple language acquisition by as many pupils as possible is therefore one of its objectives.

A diversified network of private training providers is, moreover, available to adults in the field of general adult education and vocational further education to improve their language skills. The Länder support structures and measures in these areas through state funding.

Professional development of teachers, trainers and school leaders

Pedagogic staff in early childhood education and care

In 2010 the Standing Conference and the JFMK adopted a common orientation framework “Education and Upbringing in Childhood” [*Bildung und Erziehung in der Kindheit*] to develop the education, training and continuing training of child-care workers. In this context the Länder have

- made practical experience an integral part of training
- undertaken a quantitative expansion of study courses in the field of early childhood education in order to increase the number of academically trained qualified employees in day-care centres for children
- improved vertical permeability between *Fachschulen*, *Berufsakademien* and higher education institutions
- increased the number of occupational training places for target groups with professional experience

In May 2011 the JFMK approved state recognition of Bachelor’s degrees in the field of day-care for children and passed a resolution with regard to the job title. In this resolution the Conference advocates, inter alia, combining the organisation of the state recognition procedure and the procedure to accredit courses of study. As a standard national job title the Conference recommends the title “*Staatlich anerkannter Kindheitspädagoge/Staatlich anerkannte Kindheitspädagogin*” [state-recognised childhood educator].

Based on the common orientation framework the Länder have developed a qualifications profile based on competences for all areas of work of the child-care workers in *Fachschule* training. The qualifications profile defines the professional requirements for the job and describes the occupational competences which a qualified professional must have in order to exercise the profession at the required level. Generalist training qualifies for employment in the socio-educational fields of work at day-care centres for children, child and youth work, educational assistance, and for social and education activities in the school. The qualifications profile also aims to facilitate the crediting of qualifications acquired at *Fachschulen* and *Berufsakademien* to a university degree course and vice versa.

The Länder will be expanding the continuing training offers for lateral entrants to qualify as youth or child-care workers.

The Federation has introduced measures to significantly raise the share of men working as skilled personnel in day-care centres for children.

Through the Action Programme Day Care for Children [*Aktionsprogramm Kindertagespflege*] launched by the BMFSFJ, a scheme for the qualification of childminders is being implemented nationwide on the basis of cooperation agreements between the Federation, most Länder and the Federal Employment Agency: a common seal of approval for educational institutions gives newly recruited childminders access to a 160-hour basic qualification. As well as the qualification of childminders on the basis of this standard, the programme also provides for the possibility of in-service training and permanent employment models for childminders.

With the “*Lernort Praxis*” [practical on-the-job learning] federal programme launched in May 2013, the Federation is also supporting high-quality care for prospective early education professionals in their practical training stage in day-care centres for children. In a pilot phase which starts in August 2013, skilled practical mentors are being funded in 76 locations covering day-care centres for children from seven Länder over a three-year period. These are intended in particular to support day-care centre staff with practical guidance, accompany prospective staff, and expand cooperation with *Fachschulen* and institutions of higher education. Experiences gained from the programme are to be included in a curriculum based on competences which lays down sustainable quality standards for practical guidance. A total of Euro 8 million has been made available for this.

In July 2012 moreover, the Federation set up a working group to attract and train early education professionals which includes representatives of, inter alia, the Federation, the Länder, the local authorities, maintaining body associations, professional associations and full-time vocational school associations. The working group has already drawn up recommendations on short-term measures to attract skilled employees and is currently drafting recommendations on the long-term retention of skilled employees.

Teachers

Due to the principle of cultural sovereignty [*Kulturhoheit*] and for historical reasons teacher training in the Federal Republic of Germany displays a high degree of diversification per levels and types of schools. Teacher training has to combine subject-related studies, educational science and subject-related didactics as well as to provide for a meaningful relation between theory and teaching practice during preparatory service. Furthermore, the subjects of the first phase of teacher training have to be adjusted to the subjects of the second, predominantly practical phase.

In all Länder, currently efforts are being made to reform teacher training for all types of schools. With regard to the reforms considered necessary, the efforts of many Länder, with particular emphasis on their individual priorities, aim to focus on the following measures, amongst others, to reform teacher training:

- a more extensive practical orientation during teacher training
- intensification of the relations between the theoretical and practical phases of training
- particular significance of the induction period for newly qualified teachers
- the introduction of examinations taken alongside courses of study
- measures to improve teaching practice with regard to diagnostic and methodical competence

In December 2012 the Standing Conference adapted the framework agreements on training and examination for the different types of teaching careers with a view to the requirements of inclusive education. The aim is to better prepare future teachers to deal with heterogeneity and inclusion and for the requirements of support diagnostics. Courses for the teaching career in special education at universities and equivalent higher education institutions are to be geared to the requirements of inclusive education at all school types.

Also in December 2012 the Standing Conference adopted common requirements of the Länder for the preparatory service [the practical placement at schools known as the *Referendariat*] and the concluding state examination in teacher training [*Ländergemeinsame Anforderungen für die Ausgestaltung des Vorbereitungsdienstes und die abschließende Staatsprüfung*]. The resolution is to take account of more recent developments in the school sector and to further enhance uniformity and mobility in the education system. The focuses of the resolution are:

- structural minimum requirements for the preparatory service
- qualitative requirements for the structure and contents of the preparatory service
- admissions criteria for the preparatory service
- principles for the concluding state examination
- personal responsibility for teaching
- dovetailing the first and second phase of teacher training.

Modernising Higher Education and Increasing Tertiary Attainment Levels

With a 42 per cent share of 30 to 34 year-olds with a tertiary or similar degree in 2011, Germany is above the EU headline target of 40 per cent. Given the importance and specific structure of vocational education and training in the dual system of vocational education and training, Germany also counts ISCED level 4 qualifications among the tertiary or equivalent qualifications.

The Federation and the Länder are together making considerable efforts to expand tertiary education. For instance, within the framework of the Higher Education Pact 2020 [*Hochschulpakt 2020*], the Federation and the Länder are creating study opportunities for an extra 624,000 new entrants in the period 2011 to 2015. Within the framework of the Teaching Quality Pact [*Qualitätspakt Lehre*] the Federation is providing about Euro 2 billion up to the end of 2020 for measures to improve staffing, provide support for training academic teaching staff and safeguard and further develop the high quality of teaching at higher education institutions. The Länder ensure overall financing. This is intended to help increase graduation rates inter alia.

Even before the conclusion of the Teaching Quality Pact the Länder also took measures to safeguard and improve quality, for instance to improve student-teacher ratios, and other initiatives to further develop the quality of teaching.

Attractiveness and Relevance of VET

In the National Pact for Career Training and Skilled Manpower Development in Germany [*Nationaler Pakt für Ausbildung und Fachkräftenachwuchs in Deutschland – Training Pact*]

the Federal Government is also cooperating with leading industry associations and the Standing Conference to guarantee a sufficient number of training places for young people.

The dual system of vocational education and training, and continuing vocational education also play an important role in guaranteeing sufficient numbers of young skilled staff. For this reason on 8 November 2011 the Federal Ministry of Economics and Technology [Bundesministerium für Wirtschaft und Technologie - BMWi] and the Federal Ministry of Education and Research [Bundesministerium für Bildung und Forschung - BMBF], with the support of the partners to the pact, launched a nationwide campaign “*Berufliche Bildung - Praktisch unschlagbar*” [‘Vocational Education - Practically Unbeatable’], which is initially to run until the end of 2013. The main objectives of the information campaign are to highlight the attractiveness of initial and continuing vocational education and training in the public perception, and to focus on attracting in particular capable and motivated young people to dual education and training. The aim is to demonstrate that vocational education offers young people and adults the chance to shape their career how they want to, to use opportunities for advancement and to continuously evolve. The key element of the information campaign is a nationwide publicity tour informing people about the many opportunities offered by initial and continuing vocational education and training. The online portal www.praktisch-unschlagbar.de also offers targeted guidance on initial and continuing vocational education and training. A Facebook page has been set up to reach out to young people especially, and is regularly updated with relevant information.

Efficient Funding and Evaluation

In the course of the shift towards an output-oriented control of the education system, school autonomy and responsibility is being further expanded. This includes in particular the extension of the financial autonomy of the schools and the development of school-specific programmes [*Schulprogramme*] in which the individual schools specify the main focuses and objectives of their work on the basis of Land regulations regarding the content and qualifications obtained after completing the courses. The state’s influence on schools is increasingly exercised via the approval of school-specific programmes and the determination of target agreements with the individual schools or head teachers, respectively. The scope of duties of the head teacher has expanded due to the right and/or the obligation of the schools to pass, implement and evaluate school-specific programmes. As part of securing the quality of the lessons, the head teacher is additionally responsible for lesson development, staff development and organisational development as well as for the planning of further training, staff management and, where applicable, for the administration of budgetary funds.

In the last few years, extensive reforms have also been introduced in Germany for modernisation and quality assurance in the higher education sector. The development of the consecutive degree system and the further development of accreditation and evaluation should be mentioned in particular. The accreditation of study courses ensures the observance of standards for the academic curriculum as well as the vocational relevance of the degrees. Evaluation is designed to highlight the strengths and weaknesses of institutions and degree programmes, and thus to assist higher education institutions in adopting systematic approaches to quality assurance in teaching. With the introduction of system accreditation focusing on the internal quality assurance system of a higher education institution in the field of teaching and learning, the institutions’ own responsibil-

ity in this area is further reinforced. For more detailed information on quality assurance in the tertiary sector, see chapter 11.5.

As part of the higher education reforms, the Länder have partly restructured the organisation and administration of their higher education institutions. Detailed state control is increasingly being replaced by the autonomous decision-making of higher education institutions. Deregulation has significantly increased the freedom of higher education institutions in terms of their organisational and staffing decisions. The partial shifting of decision-making competences from the Land ministries and the bodies of participation to the governing boards of the higher education institution or the heads of departments is intended to strengthen the capacity to act and the achievement potential of the individual higher education institutions. In joint target agreements, the state and the institutions of higher education cooperatively define the services to be provided, but without specifying concrete measures. The target agreements are also used as control elements within the higher education institutions. The growing autonomy of the higher education institutions is, for example, also demonstrated by the strengthening of their right to select applicants for admission and the introduction of global budgets.

14.2.3. Promoting Equity, Social Cohesion and Citizenship

Early School Leaving

In March 2010 the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] adopted a targeted support strategy for poorer-performing pupils [*Förderstrategie für leistungsschwächere Schülerinnen und Schüler*], which includes prevention, intervention and compensation measures. The aim of the support strategy is to significantly reduce the number of pupils not achieving a minimum competence development level by the end of their course of education. At the same time this should considerably improve their chances of achieving a school-leaving qualification and successfully participating in society and the world of work. The support strategy is, therefore, closely connected with the fields of action agreed as part of the Qualification Initiative for Germany “Getting ahead through education” [*Aufstieg durch Bildung*], particularly the goal of halving the number of pupils without a school-leaving qualification.

In this context particular attention is given to children and young people with a migrant background.

The guidelines of the promotion strategy include:

- individual support in teaching geared to the educational standards;
- facilitation of and targeted support for longer learning periods;
- hands-on lesson planning;
- greater support for pupils with a migrant background;
- help for pupils with special educational needs to achieve a *Hauptschule* leaving certificate;
- development of suitable all-day offers and strengthening of educational partnerships;
- the professionalisation of vocational guidance, and the shaping and securing of transitions;
- development of teacher training;
- evaluation of results.

Various approaches and measures are already being pursued in the Länder to promote poorer-performing pupils. These can be grouped into five strategy areas:

- improving individual support;
- restructuring learning: development of teaching geared to competences, new forms of acquisition of competences;
- facilitating qualifications, structuring transitions and safeguarding connections;
- connecting partners, coordinating action, building networks and cooperation;
- strengthening quality assurance and quality development, intensifying educational research.

The approaches and measures in these strategy areas which are already applied in the Länder are to be continued and developed in coming years taking the above-mentioned guidelines into account.

With the Standing Conference's comprehensive strategy for educational monitoring, a broad system of systematic ongoing monitoring of the education system and of quality assurance was adopted. This monitors pupils' levels of achievement and competences, and the number of pupils without secondary general school certificate over the course of time. The results of the national and international comparative studies and the annual surveys on learning levels in grades 5 and 8 [VERA 5 and VERA 8] provide data-driven indications about school and lesson development and the further development of the education system, which are also used to promote poorer-performing pupils. More information on the comprehensive strategy of the Standing Conference for educational monitoring can be found in Chapter 11.2.

The Framework Programme for the Promotion of Empirical Educational Research funded by the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF], which was developed in consultation with the Länder, is designed to provide insight into key fields of relevance to action and management in the education sector. In February 2009 the National Education Panel Study [NEPS] was launched at Bamberg University as the most extensive research project yet. This is a long-range study on lifelong skills development and long-term educational processes which, as a longitudinal study, can, unlike cross-sectional studies, also provide indications as to why pupils leave school early.

Particular attention is being paid to young people who have not yet completed the transition from school to training. In this context the Federation and the Länder are striving for better dovetailing of the existing and new promotion programmes to shape transitions between schools, the transitional system and training. This is the objective of the initiative *Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss* [Qualify and connect - educational chains up to the end of training] which was launched in 2010 and helps young people to achieve a qualification, provides vocational guidance, and support in choosing a career and in starting training, as well as during training. The special programme launched within the framework of the educational chains initiative "*Berufseinstiegsbegleitung Bildungsketten*" [career-start advice educational chains] builds on a competence analysis [analysis of potential] from grade 7, which also takes account of competences and skills. The results of the analysis of potential are used to produce individual promotion plans building on career-start advice. At the same time they are intended to prepare for the practical vocational guidance offered in grade 8 with a two-week practical workshop traineeship in an inter-company or comparable

vocational training establishment. Career-start advisors support young people to the end of the first vocational training year at the latest – i.e. up to three years in total. In exceptional cases this may be extended to up to five years, if a direct transition is not successfully made to a dual vocational education and training course. Afterwards young people may, if necessary, use other programmes to support their training success. Examples include training assistance [*ausbildungsbegleitende Hilfen* – abH] or the initiative by the voluntary *Senior Experten Service* [SES] to help prevent trainees dropping out [*Verhinderung von Ausbildungsabbrüchen* – VerA]. Examples include training assistance or the voluntary senior experts service [*Senior Experten Service* – SES]. For the programme, in cooperation with the Federal Employment Agency [*Bundesagentur für Arbeit* – BA], around 1,000 full-time career-start advisors will be employed at 1,000 schools by 2014; these are intended to provide several years of continuous advice and support for pupils at *Hauptschulen* and *Förderschulen* [special schools]. 900 career-start advisors have already been employed in 2012, who each provide individual guidance to twenty young people, in addition to the around 1,200 full-time career-start advisors of the BA already working at 1,000 other schools. In addition, since 2009 already more than 2,000 so-called *Senior Experten* [i.e. “senior experts”, or practitioners with professional experience] have been employed to provide support during vocational education and training and help prevent trainees dropping out. The comprehensive assistance for pupils within the framework of the *Bildungsketten* [educational chains] initiative is intended to contribute to a successful school-leaving diploma and to successful training.

Through an amendment of Social Security Code III [*Sozialgesetzbuch III – Arbeitsförderung – R163*] career-start advice is being made a permanent, comprehensive regulatory instrument to support young people in need of assistance in the transition from general education schools to vocational education and training. Third parties must provide a share of at least 50 per cent to funding the Federal Employment Agency career-start advice measures. The amendment entered into force on 1 April 2012.

An important contribution to preventing pupils from leaving school early is the targeted introduction to the professional and working world both during and outside lesson-time at general education schools. The Federal Ministry of Education and Research vocational guidance programme [*Berufsorientierungsprogramm* – BOP], under which vocational guidance measures for more than 450,000 young people have already been approved between 2008 and the end of 2012, has been stepped up as part of the educational chains initiative and is being continued. In the National Pact for Career Training and Skilled Manpower Development in Germany [*Nationaler Pakt für Ausbildung und Fachkräftenachwuchs* – Training Pact], which has most recently been extended for the period from 2010 to 2014, the partners of the pact have set the objective of implementing vocational guidance at all general education schools on a mandatory and systematic basis. With the accession of the Standing Conference to the National Pact for Career Training and Skilled Manpower Development in October 2010 it has been guaranteed that vocational guidance offers are increasingly being coordinated in cooperation with partners outside the school. Young people are therefore to be given more targeted and tailored support than before in the choice of career. The Länder are also supporting varied regional initiatives to interest young people in certain jobs and to break down traditional gender-specific job patterns.

Concepts for vocational guidance at general education schools are established in all Länder. In many cases these measures are already an integral part of the curricula.

From 2013 onwards the Federal Government plans to support local-level education alliances maintained by civil society with their own funding programme to promote disadvantaged children and young people through out-of-school education offers, particularly in the field of cultural education.

Early Childhood Education and Care (ECEC)

The Federation, the Länder and the local authorities have agreed to progressively establish quality and needs-oriented day-care services for children under three years of age until August 2013. The Federation is making a total of Euro 5.4 billion available to the Länder up to 2014 to create additional places in day-care centres and child-minding services for children under the age of three and to finance their operation. From 2015 the Federation will be supporting the long-term operation of these newly created places with a total of Euro 845 million. As part of the Qualification Initiative for Germany “Getting ahead through education” [*Aufstieg durch Bildung*] these objectives have been boosted and additional measures planned. The aim is in particular to ensure comprehensive language promotion for all children before enrolment at school, the training and employment of additional educators and childminders, and a suitable child-staff ratio.

From 2011 to 2014 the Federation is making around Euro 400 million available to expand 4,000 day-care centres throughout Germany into so-called “*Schwerpunkt-Kitas Sprache & Integration*” [i.e. day-care centres with a focus on language and integration] to 4,000 day-care centres throughout Germany. As part of the initiative to promote language and integration, a budget of Euro 25,000 from federal resources is to allow each day-care centre involved to appoint educational staff qualified to promote language-learning and to pay them commensurately. The additional staff should improve the quality of early language and integration promotion in particular of children below the age of three with a migrant background and from less well-educated social groups in which education is not valued as highly.

Equity and Diversity

With the National Integration Plan in 2007, the Federation and the Länder and other integration policy stakeholders committed in their respective spheres of competence to measures to improve the integration of migrants into the education system. The Integration Plan has now been updated. At the 5th Integration Summit in January 2012 the Federal Chancellor presented the *National Action Plan on Integration*, developed by the Federation and the Länder together with immigrant organisations, the social partners and other civil society stakeholders, and incorporating specific, binding and measurable targets in practically all areas of action with relevance to integration. In this context the Länder are prioritising in particular language support for children and young people, implementation of the Standing Conference’s support strategy for poorer-performing pupils [*Förderstrategie für leistungsschwächere Schülerinnen und Schüler*], cooperation with parents and migrant organisations, and the intercultural opening of day-care centres for children and of schools. The Federation is prioritising the transition from school to in-company vocational training, improving the training success of young people from a migrant background, increasing the share of students from a migrant background, language promotion, and educational research and education reporting.

At the 6th Integration Summit in May 2013 the Federal Government presented an interim appraisal of how the *National Action Plan on Integration* has been implemented so far. The BMBF contribution on the topics “*Bildung, Ausbildung Weiterbildung*” [educa-

tion, training, continuing education] is available in German on the BMBF home page [www.bmbf.de/de/15624.php].

1 April 2012 saw the entry into force of the Assessment and Recognition of Foreign Professional Qualifications Act. The so-called Recognition Act introduces a legal entitlement to an assessment procedure for foreign professional qualifications, in particular vocational education and training qualifications and continuing vocational education and training qualifications, in the occupations regulated under Federal law [*Gesetz zur Verbesserung der Feststellung und Anerkennung im Ausland erworbener Berufsqualifikationen* - *Berufsqualifikationsfeststellungsgesetz* - BQFG], and extends existing recognition procedures for qualifications obtained in the European Union or the European Economic Area to qualifications obtained in third countries. The question of whether the qualification obtained abroad is equivalent will in future be assessed on the basis of standard criteria in a standardised procedure. This will help to decouple the access to a profession from origin and nationality for the most part. The new standardised and transparent procedure serves to develop the employment potential of migrants and thus improve integration into the labour market and society as well as increase Germany's attractiveness for foreign experts.

In February 2012 a working group of members of the Conference of the Ministers of Labour and Social Affairs [*Arbeits- und Sozialministerkonferenz*], the Conference of Integration Ministers [*Integrationsministerkonferenz*], the Conference of Ministers of Economics [*Wirtschaftsministerkonferenz*] and the Standing Conference of the Ministers of Education and Cultural Affairs presented a model regulation coordinated and agreed in the Standing Conference for the Recognition Acts required in the 16 Länder. The model act for an umbrella act of the Länder safeguards uniform legal entitlements, procedures, deadlines and equivalence criteria between the Federation and the Länder, but does not neglect the specific circumstances in the individual Länder. At the same time the Prime Ministers of the Länder have called for the procedures which establish the equivalence of foreign vocational qualifications not to be anchored in the Länder legislation for the individual professions [and thus differently in each Land] but in principle to be implemented on the basis of the Länder Assessment and Recognition of Foreign Professional Qualifications Acts [*Berufsqualifikationsfeststellungsgesetz*]. Uniform implementation of the Federal rules by the Länder should also be guaranteed. In the meantime the Länder Bayern, Hamburg, Hessen, Mecklenburg-Vorpommern, Niedersachsen, Saarland and Nordrhein-Westfalen have adopted their own Acts recognising occupations regulated by Land law.

Recent years have seen a growing number of different organisational forms of support in which disabled and non-disabled children learn together in different ways from the elementary sector onwards. In order to ensure children with an existing or an impending disability have an equal role in social life, each child with a disability is to be given the opportunity to attend a day-care centre close to home in which he or she will be supported as well as possible in accordance with his or her individual needs. One option is setting up multiprofessional teams in day-care centres for children e.g. through greater involvement of primary school teachers, motor activity specialists, speech therapists, psychologists and remedial therapists. This will allow each child to be supported in accordance with his or her individual skills, talents and abilities without having to leave their social context or limiting exchange with other children.

Since the 1980s disabled pupils have been increasingly integrated into mainstream schools under school pilot projects, some of which have assumed the status of a standard

type of schooling since 1990. Also, various forms of cooperation between mainstream schools and special schools have emerged and approaches to inclusive teaching have been developed in educational science. A focus on institutions has given way to a focus on the needs of the individual. Formerly, the prevailing concept when making choices for a child's school career [i.e. the decision in favour of a mainstream school or a special school] was the *need for education at a special school*. This has since been superseded by the concept of *sonderpädagogischer Förderbedarf* [special educational needs], meaning education, instruction, therapy and care requirements depending on an individual's individual pre-conditions as far as the institutional setting allows. This development has been influenced by a new understanding of disabilities and educational needs, improved diagnostic techniques, more effective early detection and prevention as well as better overall conditions at mainstream schools [e.g. improved pupil-teacher ratios], more open approaches to instruction and education and, finally, a greater appreciation of the benefits to children of attending a school close to their home.

Within the context of the ratification of the UN Convention on the Rights of Persons with Disabilities by Germany and the equality legislation in the Länder, offers of integration into mainstream schools for pupils with special educational needs are currently being extended. In a position paper of November 2010 on the teaching and legal aspects of the implementation of the UN Convention the Standing Conference found that interaction between general teaching and special teaching is essential to achieving inclusive education. Teachers at all school types are to be trained in the various stages of training in teaching all pupils together. In December 2012 the Standing Conference amended the framework agreements on training and examination for the six types of teaching careers accordingly.

This is to stimulate the development of inclusive education programmes. In all planned amendments and developments care must be taken to ensure that

- children and young people with and without a disability can learn in line with their needs and requirements at any place of learning,
- the necessary quality and the required extent of support is provided for all children and young people,
- cooperation is guaranteed between all persons and institutions involved in support,
- special education learning, advisory and support services facilitate high-quality integrative learning.

The above-mentioned Standing Conference's support strategy for poorer-performing pupils [*Förderstrategie für leistungsschwächere Schülerinnen und Schüler*] is specifically aimed at pupils with special educational needs. It is intended in particular to improve the opportunities for suitable pupils who benefit from the support priority Learning to obtain, in addition to their own specific school leaving certificate, the *Hauptschule* school leaving certificate. In this context the attendance by pupils with special educational needs of general education schools is being increasingly promoted. Permeability between *Förderschulen* [special schools] and general education schools is to be improved, for instance by adapting the curricular requirements or introducing English as a subject at special schools.

More detailed information on special needs support is available in chapters 12.2. and 12.3.

In the higher education sector measures for learners with special requirements include:

- making higher education institutions aware of the specific needs of students in special circumstances, such as for instance students with children, students with disabilities or chronically ill students
- developing and securing the quality of the advisory and care services for all students, especially for students in particular life situations [student services play an important role here]
- taking the requirements of students in particular life situations more into account in admission, workload and examinations, inter alia in the framework of the accreditation of study courses or the accreditation of higher education systems
- securing financing for the additional study expenditure incurred by students with a disability by adapting the social law regulations to modern education paths

14.2.4. Enhancing Innovation and Creativity, Including Entrepreneurship, at all Levels of Education and Training

Partnerships with Business, Research, Civil Society

In the school sector there are partnerships with employment agencies, foundations, companies, trade unions, and other local stakeholders among others promoting vocational guidance at general education schools and *Förderschulen* [special schools].

Under the motto “career planning is planning for life” [*Berufswegeplanung ist Lebensplanung*], in June 2009 the partners in the National Pact for Career Training and Skilled Manpower Development in Germany [*Nationaler Pakt für Ausbildung und Fachkräftenachwuchs in Deutschland*], together with the Federal Employment Agency [*Bundesagentur für Arbeit* – BA], the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder and the Conference of Ministers of Economics of the Länder [*Wirtschaftsministerkonferenz* - WMK], drew up a declaration on the design of vocational guidance which provides for the development of reliable cooperation between schools, employment agencies, industry and parents, and the active participation of young people. In order to provide targeted support for young people in their choice of career German industry’s umbrella organisations plan inter alia to:

- arrange partnerships with companies for each interested school,
- help young people gain an insight into working practice,
- support mentoring and sponsorship programmes which help, in particular, disadvantaged young people in the transition from school to training,
- support the continuing education of teachers and head teachers through suitable offers from companies.

The Standing Conference decided in October 2010 to join the National Pact for Career Training and Skilled Manpower Development in Germany as a full member. The Länder also concluded complementary regional pacts. These are training networks with a wide variety of regional actors ranging from business and administration to the media and employment agencies.

As part of the expansion of work-related study and continuing training courses, higher education institutions are cooperating with the regional economy inter alia.

The business sector has on a number of occasions reacted positively to the introduction of the tiered graduation system and, within the context of the "Bachelor Welcome" joint initiative repeatedly expressed the willingness of companies to employ Bachelor's graduates. On 25 October 2012 the Chief Human Resources Officers of leading companies in Germany signed, for the fifth time, the latest declaration on higher education policy which has the motto "Bologna@Germany 2012". The focus was on profiling institutions of higher education as providers of continuing education, the expansion of part-time Master's courses, and targeted staff development for Bachelor and Master graduates in companies.

Transversal Key Competences, Entrepreneurship Education, e-Literacy, Media-Literacy, Innovative Learning Environments

Transversal key competences

In March 2009 the Standing Conference adopted a resolution on the strengthening of democracy education [*Stärkung der Demokratieverziehung*]. Starting in primary school pupils are to be introduced to the basic principles of the democratic state and social order, and the differences with dictatorial forms of rule. In the secondary sector analysis of 20th-century Germany history is to be intensified as part of multidisciplinary and interdisciplinary teaching in particular.

An introduction to the professional and working world is a compulsory component of all courses of education at lower secondary level. The instruction is given either in a separate subject [*Arbeitslehre* - pre-vocational studies] or as part of the material covered in other subjects. Work experience placements, especially for pupils in the two last grades at *Hauptschule* and *Realschule*, aim to provide first-hand insight into the working world and guidance in choosing an occupation. The Länder have continuously developed their activities in order to convey a basic knowledge of the world of business and commerce. This has also taken place outside of lessons, for example, via model businesses set up by pupils [*Schülerfirmen*], information about entrepreneurial independence or cooperation projects between the schools and the world of business and commerce.

In the higher education sector the Länder support the expansion of work-related study and continuing training courses through target agreements with higher education institutions. New correspondence courses and online study courses, eLearning, eCampus initiatives, distance learning programmes and inter-higher education institution continuing education centres and networks are being promoted to this end among others. These provide, for example as Bachelor's degree courses which lead to a first degree qualifying for entry into a profession, academic expertise, methodological skills, qualifications related to professional fields and key qualifications such as social skills, communicative presentation skills, non-area specific competences and language skills. Competences and learning objectives are also defined with a view to the requirements of the labour market and are checked within the framework of accreditation.

General adult education and further vocational training provide, through a diverse network of privately-maintained bodies, further teaching and consolidation of transversal key competences. The innovativeness of educational institutions in the field of general adult education and further vocational education is supported by the Federation and the Länder through the promotion of measures and institutions.

Media literacy

The report “*Kompetenzen in einer digital geprägten Kultur*” [competences in a digitally influenced culture], which was drawn up by a commission of experts on media education set up by the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF], demonstrated the need to strengthen and promote media literacy as part of a comprehensive media education, and established inter alia that the promotion of media literacy should cover both children and young people and also their adult carers.

Bachelor’s degree courses provide, as study courses which lead to a first degree qualifying for entry into a profession, academic expertise, methodological skills, qualifications related to professional fields and key qualifications such as social skills, communicative presentation skills, non-area specific competences and language skills. Competences and learning objectives are also defined with a view to the requirements of the labour market and are checked within the framework of accreditation.

General adult education and further vocational training provide, through a diverse network of privately-maintained bodies, further teaching and consolidation of transversal key competences. The Länder support this area through the promotion of measures and institutions.

In March 2012 the Standing Conference adopted a resolution on media education in schools which aims to progressively anchor media education as a compulsory part of school education and provide schools and teachers with guidelines on media education in training and teaching. At the same time it highlights the possibilities arising through the didactic and methodological use of new media to shape teaching and learning processes. Media education in schools aims to help pupils acquire and develop media literacy, i.e. the knowledge, abilities and skills which allow appropriate, autonomous, creative and socially responsible behaviour in a world which is heavily influenced by the media. The declaration “*Medienbildung in der Schule*” [Media Education in Schools] explains the position of media education in schools using examples in five dimensions which concern:

- promoting the quality of teaching and learning through media
- the opportunities for social and cultural participation and involvement
- shaping the identity and personality of young people
- developing attitudes and value systems, and aesthetic discernment
- the necessary protection from the negative impacts of the media and media use.

To substantially promote media education in schools, the Standing Conference designates specific fields of action in the resolution, inter alia curricula and educational plans, teacher training, equipment and technical support, data protection and cooperation with partners outside of school.

In vocational education and training the study “*Bestandsaufnahme zur Medienkompetenz in Förderprojekten des BMBF*” [survey on media literacy in BMBF funding projects] also highlighted the importance of media literacy for vocational education and training. Connected with this, with the BMBF funding announcement “*Stärkung der digitalen Medienkompetenz für eine zukunftsorientierte Medienbildung in der beruflichen Qualifizierung*” [strengthening digital literacy for future-oriented media education in vocational qualification], since autumn 2012 the anchoring of media education in the different stag-

es of vocational education and training [initial, further and continuing training] is being promoted through a total of 11 network projects [31 individual projects].

14.3. Specific Ongoing Reforms and Policy Developments at National Level

Measures to develop and safeguard the quality of school education remain at the heart of education policy debate. In this process particular consideration is given to the results of the national and international comparisons of school performance as well as the comparative tests carried out across all Länder [VERA 3 and VERA 8]. Great importance is attached in this process to the nationally applicable education standards as a reference framework for quality assurance and development at all system levels in the school sector.

To promote the dovetailing of the different education sectors and to establish the prerequisites for successful educational biographies, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] together with German foundations launched the initiative “*Lernen vor Ort*” [learning locally]. At present this is helping 35 districts [*Kreise*] and municipalities with the status of a district [*kreisfreie Städte*] to develop integrated education management which coordinates the existing education offers at all levels with one another. To this end new forms of local control and cooperation in the education system are being created which cover all education sectors and dovetail with one another in such a way that people are provided with demand-oriented and efficient education opportunities. The funding initiative approach of addressing the structures of local or regional education systems, coupled with the introduction of systematic education monitoring in the participating local authorities, has also led to new incentives in the local landscape, as shown by the November 2012 “*Münchener Erklärung*” [Munich Declaration] of the German Association of Cities [*Deutscher Städtetag*]. The results of the funding initiative are therefore to be made available to all interested local authorities [*Kommunen*] across Germany from 2014.

Early childhood education and care

In a May 2008 position paper, the Conference of Ministers of Youth and Family Affairs [*Jugend- und Familienministerkonferenz* – JFMK] designated six areas of day care for children as priorities for future development:

- safeguarding, developing and reviewing the quality of educational work in day-care centres for children, in particular developing the quality of education offers for children under three years of age;
- developing education plans which take the experiences of the Länder into account as regards their binding character, content and structure;
- observing the further development of day care for children, particularly in relation to institutional day care;
- optimising the transition from day-care centre to primary school, with a particular emphasis on ensuring equal educational opportunities and promoting integration;
- expanding cooperation and developing interlocking concepts of content for all places of learning involved in the education of children;
- the requirements of degree courses for early-childhood education at *Fachhochschule* and university level with a view to enabling students to work in accordance with Land-specific education plans.

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth [*Bundesministerium für Familie, Senioren, Frauen und Jugend* - BMFSFJ] is supporting the expansion of cooperation between places of learning with the “*Lernort Praxis*” [practical on-the-job learning] federal programme launched in May 2015. As part of the programme, which is currently in a pilot phase, skilled practical mentors are being employed at 76 locations covering around 160 day-care centres for children to support day-care centre staff with practical guidance, accompany prospective staff, and expand cooperation with *Fachschulen* and institutions of higher education.

Within the scope of the Qualification Initiative for Germany “Getting ahead through education” [*Aufstieg durch Bildung*] of the Federation and the Länder, cooperation between day-care facilities for children and primary schools is to be made compulsory, in so far as this is not already the case. In this regard the Länder also plan to develop coordinated learning objectives for child day-care facilities and primary schools. In order to guarantee the continuity of early education between the early childhood sector and the primary sector, as early as 2004, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] and the Conference of Ministers of Youth [*Jugendministerkonferenz*] together adopted a framework for early education in the early childhood sector [*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*], as well as a recommendation to strengthen and further develop the overall relationship between education, upbringing and supervision [*Empfehlung zur Stärkung und Weiterentwicklung des Gesamtzusammenhangs von Bildung, Erziehung und Betreuung*]. On the basis of this decision the Länder have now drawn up education plans to intensify educational efforts in day-care centres for children and ensure closer collaboration with primary education. The focus is on the acquisition of basic skills and on developing and reinforcing personal resources. Linguistic education is of particular importance. To support these efforts, offers to promote the active involvement of parents in day care are being extended and concepts developed to intensify the collaboration between school, parents and youth welfare services. A further goal is to improve the training of *Erzieherinnen* and *Erzieher* [state-recognised youth or child-care workers].

Primary education

Extensive pedagogical reforms aim at a pupil-oriented approach to teaching which enhances the children’s self-initiative and self-confidence and promotes learning in a cross-disciplinary context. Since the 1990s, the introduction of and increase in foreign language teaching has gained in importance. All Länder have introduced foreign language teaching as early as *Grundschule* [primary school].

The transition from the day-care centres for children to the primary school is of particular importance. Under the joint framework of the Länder for early education in day-care centres for children [*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*], and the educational plans developed in all Länder, the Länder have further expanded cooperation in this area. In June 2009 the Conference of Ministers of Youth and the Standing Conference agreed on a range of common approaches to this transition, which can serve as guidelines for action for the day-care centres and schools, educators, teachers and parents involved. A main focus at present is support for chil-

dren and families with a migrant background through manifold recommendations for action.

Other focal points of the current debate are the introduction of fixed school opening times, the further development of flexible school entrance phases, requirements for procedures of regular language status observation and the development and expansion of schools offering all-day activities and care in the primary sector [see chapter 5.2.]. Already at the level of primary school lifelong learning also is a concern. Furthermore, the collaboration between school and parents is to be improved because parental support is of special importance for the learning success of primary pupils.

Secondary education

In October 2012 the Standing Conference, on the basis of a resolution of October 2007, adopted educational standards for the *Allgemeine Hochschulreife* [general higher education entrance qualification] in German and Mathematics and in follow-on courses in the foreign languages English and French, which from the 2014/2015 school year form the bases for the subject-specific requirements of the *Allgemeine Hochschulreife*. For these subjects the Standing Conference had already decided, in March 2012, to develop a shared pool of standards-based *Abitur* examination tasks which is to be available to the Länder from the 2016/2017 school year. It is also planned to develop educational standards for the *Allgemeine Hochschulreife* in the natural science subjects Biology, Chemistry and Physics. The educational standards are part of a comprehensive system of quality assurance, which also includes education reporting, comparative tests, school development and both internal and external evaluation. The introduction of centralised examinations at Land level and the measures for improving professionalism in teacher training are also to be viewed against this background. More detailed information on quality assurance in the school sector is available in chapter 11.2.

Tertiary sector

In May 2010, not least in response to public debate, the stakeholders in the Bologna Process analysed the situation at German higher education institutions and agreed to step up their cooperation in the interests of successful reforms. The discussions focused in particular on the development of mobility, the academic feasibility of the Bachelors' and Master's degrees, access to the Master's and admission to Master's courses of study, and the outlooks for graduates with a Bachelor's degree on the labour market.

The 2011 National Bologna Conference reported on developments since 2010 and noted that the successes of recent months included amended framework conditions, marked changes at the higher education institutions, and intensive and constructive dialogue between higher education institutions and policymakers, including at Länder level. In addition, significantly more attention was paid to the quality of teaching.

Since the start of 2013 the working group "*Europäische Studienreform*" [European study reform] of the German Rectors' Conference [*Hochschulrektorenkonferenz* - HRK] has been carrying out an in-depth survey of the implementation of the Bologna reforms in Germany and will be presenting recommendations on the further development for politics and institutions of higher education in autumn 2013.

With the amendment of the *Ländergemeinsame Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen* [common structural guidelines for the accreditation of

Bachelor's and Master's study courses] in February 2010 the Standing Conference responded extensively to the criticised implementation of the Bologna Process. Some Länder have adapted the Länder laws governing higher education correspondingly. All Länder have taken measures to ensure effective implementation. Higher education institutions have also adopted a range of directives and guidelines, and orientation frameworks to review study courses.

With the Higher Education Pact 2020 [*Hochschulpakt 2020*] the Federation and the Länder are creating a needs-based study provision and hence ensuring the quantitative expansion of higher education. From 2007 to 2010, with 185,000 first-year students, twice as many additional new students than previously expected enrolled in a higher education institution. In total around 624,000 additional study opportunities will be created in the second programme phase from 2011 to 2015. The Federal Government alone is making over Euro 7 billion available for the expansion of study opportunities. The Länder are providing comparable funding and ensuring overall financing.

In 2010 the Higher Education Pact 2020 was expanded by a third pillar. Through the Teaching Quality Pact [*Qualitätspakt Lehre*] the higher education institutions are receiving broad support to improve study conditions and teaching quality, matched to specific local needs. The pact promotes improved staffing at all levels and measures for training higher education staff in teaching, support and advisory tasks. New impetus is also to be provided for the continued development of teaching quality and the professionalisation of teaching. The Federation is making around Euro 2 billion available in total for the period from 2011 to 2020. A total of 186 higher education institutions from all 16 Länder are benefiting from this support, including 78 universities, 78 universities of applied sciences and 30 colleges of art and music.

Through the competition "Getting ahead through education: Open higher education institutions" [*Aufstieg durch Bildung: Offene Hochschulen*] the Federation and the Länder are promoting the development of practical, vocational and training-related study courses with the aim of integrating employees and the professionally qualified into higher education more closely. For this programme the Federation is making a total of up to Euro 250 million available in the years 2011 to 2020. In a first round of the competition the Federation and the Länder have been funding 26 projects since October 2011 [16 individual projects and 10 joint projects] at a total of 55 higher education institutions and non-university research establishments. A second round of competition is to be launched in 2014. As an essential prerequisite for a greater opening-up of higher education institutions, in March 2009 the Standing Conference adopted a decision on access to higher education by vocationally qualified applicants [see chapter 7.2.1.]. Through target agreements with higher education institutions the Länder also support the expansion of studies and continuing training measures which accompany employment.

Internationalisation is one of the core tasks of the development of higher education. Since 2009, therefore, the BMBF has been funding the German Rector's Conference [*Hochschulrektorenkonferenz - HRK*] audit "Internationalisation of Higher Education Institutions" [*Internationalisierung der Hochschulen*], which helps German higher education institutions to gear their internationalisation strategy according to their needs and to anchor it permanently within the institution. The HRK audit advises universities independently and systematically and helps them to work out their specific international focus in a targeted, quality-driven manner and to tailor it to their profile. The first re-audit was launched in 2012. This builds on the results of the HRK audit. The re-audit

gives the higher education institution professional support in implementing its internationalisation measures and achieving its internationalisation objectives.

The international Bologna Ministerial Conference in Bucharest on 26 and 27 April 2012 adopted the Mobility Strategy 2020 for the European Higher Education Area [EHEA]. This contains the recommendation that all EHEA member countries develop and implement their own internationalisation and mobility strategy with specific guidelines and measurable mobility targets. The Federal Republic of Germany has complied with this through its “*Strategie der Wissenschaftsminister/-innen von Bund und Ländern für die Internationalisierung der Hochschulen in Deutschland*” [Strategy of the Federal and Länder Ministers of Science for the internationalisation of institutions of higher education in Germany] – the first national strategy in this area. The paper is based on the guiding principle that internationalisation is a central component of the institutional profiling of German institutions of higher education. The Federation and the Länder want to support this process and have agreed joint targets and approaches in nine fields of action. These include in particular:

- supporting the strategic internationalisation of the individual institutions of higher education
- increasing the international mobility of German students [one in two students should obtain study-related international experience; facilitating the accreditation of study courses leading to dual qualifications]
- stronger recruitment of excellent foreign students and academics [inter alia through better selection, a welcoming culture, international and intercultural learning opportunities]
- increasing the number of foreign students by the end of the decade by one third to around 350,000
- extending research cooperation and transnational higher education offers.

APPENDIX

LEGISLATION

Constitutions, laws and legal regulations of the Federation and the Länder as of September 2013

Constitution law / Federal law

R1

Grundgesetz für die Bundesrepublik Deutschland

Vom 23.05.1949 [BGBl. 1949,1, S. 1 ff.],

zul. geänd. durch Gesetz vom 11.07.2012 [BGBl. I 2012,32, S. 1478]

R2

Gesetz zu dem Vertrag vom 31. August 1990 zwischen der Bundesrepublik Deutschland und der Deutschen Demokratischen Republik über die Herstellung der Einheit Deutschlands – Einigungsvertragsgesetz –

und der Vereinbarung vom 18. September 1990
Vom 23.09.1990 [BGBl. II 1990,35, S. 885 ff.],

zul. geänd. durch Gesetz vom 31.05.1994 [BGBl. I 1994,33, S. 1168 f.]

R3

Verfassungsgesetz zur Bildung von Ländern in der Deutschen Demokratischen Republik – Ländereinführungsgesetz –

Vom 22.07.1990 [GBl. I 1990, S. 955 ff.],

zul. geänd. durch Gesetz vom 04.03.2005 [GVBl. Berlin 61.2005,8, S. 125 ff.]

R4

Bekanntmachung der Neufassung des Gerichtsverfassungsgesetzes [GVG]

Vom 09.05.1975 [BGBl. I 1975,53, S. 1077 ff.],

zul. geänd. durch Gesetz vom 10.10.2013 [BGBl. I 2013,62, S. 3799 ff.]

R5

Bekanntmachung der Neufassung des Verwaltungsverfahrensgesetzes [VwVfG]

Vom 23.01.2003 [BGBl. I 2003, 4, S. 102 ff.],

zul. geänd. durch Gesetz vom 25.07.2013 [BGBl. I 2013,43, S. 2749 ff.]

R6

Gesetz zum Schutz der arbeitenden Jugend [Jugendarbeitsschutzgesetz – ArbSchG]

Vom 12.04.1976 [BGBl. I 1976,42, S. 965 ff.],

zul. geänd. durch Gesetz vom 24.04.2013 [BGBl. I 2013,19, S. 868 ff.]

R7

Bekanntmachung der Neufassung des Bundesbesoldungsgesetzes

Vom 19.06.2009 [BGBl. I 2009,34, S. 1434 ff.],

zul. geänd. durch Gesetz vom 19.10.2013 [BGBl. I 2013,63, S. 3836 ff.]

R8

Bekanntmachung der Neufassung des Beamtenversorgungsgesetzes

Vom 24.02.2010 [BGBl. I 2010,8, S. 150 ff.],

zul. geänd. durch Gesetz vom 28.08.2013 [BGBl. I 2013,53, S. 3386 ff.]

R9

Gesetz zur Regelung des Status der Beamtinnen und Beamten in den Ländern [Beamtenstatusgesetz – BeamStG]

Vom 17.06.2008 [BGBl. I 2008,24, S. 1010 ff.],

geänd. durch Gesetz vom 05.02.2009 [BGBl. I 2009,7, S. 160 ff.]

R10

Gesetz über die Zusammenarbeit von Bund und Ländern in Angelegenheiten der Europäischen Union [EUZBLG]

Vom 12.03.1993 [BGBl. I 1993,9, S. 313],

zul. geänd. durch Gesetz vom 22.09.2009 [BGBl. I 2009,60, S. 3031 ff.]

R11

Gesetz über die religiöse Kindererziehung

Vom 15.07.1921 [RGBl. 1921,78, S. 939 ff.],

geänd. durch Gesetz vom 17.12.2008 [BGBl. I 2008,61, S. 2586 ff.]

Constitutions of the Länder

R12

Verfassung des Landes Baden-Württemberg

Vom 11.11.1953 [GBl. Baden-Württemberg 1953,29, S. 173 ff.],

zul. geänd. durch Gesetz vom 07.02.2011 [GBl. Baden-Württemberg 2011,2, S. 46 f.]

R13

Bekanntmachung der Neufassung der Verfassung des Freistaates Bayern

Vom 15.12.1998 [GVBl. Bayern 1998,26, S. 991 ff.],

zul. geänd. durch Gesetz vom 11.11.2013 [GVBl. Bayern 2013,21, S. 642]

R14

Verfassung von Berlin

Vom 23.11.1995 [GVBl. Berlin 51.1995,69, S. 779 ff.],

zul. geänd. durch Gesetz vom 17.03.2010 [GVBl. Berlin 66.2010,9, S. 134]

R15

Verfassung des Landes Brandenburg

Vom 20.08.1992 [GVBl. I Brandenburg 3.1992,18, S. 298 ff.],

zul. geänd. durch Gesetz vom 19.12.2011 [GVBl. I Brandenburg 22.2011,30, S. 1 f.]

R16

Landesverfassung der Freien Hansestadt Bremen

Vom 21.10.1947 [GBl. Bremen 1947, S. 251 ff.],

zul. geänd. durch Gesetz vom 03.09.2013 [GBl. Bremen 2013,69, S. 501 ff.]

R17

Verfassung der Freien und Hansestadt Hamburg

Vom 06.06.1952 [GVBl. Hamburg 1952, S. 117 ff.],

zul. geänd. durch Gesetz vom 19.02.2013 [GVBl. I Hamburg 2013,7, S. 43]

R18

Verfassung des Landes Hessen

Vom 01.12.1946 [GVBl. Hessen 1946,34/35, S. 229 ff., berichtigt in GVBl. Hessen 1947,17/18, S. 106; GVBl. Hessen 1948,12/13, S. 68],

zul. geänd. durch Gesetz vom 29.04.2011 [GVBl. I Hessen 2011,8, S. 182]

R19

Verfassung des Landes Mecklenburg-Vorpommern

Vom 23.05.1993 [GVBl. Mecklenburg-Vorpommern 1993,10, S. 372 ff.],

zul. geänd. durch Gesetz vom 30.06.2011 [GVBl. Mecklenburg-Vorpommern 2011,12, S. 375]

R20

Niedersächsische Verfassung

Vom 19.05.1993 [GVBl. Niedersachsen 47.1993,17, S. 107 ff.],

zul. geänd. durch Gesetz vom 30.06.2011 [GVBl. Niedersachsen 65.2011,15, S. 210 f.]

R21

Verfassung für das Land Nordrhein-Westfalen

Vom 28.06.1950 [GVBl. Nordrhein-Westfalen 4.1950,28, S. 127 ff.],

zul. geänd. durch Gesetz vom 25.10.2011 [GVBl. Nordrhein-Westfalen 65.2011,22, S. 499 f.]

R22

Verfassung für Rheinland-Pfalz

Vom 18.05.1947 [VOBl. Rheinland-Pfalz 1.1947,14, S. 209 ff.],

zul. geänd. durch Gesetz vom 23.12.2010 [GVBl. Rheinland-Pfalz 2010,23, S. 547]

R23

Verfassung des Saarlandes

Vom 15.12.1947 [ABl. Saarland 1947, S. 1077 ff.],

zul. geänd. durch Gesetz vom 15.05.2013 [ABl. Saarland 2013,15, S. 178 f.]

R24

Verfassung des Freistaates Sachsen

Vom 27.05.1992 [GVBl. Sachsen 1992,20, S. 243 ff.]

R25

Verfassung des Landes Sachsen-Anhalt

Vom 16.07.1992 [GVBl. Sachsen-Anhalt 3.1992,31, S. 600 ff.],

geänd. durch Gesetz vom 27.01.2005 [GVBl. Sachsen-Anhalt 16.2005,7, S. 44 f.]

R26

Bekanntmachung der geltenden Fassung der Verfassung des Landes Schleswig-Holstein

Vom 13.05.2008 [GVBl. Schleswig-Holstein 2008,9, S. 223 ff.],

zul. geänd. durch Gesetz vom 20.02.2013 [GVBl. Schleswig-Holstein 2013,5 S. 102]

R27

Verfassung des Freistaats Thüringen

Vom 25.10.1993 [GVBl. Thüringen 1993,30, S. 625 ff.],

zul. geänd. durch Gesetz vom 11.10.2004 [GVBl. Thüringen 2004,17, S. 745]

Civil service legislation of the Länder

R28

Landesbeamtengesetz [LBG: Art. 1 des Gesetzes zur Reform des öffentlichen Dienstrechts]

Vom 09.11.2010 [GBl. Baden-Württemberg 2010,19, S. 793 ff.],

zul. geänd. durch Gesetz vom 12.11.2013 [GBl. Baden-Württemberg 2013,15, S. 304 ff.]

R29

Bayerisches Beamtengesetz [BayBG]

Vom 29.07.2008 [GVBl. Bayern 2008,16, S. 500 ff.]

zul. geänd. durch Gesetz vom 24.07.2013 [GVBl. Bayern 2012,6, S. 94 ff.]

R30

Landesbeamtengesetz [LBG: Art. 1 des Dienstrechtsänderungsgesetzes]

Vom 19.03.2009 [GVBl. Berlin 65.2009,6, S. 70 ff.],

zul. geänd. durch Gesetz vom 05.11.2012 [GVBl. Berlin 68.2012,27, S. 354 ff.]

R31

Beamtengesetz für das Land Brandenburg [Landesbeamtengesetz – LBG: Art. 1 des Gesetzes zur Neuordnung des Beamtenrechts im Land Brandenburg]

Vom 03.04.2009 [GVBl. I Brandenburg 20.2009,4, S. 26 ff.]

zul. geänd. durch Gesetz vom 13.03.2012 [GVBl. I Brandenburg 23.2012,16, S. 1 ff.]

R32

Bremisches Beamtengesetz [BremBG: Art. 1 des Gesetzes zur Neuregelung des Beamtenrechts in der Freien Hansestadt Bremen]

Vom 22.12.2009 [GBl. Bremen 2010,4, S. 17 ff.],

zul. geänd. durch Gesetz vom 01.10.2013 [GBl. Bremen 2013,81, S. 546 ff.]

R33

Hamburgisches Beamtengesetz [HmbBG: Art. 1 des Gesetzes zur Neuregelung des hamburgischen Beamtenrechts]

Vom 15.12.2009 [GVBl. I Hamburg 2009,54, S. 405 ff.],

zul. geänd. durch Gesetz vom 17.09.2013 [GVBl. I Hamburg 2013,38, S. 389 ff.]

R34

Hessisches Beamtengesetz [HBG: Art. 1 des Zweiten Gesetzes zur Modernisierung des Dienstrechts in Hessen]

Vom 27.05.2013 [GVBl. I Hessen 2013,,11 S. 218 ff.; berichtigt in GVBl. I Hessen 2013,18, S. 508]

R35

Beamtengesetz für das Land Mecklenburg-Vorpommern [Landesbeamtengesetz – LBG M-V: Art. 1 des Gesetzes zur Neuordnung des Beamtenrechts für das Land Mecklenburg-Vorpommern]

Vom 17.12.2009 [GVBl. Mecklenburg-Vorpommern 2009,20, S. 687 ff.],

zul. geänd. durch Gesetz vom 10.12.2012 [GVBl. Mecklenburg-Vorpommern 2012,20, S. 537 ff.]

R36

Niedersächsisches Beamtengesetz [NBG: Art. 1 des Gesetzes zur Modernisierung des niedersächsischen Beamtenrechts]

Vom 25.03.2009 [GVBl. Niedersachsen 63.2009,6, S. 72 ff.],

zul. geänd. durch Gesetz vom 12.12.2012 [GVBl. Niedersachsen 66.2012,32, S. 591 ff.]

R37

Beamtengesetz für das Land Nordrhein-Westfalen [Landesbeamtengesetz – LBG NRW: Art. 1 des Gesetzes zur Änderung dienstrechtlicher Vorschriften]

Vom 21.04.2009 [GVBl. Nordrhein-Westfalen 63.2009,10, S. 224 ff.],

zul. geänd. durch Gesetz vom 01.10.2013 [GVBl. Nordrhein-Westfalen 67.2013,30, S. 566 f.]

R38

Landesbeamtengesetz [LBG] Vom 20.10.2010 [GVBl. Rheinland-Pfalz 2010,18, S. 319 ff.],

zul. geänd. durch Gesetz vom 08.10.2013 [GVBl. Rheinland-Pfalz 2013,15, S. 349 ff.]

R39

Saarländisches Beamtengesetz [SBG: Art. 1 des Gesetzes Nr. 1675 zur Anpassung dienstrechtlicher Vorschriften an das Beamtenstatusgesetz]

Vom 11.03.2009 [Abl. Saarland 2009,12, S. 514 ff.],

zul. geänd. durch Gesetz vom 16.10.2012 [Abl. Saarland 2012,28, S. 437 ff.]

R40

Bekanntmachung der Neufassung des Beamtengesetzes für den Freistaat Sachsen

Vom 12.05.2009 [GVBl. Sachsen 2009,6, S. 194 ff.],

zul. geänd. durch Gesetz vom 27.01.2012 [GVBl. Sachsen 2012,4, S. 130 ff.]

R41

Beamtengesetz des Landes Sachsen-Anhalt [Landesbeamtengesetz – LBG LSA: Art. 1 des Gesetzes zur Neuordnung des Landesbeamtenrechts]

Vom 15.12.2009 [GVBl. Sachsen-Anhalt 20.2009,24, S. 648 ff.],

zul. geänd. durch Gesetz vom 30.07.2013 [GVBl. Sachsen-Anhalt 24.2013,22, S. 400 f.]

R42

Landesbeamtengesetz [LBG: Art. 1 des Gesetzes zur Neuregelung des Beamtenrechts in Schleswig-Holstein]

Vom 26.03.2009 [GVBl. Schleswig-Holstein 2009,5, S. 93 ff.],

zul. geänd. durch Gesetz vom 25.06.2013 [GVBl. Schleswig-Holstein 2013,10, S. 275 ff.]

R43

Thüringer Beamtengesetz [ThürBG: Art. 1 des Gesetzes zur Änderung des Thüringer Beamtenrechts]

Vom 20.03.2009 [GVBl. Thüringen 2009,3, S. 238 ff.],

zul. geänd. durch Gesetz vom 25.10.2011 [GVBl. Thüringen 2011,9, S. 268 ff.]

Civil servants' remuneration acts of the Länder

R44

Landesbesoldungsgesetz Baden-Württemberg [LBesGBW: Art. 2 des Gesetzes zur Reform des öffentlichen Dienstrechts]

Vom 09.11.2010 [GBl. Baden-Württemberg 2010,19, S. 793 ff.],

zul. geänd. durch Gesetz vom 12.11.2013 [GBl. Baden-Württemberg 2013,15, S. 304 ff.]

R45

Bayerisches Besoldungsgesetz [BayBesG: § 1 des Gesetzes zum neuen Dienstrecht in Bayern]

Vom 05.08.2010 [GVBl. Bayern 2010,15, S. 410 ff., berichtigt in GVBl. Bayern 2010,20, S. 764]

zul. geänd. durch Gesetz vom 24.07.2013 [GVBl. Bayern 2013,14, S. 450 ff.]

R46

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes [LbesG]

Vom 09.04.1996 [GVBl. Berlin 52.1996,22, S. 160 ff., berichtigt in GVBl. 61.2005,31, S. 463]

zul. geänd. durch Gesetz vom 05.11.2012 [GVBl. Berlin 68.2012,27, S. 354 ff.]

R47

Bekanntmachung der Neufassung des Brandenburgischen Besoldungsgesetzes

Vom 10.01.2005 [GVBl. I Brandenburg 16.2005,4, S. 38 ff.],

zul. geänd. durch Gesetz vom 11.02.2013 [GVBl. I Brandenburg 24.2013,4, S. 1 ff.]

R48

Bekanntmachung der Neufassung des Bremischen Besoldungsgesetzes

Vom 22.04.1999 [GBl. Bremen 1999, 14, S. 55 ff.],

zul. geänd. durch Gesetz vom 25.06.2013 [GBl. Bremen 2013,52, S. 323 ff.]

R49

Hamburgisches Besoldungsgesetz [HmbBesG: Art. 1 des Gesetzes zur Neuregelung des Hamburgischen Besoldungs- und Beamtenversorgungsrechts]

Vom 26.01.2010 [GBl. I Hamburg 2010,4, S. 23 ff., berichtigt in GVBl. I Hamburg 2010,7, S. 126]

zul. geänd. durch Gesetz vom 17.09.2013 [GVBl. I Hamburg 2013,38, S. 389 ff.]

R50

Hessisches Besoldungsgesetz [HBesG: Art. 1 des Zweiten Gesetzes zur Modernisierung des Dienstrechts in Hessen]

Vom 27.05.2013 [GVBl. Hessen 2013,11, S. 218 ff., berichtigt in GVBl. Hessen 2013,18, S. 508]

R51

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes

Vom 05.09.2001 [GVBl. Mecklenburg-Vorpommern 2001,11, S. 321 ff.],

zul. geänd. durch Gesetz vom 16.12.2011 [GVBl. Mecklenburg-Vorpommern 2011,22, S. 1077 ff.]

R52

Neubekanntmachung des Niedersächsischen Besoldungsgesetzes

Vom 07.11.2008 [GVBl. Niedersachsen 62.2008,22, S. 334 ff.],

zul. geänd. durch Gesetz vom 23.05.2012 [GVBl. Niedersachsen 66.2012,4, S. 34 ff.]

R53

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes

Vom 17.02.2005 [GVBl. Nordrhein-Westfalen 59.2005,10, S. 154 ff.],

zul. geänd. durch Gesetz vom 05.11.2013 [GVBl. Nordrhein-Westfalen 67.2013,15, S. 234 ff.]

R54

Landesbesoldungsgesetz [LBesG: Art. 1 des Landesgesetzes zur Reform des finanziellen öffentlichen Dienstrechts]

Vom 18.06.2013 [GVBl. Rheinland-Pfalz 2013,10, S. 157 ff.],

geänd. durch Bekanntmachung vom 11.10. 2013 [GVBl. Rheinland-Pfalz 2013,16, S. 384 ff.]

R55

Bekanntmachung der Neufassung des Saarländischen Besoldungsgesetzes [SBesG]

Vom 10.01.1989 [ABl. Saarland 1989,10, S. 301 ff.],

zul. geänd. durch Gesetz vom 20.06.2012 [ABl. Saarland 2012,16, S. 210 ff.]

R56

Bekanntmachung der Neufassung des Sächsischen Besoldungsgesetzes

Vom 28.01.1998 [GVBl. Sachsen 1998,3, S. 50 ff.],

zul. geänd. durch Gesetz vom 13.12.2012 [GVBl. Sachsen 2012,17, S. 725 ff.]

R57

Besoldungsgesetz des Landes Sachsen-Anhalt [LbesG LSA: Art. 1 des Gesetzes zur Neuregelung des Besoldungsrechts des Landes Sachsen-Anhalt]

Vom 08.02.2011 [GVBl. Sachsen-Anhalt 22.2011,4, S. 68 ff.],

zul. geänd. durch Gesetz vom 30.07.2013 [GVBl. Sachsen-Anhalt 24.2013,22, S. 400 f.]

R58

Besoldungsgesetz Schleswig-Holstein [Art. 1 des Gesetzes zur Neuregelung des Besoldungs- und Beamtenversorgungsrechts in Schleswig-Holstein]

Vom 26.01.2012 [GVBl. Schleswig-Holstein 2012,3, S. 153 ff.],

zul. geänd. durch Gesetz vom 25.06.2013 [GVBl. Schleswig-Holstein 2013,10, S. 275 ff.]

R59

Thüringer Besoldungsgesetz [Art. 1 des Thüringer Besoldungsneuregelungs- und -vereinfachungsgesetzes]

Vom 24.06.2008 [GVBl. Thüringen 2008,6, S. 134 ff., berichtigt in GVBl. Thüringen 2008,10, S. 350],

zul. geänd. durch Gesetz vom 19.09.2013 [GVBl. Thüringen 2013,9, S. 266 ff.]

Basic legal regulations on early childhood education

Federation

R60

Bekanntmachung der Neufassung des Achten Buches Sozialgesetzbuch [Kinder- und Jugendhilfe]

Vom 11.09.2012 [BGBl. I 2012,45, S. 2022 ff.]

zul. geänd. durch Gesetz vom 29.08.2013 [BGBl. I 2013,53, S. 3464 ff.]

R61

Gesetz zur Förderung von Kindern unter drei Jahren in Tageseinrichtungen und Kindertagespflege [Kinderförderungsgesetz - KiföG]

Vom 10.12.2008 [BGBl. I 2008,57, S. 2403 ff.]

Länder

Baden-Württemberg

R62

Bekanntmachung der Neufassung des Kindertagesbetreuungsgesetzes

Vom 19.05.2009 [GBl. Baden-Württemberg 2009,6, S. 161 ff.],

zul. geänd. durch Gesetz vom 15.05.2013 [GBl. Baden-Württemberg 2013,6, S. 93 f.]

Bayern

R63

Bayerisches Gesetz zur Bildung, Erziehung und Betreuung von Kindern in Kindergärten, anderen Kindertageseinrichtungen und in Tagespflege und zur Änderung anderer Gesetze – Bayerisches Kinderbildungs- und -betreuungsgesetz und Änderungsgesetz [BayKiBiG und ÄndG]

Vom 08.07.2005 [GVBl. Bayern 2005,13, S. 236 ff.],

zul. geänd. durch Gesetz vom 11.12.2012 [GVBl. Bayern 2012,23, S. 644 ff.]

Berlin

R64

Gesetz zur Weiterentwicklung des bedarfsgerechten Angebotes und der Qualität von Tagesbetreuung [Kindertagesbetreuungsreformgesetz]

Vom 23.06.2005 [GVBl. Berlin 61.2005,22, S. 322 ff.]

zul. geänd. durch Gesetz vom 13.07.2011 [GVBl. Berlin 67.2011,18, S. 344 ff.]

Brandenburg

R65

Bekanntmachung der Neufassung des Zweiten Gesetzes zur Ausführung des Achten Buches des Sozialgesetzbuches

- Kinder- und Jugendhilfe – Kindertagesstättengesetz [KitaG]

Vom 27.06.2004 [GVBl. I Brandenburg 15.2004,16, S. 384 ff.],

zul. geänd. durch Gesetz vom 15.07.2010 [GVBl. I Brandenburg I 21.2010,25, S. 1 f.]

Bremen

R66

Bremisches Gesetz zur Förderung von Kindern in Tageseinrichtungen und in Tagespflege [Bremisches Tageseinrichtungs- und Kindertagespflegegesetz – BremKTG: Art. 1 des Dritten Gesetzes zur Ausführung des Achten Buches Sozialgesetzbuch]

Vom 19.12.2000 [GBl. Bremen 2000,66, S. 491 ff.],

zul. geänd. durch Gesetz vom 18.09.2012 [GVBl. Bremen 2012,30, S. 410]

Hamburg

R67

Gesetz zur Neuregelung der Hamburger Kinderbetreuung

Vom 27.04.2004 [GVBl. I Hamburg 2004,24, S. 211 ff.],

zul. geänd. durch Gesetz vom 19.06.2012 [GVBl. I Hamburg I 2012,28, S. 263 f.]

Hessen

R68

Gesetz zur Zusammenführung und Änderung von Vorschriften der Kinder- und Jugendhilfe

Vom 18.12.2006 [GVBl. I Hessen 2006,24, S. 698 ff.],

geänd. durch Gesetz vom 23.05.2013 [GVBl. Hessen I 2013,11, S. 207 ff.]

Mecklenburg-Vorpommern

R69

Gesetz zur Förderung von Kindern in Kindertageseinrichtungen und in Tagespflege [Kindertagesförderungsgesetz – KiföG M-V]

Vom 01.04.2004 [GVBl. Mecklenburg-Vorpommern 2004,6, S. 146 ff.],

zul. geänd. durch Gesetz vom 16.07.2013 [GVBl. Mecklenburg-Vorpommern 2013,12, S. 452 ff.]

Niedersachsen

R70

Neubekanntmachung des Gesetzes über Tageseinrichtungen für Kinder

Vom 07.02.2002 [GVBl. Niedersachsen 56.2002,6, S. 57 ff.],

zul. geänd. durch Gesetz vom 07.11.2012 [GVBl. Niedersachsen 66.2012,25, S. 417]

Nordrhein-Westfalen

R71

Gesetz zur frühen Bildung und Förderung von Kindern [Kinderbildungsgesetz – KiBiz] – Viertes Gesetz zur Ausführung des Kinder- und Jugendhilfegesetzes

Vom 30.10.2007 [GVBl. Nordrhein-Westfalen 61.2007,25, S. 462 ff.],

zul. geänd. durch Gesetz vom 13.11.2012 [GVBl. Nordrhein-Westfalen 66.2012,28, S. 510 ff.]

Rheinland-Pfalz

R72

Kindertagesstättengesetz

Vom 15.03.1991 [GVBl. Rheinland-Pfalz 1991,6, S. 79 ff.],

zul. geänd. durch Gesetz vom 18.06.2013 [GVBl. Rheinland-Pfalz 2013,10, S. 256]

Saarland

R73

Gesetz Nr. 1649

Saarländisches Ausführungsgesetz nach § 26 des Achten Buches Sozialgesetzbuch

Saarländisches Kinderbetreuungs- und -bildungsgesetz [SKBBG]

Vom 18.06.2008 [ABl. Saarland 2008,30, S. 1254 ff.],

geänd. durch Gesetz vom 15.06.2011 [ABl. Saarland I 2011,24, S. 230 ff.]

Sachsen

R74

Bekanntmachung der Neufassung des Gesetzes über Kindertageseinrichtungen

Vom 15.05.2009 [GVBl. Sachsen 2009,6, S. 225. ff.],

zul. geänd. durch Gesetz vom 27.01.2012 [GVBl. Sachsen 2012,4, S. 130 ff.]

Sachsen-Anhalt

R75

Gesetz zur Förderung und Betreuung von Kindern in Tageseinrichtungen und in Tagespflege des Landes Sachsen-Anhalt [Kinderförderungsgesetz – KiFöG]

Vom 05.03.2003 [GVBl. Sachsen-Anhalt 14.2003,6, S. 48 ff.],

zul. geänd. durch Gesetz vom 23.01.2013 [GVBl. Sachsen-Anhalt 24.2013,2, S. 38 ff.]

Schleswig-Holstein

R76

Gesetz zur Förderung von Kindern in Tageseinrichtungen und Tagespflegestellen

[Kindertagesstättengesetz – KiTaG]

Vom 12.12.1991 [GVBl. Schleswig-Holstein 1991,25, S. 651 ff.],

zul. geänd. durch Gesetz vom 18.06.2013 [GVBl. Schleswig-Holstein 2013,10, S. 274]

Thüringen

R77

Thüringer Gesetz über die Bildung, Erziehung und Betreuung von Kindern in Tageseinrichtungen und in Tagespflege als Ausführungsgesetz zum Achten Buch Sozialgesetzbuch – Kinder und Jugendhilfe – [Thüringer Kindertageseinrichtungsgesetz – ThürKitaG – Art. 4 des Thüringer Familienförderungsgesetzes]

Vom 16.12.2005 [GVBl. Thüringen 2005,17, S. 365 ff., berichtigt in GVBl. Thüringen 2006,4, S. 51],

zul. geänd. durch Gesetz vom 31.01.2013 [GVBl. Thüringen 2013,1, S. 22 ff.]

Basic legal regulations on primary and secondary education

Federation

R78

Berufsbildungsgesetz

Vom 23.03.2005 [BGBl. I 2005,20, S. 931 ff.],

zul. geänd. durch Gesetz vom 25.07.2013 [BGBl. I 2013,43, S. 2749 ff.]

R79

Bekanntmachung der Neufassung der Handwerksordnung

Vom 24.09.1998 [BGBl. I 1998,67, S. 3074 ff.],

zul. geänd. durch Gesetz vom 25.07.2013 [BGBl. I 2013,43, S. 2749 ff.]

R80

Ausbilder-Eignungsverordnung

Vom 21.01.2009 [BGBl. I 2009,5, S. 88 ff.]

R81

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung der Ausbildung [Bundesausbildungsförderungsgesetz – BAföG]

Vom 07.12.2010 [BGBl. I 2010,64, S. 1952 ff.],

zul. geänd. durch Gesetz vom 20.12.2011 [BGBl. I 2011,69, S. 2854 ff.]

Mutual Agreement between the Länder on the Standardisation of the School System

R82

Abkommen zwischen den Ländern der Bundesrepublik zur Vereinheitlichung auf dem Gebiete des Schulwesens

Vom 28.10.1964 i. d. F. vom 14.10.1971 [Sammlung der Beschlüsse der Kultusministerkonferenz, Loseblatt-Sammlung, Beschluss Nr. 101]

School legislation and teacher training legislation of the Länder

Baden-Württemberg

R83

Bekanntmachung der Neufassung des Schulgesetzes für Baden-Württemberg

Vom 01.08.1983 [GBl. Baden-Württemberg 1983,15, S. 397 ff.],

zul. geänd. durch Gesetz vom 24.04.2012 [GBl. Baden-Württemberg 2012,7, S. 209 ff.]

R84

Bekanntmachung der Neufassung des Privatschulgesetzes

Vom 28.02.1990 [GBl. Baden-Württemberg 1990,8, S. 105 ff.],

zul. geänd. durch Gesetz vom 18.12.2012 [GBl. Baden-Württemberg 2012,19, S. 677 ff.]

Bayern

R85

Bekanntmachung der Neufassung des Gesetzes über das Erziehungs- und Unterrichtswesen

Vom 31.05.2000 [GVBl. Bayern 2000,17, S. 414 ff., berichtigt in GVBl. Bayern 2000,20, S. 632],

zul. geänd. durch Gesetz vom 24.07.2013 [GVBl. Bayern 2013,14, S. 465 ff.]

R86

Bekanntmachung der Neufassung des Bayerischen Lehrerbildungsgesetzes

Vom 12.12.1995 [GVBl. Bayern 1996,2, S. 16 f.],

zul. geänd. durch Gesetz vom 19.07.2012 [GVBl. Bayern 2012,13, S. 344 ff.]

Berlin

R87

Schulgesetz für das Land Berlin [Schulgesetz – SchulG]

Vom 26.01.2004 GVBl. Berlin 60.2004,4, S. 26 ff.],

zul. geänd. durch Gesetz vom 26.06.2013 [GVBl. Berlin 69.2013,16, S. 199]

R88

Bekanntmachung der Neufassung des Lehrerbildungsgesetzes

Vom 13.02.1985 [GVBl. Berlin 41.1985,13, S. 434 ff.],

zul. geänd. durch Gesetz vom 05.06.2012 [GVBl. Berlin 68.2012,14, S. 158]

Brandenburg

R89

Bekanntmachung der Neufassung des Brandenburgischen Schulgesetzes

Vom 02.08.2002 [GVBl. I Brandenburg 13.2002,8, S. 78 ff.],

zul. geänd. durch Gesetz vom 19.12.2011 [GVBl. I Brandenburg 22.2011,35, S. 1 ff.]

R90

Gesetz über die Ausbildung und Prüfung für Lehrämter und die Fort- und Weiterbildung von Lehrerinnen und Lehrern im Land Brandenburg [Brandenburgisches Lehrerbildungsgesetz – BbgLeBiG - Art. 1 des Gesetzes zur Weiterentwicklung der Lehrerbildung und zur Änderung des Brandenburgischen Besoldungsgesetzes]

Vom 18.12.2012 [GVBl. I Brandenburg 23.2012,45, S. 1 ff.]

Bremen

R91

Bekanntmachung der Neufassung des Bremischen Schulgesetzes

Vom 28.06.2005 [GBl. Bremen 2005,31, S. 260 ff., berichtigt in GBl. Bremen 2005,38, S. 388, zul. berichtigt in GBl. Bremen 2005,39, S. 398 f.],

zul. geänd. durch Gesetz vom 23.06.2009 [GBl. Bremen 2009,36, S. 237 ff.]

R92

Gesetz über das Privatschulwesen und den Privatunterricht [Privatschulgesetz]

Vom 03.07.1956 [GBl. Bremen 1956,19, S. 77 ff.],

zul. geänd. durch Gesetz vom 24.11.2009 [GBl. Bremen 2009,65, S. 535 ff.]

R93

Gesetz über die Ausbildung für das Lehramt an öffentlichen Schulen [Bremisches Lehrerausbildungsgesetz: Art. 1 des Gesetzes zur Änderung der Gesetze zur bremischen Lehrerausbildung]

Vom 16.05.2006 [GBl. Bremen 2006,32, S. 259 ff.],

zul. geänd. durch Gesetz vom 14.12.2010 [GBl. Bremen 2010,58, S. 673 ff., berichtigt in GBl. Bremen 2011,9, S. 68]

Hamburg

R94

Hamburgisches Schulgesetz [HmbSG]

Vom 16.04.1997 [GVBl. I Hamburg 1997,16, S. 97 ff.],

zul. geänd. durch Gesetz vom 19.02.2013 [GVBl. I Hamburg 2013,7, S. 51 ff.]

R95

Hamburgisches Gesetz über Schulen in freier Trägerschaft [HmbSfTG]

Vom 21.09.2004 [GVBl. I Hamburg 2004,43, S. 365 ff.],

geänd. durch Gesetz vom 27.04.2010 [GVBl. I Hamburg,17, S. 342]

Hessen

R96

Bekanntmachung der Neufassung des Hessischen Schulgesetzes

Vom 14.06.2005 [GVBl. I Hessen 2005,15, S. 441 ff.],

zul. geänd. durch Gesetz vom 18.12.2012 [GVBl. Hessen 2012,28, S. 645 f.]

R97

Bekanntmachung der Neufassung des Hessischen Lehrerbildungsgesetzes.

Vom 28.09.2011 [GVBl. I Hessen 2011,20, S. 590 ff.], zul. geänd. durch Gesetz vom 27.06.2013

[GVBl. Hessen 2013,16, S. 450 ff.]

Mecklenburg-Vorpommern

R98

Bekanntmachung der Neufassung des Schulgesetzes

Vom 10.09.2010 [GVBl. Mecklenburg-Vorpommern 2010,17, S. 462 ff., berichtigt in GVBl. Mecklenburg-Vorpommern 2011,14, S. 859,]

zul. geänd. durch Gesetz vom 13.12.2012 [GVBl. Mecklenburg-Vorpommern 2012,20, S. 555 f.]

R99

Gesetz über die Lehrerbildung in Mecklenburg-Vorpommern [Lehrerbildungsgesetz – LehbildG M-V]

Vom 04.07.2011 [GVBl. Mecklenburg-Vorpommern 2011,12, S. 391 ff.]

Niedersachsen

R100

Bekanntmachung der Neufassung des Niedersächsischen Schulgesetzes

Vom 03.03.1998 [GVBl. Niedersachsen 52.1998,8, S. 137 ff.],

zul. geänd. durch Gesetz vom 19.06.2013 [GVBl. Niedersachsen 67.2013,10, S. 165]

Nordrhein-Westfalen

R101

Schulgesetz für das Land Nordrhein-Westfalen [Schulgesetz NRW – SchulG]

Vom 15.02.2005 [GVBl. Nordrhein-Westfalen 59.2005, S. 102 ff.],

zul. geänd. durch Gesetz vom 05.11.2013 [GVBl. Nordrhein-Westfalen 67.2013,34, S. 618 ff.]

R102

Gesetz über die Ausbildung für Lehrämter an öffentlichen Schulen [Lehrerausbildungsgesetz – LABG: Art. 1 des Gesetzes zur Reform der Lehrerausbildung]

Vom 12.05.2009 [GVBl. Nordrhein-Westfalen 63.2009,14, S. 308 ff.]

geänd. durch Gesetz vom 13.11.2012 [GVBl. Nordrhein-Westfalen 66.2012,28, S. 514 ff.]

Rheinland-Pfalz

R103

Schulgesetz [SchulG]

Vom 30.03.2004 [GVBl. Rheinland-Pfalz 2004,8, S. 239 ff.],

zul. geänd. durch Gesetz vom 08.10.2013 [GVBl. Rheinland-Pfalz 2013,15, S. 349 ff.]

R104

Landesgesetz über die Privatschulen in Rheinland-Pfalz [Privatschulgesetz – PrivSchG]

Vom 04.09.1970 [GVBl. Rheinland-Pfalz 1970,19, S. 372 ff.],

zul. geänd. durch Gesetz vom 08.02.2013 [GVBl. Rheinland-Pfalz 2013,2, S. 9]

Saarland

RI05

Bekanntmachung der Neufassung des Gesetzes Nr. 812 zur Ordnung des Schulwesens im Saarland [Schulordnungsgesetz: SchoG]

Vom 21.08.1996 [ABl. Saarland 1996,37, S. 846 ff., berichtigt in ABl. Saarland 1997,9, S. 147],
zul. geänd. durch Gesetz vom 20.06.2012 [ABl. I Saarland 2012,16, S. 210 ff.]

RI06

Bekanntmachung der Neufassung des Gesetzes Nr. 826 über die Schulpflicht im Saarland [Schulpflichtgesetz]

Vom 21.08.1996 [ABl. Saarland 1996,37, S. 864 ff., berichtigt in ABl. Saarland 1997,9, S. 147],
zul. geänd. durch Gesetz vom 15.06.2011 [ABl. I Saarland 2011,24, S. 230 ff.]

RI07

Bekanntmachung der Neufassung des Gesetzes Nr. 994 über die Mitbestimmung und Mitwirkung im Schulwesen – Schulmitbestimmungsgesetz [SchumG]

Vom 21.08.1996 [ABl. Saarland 1996,37, S. 869 ff., berichtigt in ABl. Saarland 1997,9, S. 147],
zul. geänd. durch Gesetz vom 11.12.2012 [ABl. I Saarland 2012,31, S. 1555 ff.]

RI08

Bekanntmachung der Neufassung des Gesetzes Nr. 751 Privatschulgesetz [PrivSchG]

Vom 22.05.1985 [ABl. Saarland 1985,25, S. 610 ff.],
zul. geänd. durch Gesetz vom 16.11.2011 [ABl. I Saarland 2011,38, S. 422 f.]

RI09

Gesetz Nr. 1434 zur Neufassung des Saarländischen Lehrerbildungsgesetzes [SLBiG] und zur Änderung weiterer Gesetze

Vom 23.06.1999 [ABl. Saarland 1999,32, S. 1054 ff.],
zul. geänd. durch Gesetz vom 16.10.2012 [ABl. I Saarland 2012,28, S. 437 ff.]

RI10

Allgemeine Schulordnung [ASchO]

Vom 10.11.1975 [ABl. Saarland 1975,53, S. 1239 ff.],
zul. geänd. durch Gesetz vom 24.06.2011 [ABl. I Saarland 2011,22, S. 220]

Sachsen

RI11

Bekanntmachung der Neufassung des Schulgesetzes für den Freistaat Sachsen

Vom 16.07.2004 [GVBl. Sachsen 2004,10, S. 298 ff.],
zul. geänd. durch Gesetz vom 19.05.2010 [GVBl. Sachsen 2010,6, S. 142 ff.]

RI12

Gesetz über Schulen in freier Trägerschaft [SächsFrTrSchulG]

Vom 04.02.1992 [GVBl. Sachsen 1992,4, S. 37 ff.],
zul. geänd. durch Gesetz vom 15.12.2010 [GVBl. Sachsen 2010,16, S. 387 ff.]

Sachsen-Anhalt

RI13

Bekanntmachung der Neufassung des Schulgesetzes des Landes Sachsen-Anhalt

Vom 22.02.2013 [GVBl. Sachsen-Anhalt 24.2013,5,
S. 68 ff.]

Schleswig-Holstein

R114

Schleswig-Holsteinisches Schulgesetz [Schulgesetz – SchulG: Art. 1 des Gesetzes zur Weiterentwicklung des Schulwesens in Schleswig-Holstein]

Vom 24.01.2007 [GVBl. Schleswig-Holstein 2007,3, S. 39 ff., berichtigt in GVBl. Schleswig-Holstein 2007,11, S. 276]

zul. geänd. durch Gesetz vom 25.06.2013 [GVBl. Schleswig-Holstein 2013,10, S. 275 ff.]

Thüringen

R115

Neubekanntmachung des Thüringer Schulgesetzes

Vom 30.4.2003 [GVBl. Thüringen 2003,7, S. 238 ff.],

zul. geänd. durch Gesetz vom 31.01.2013 [GVBl. Thüringen 2013,1, S. 22 ff.]

R116

Neubekanntmachung des Thüringer Förderschulgesetzes

Vom 30.04.2003 [GVBl. Thüringen 2003,7, S. 233 ff.]

R117

Thüringer Gesetz über Schulen in freier Trägerschaft [ThürSchfTG]

Vom 20.12.2010 [GVBl. Thüringen 2010,14, S. 522 ff.]

R118

Thüringer Lehrerbildungsgesetz [ThürLbG]

Vom 12.03.2008 [GVBl. Thüringen 2008,3, S. 45 ff.],

zul. geänd. durch Gesetz vom 19.09.2013 [GVBl. Thüringen 2013,9, S. 249 f.]

Basic legal regulations on tertiary education

Federation

R119

Bekanntmachung der Neufassung des Hochschulrahmengesetzes

Vom 19.01.1999 [BGBl. I 1999,3, S. 18 ff.],

zul. geänd. durch Gesetz vom 12.04.2007 [BGBl. I 2007,13, S. 506 ff.]

R120

Gesetz zur Reform der Professorenbesoldung

[Professorenbesoldungsreformgesetz – ProfBesReformG]

Vom 16.02.2002 [BGBl. I 2002,11, S. 686 ff.]

R81

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung der Ausbildung [Bundesausbildungsförderungsgesetz – BAföG]

Vom 07.12.2010 [BGBl. I 2010,64, S. 1952 ff.]

R121

Gesetz über befristete Arbeitsverträge in der Wissenschaft [Wissenschaftszeitvertragsgesetz – WissZeitVG: Art. 1 des Gesetzes zur Änderung arbeitsrechtlicher Vorschriften in der Wissenschaft]

Vom 12.04.2007 [BGBl. I 2007,13, S. 506 ff.]

R122

Gesetz zur Schaffung eines nationalen Stipendienprogramms [Stipendienprogramm-Gesetz – StipG]

Vom 21.07.2010 [BGBl. I 2010,38, S. 957 ff.],

geänd. durch Gesetz vom 21.12.2010 [BGBl. I 2010, 67, S. 2204]

State Treaty of the Länder

RI23

Staatsvertrag über die Errichtung einer gemeinsamen Einrichtung für Hochschulzulassung
Vom 05.06.2008

Legislation of the Länder on higher education, *Berufsakademien*, and assistance for graduates

Baden-Württemberg

RI24

Gesetz über die Hochschulen und Berufsakademien in Baden-Württemberg
[Landeshochschulgesetz – LHG: Art. 1 des Zweiten Gesetzes zur Änderung hochschulrechtlicher Vorschriften]

Vom 01.01.2005 [GBl. Baden-Württemberg 2005,1, S. 1 ff.],
zul. geändert durch Gesetz vom 23.07.2013 [GBl. Baden-Württemberg 2013,11, S. 233 ff.]

RI25

Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses
[Landesgraduiertenförderungsgesetz – LGFG]

Vom 23.07.2008 [GBl. Baden-Württemberg 2008,11, S. 252 ff.]

Bayern

RI26

Bayerisches Hochschulgesetz

Vom 23.05.2006 [GVBl. Bayern 2006,10, S. 818 ff.],
zul. geändert durch Gesetz vom 07.05.2013 [GVBl. Bayern 2013,9, S. 252 ff.]

RI27

Gesetz über die Rechtsverhältnisse der Hochschullehrer und Hochschullehrerinnen sowie des weiteren wissenschaftlichen und künstlerischen Personals an den Hochschulen [Bayerisches Hochschulpersonalgesetz – BayHSchPG]

Vom 23.05.2006 [GVBl. Bayern 2006,10, S. 230 ff.],
zul. geändert durch Gesetz vom 23.02.2011 [GVBl. Bayern 2011,4, S. 102 ff.]

RI28

Bayerisches Eliteförderungsgesetz

Vom 26.04.2005 [GVBl. Bayern 2005,8, S. 104 ff.],
geändert durch Gesetz vom 08.04.2013 [GVBl. Bayern 2013,7, S. 174 ff.]

Berlin

RI29

Bekanntmachung der Neufassung des Berliner Hochschulgesetzes [BerlHG]

Vom 26.07.2011 [GVBl. Berlin 67.2011,21, S. 378 ff.]

RI30

Bekanntmachung der Neufassung des Nachwuchsförderungsgesetzes [NaFöG]

Vom 07.06.2005 [GVBl. Berlin 61.2005,22, S. 338 f.]

Brandenburg

RI31

Gesetz über die Hochschulen des Landes Brandenburg [Brandenburgisches Hochschulgesetz – BbgHG: Art. 1 des Gesetzes zur Neuregelung des Hochschulrechts des Landes Brandenburg]

Vom 18.12.2008 [GVBl. I Brandenburg 19.2008,17, S. 318 ff.],
zul. geändert durch Gesetz vom 04.04.2013 [GVBl. I Brandenburg 24.2013,11, S. 1 f.]

R132

Graduiertenförderungsverordnung - [GradV] -

Vom 15.09.2000 [GVBl. II Brandenburg 11.2000,18, S. 325 ff.]

zul. geänd. durch Verordnung vom 15.02.2011 [GVBl. II Brandenburg 21.2011,13, S. 1 f.]

Bremen

R133

Bekanntmachung der Neufassung des Bremischen Hochschulgesetzes

Vom 09.05.2007 [GBl. Bremen 2007,31, S. 339 ff.],

zul. geänd. durch Gesetz vom 22.06.2010 [GBl. Bremen 2010,33, S. 375 ff.]

Hamburg

R134

Hamburgisches Hochschulgesetz [HmbHG: Art. 1 des Gesetzes zur Neuordnung des Hochschulrechts]

Vom 18.07.2001 [GVBl. I Hamburg 2001,26, S. 171 ff.],

zul. geänd. durch Gesetz vom 17.09.2013 [GVBl. I Hamburg 2013,38, S. 389 ff.]

R135

Hamburgisches Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses [HmbNFG]

Vom 07.11.1984 [GVBl. I Hamburg 1984,51, S. 225 f.],

zul. geänd. durch Gesetz vom 11.07.2007 [GVBl. I Hamburg 2007,28, S. 236 ff.]

R136

Hamburgisches Berufsakademiegesetz [HmbBAG: Art. 1 des Gesetzes über die Bildung von Berufsakademien in Hamburg]

Vom 29.06.2005 [GVBl. I Hamburg 2005,22, S. 253 ff.],

geänd. durch Gesetz vom 15.12.2009 [GVBl. I Hamburg 2009,55, S. 444 ff.]

Hessen

R137

Hessisches Hochschulgesetz und Gesetz zur Änderung des TUD-Gesetzes sowie weiterer Rechtsvorschriften

Vom 14.12.2009 [GVBl. I Hessen 2009,22, S. 666 ff.],

zul. geänd. durch Gesetz vom 27.05.2013 [GVBl. Hessen 2013,11, S. 218 ff.]

R138

Bekanntmachung der Neufassung des Gesetzes über die staatliche Anerkennung von Berufsakademien

Vom 01.07.2006 [GVBl. I Hessen 2006,12, S. 388 ff.],

zul. geänd. durch Gesetz vom 21.11.2011 [GVBl. I Hessen 2011,22, S. 679 ff.]

Mecklenburg-Vorpommern

R139

Bekanntmachung der Neufassung des Landeshochschulgesetzes

Vom 25.01.2011 [GVBl. Mecklenburg-Vorpommern 2011,3, S. 18 ff.],

geänd. durch Gesetz vom 22.06.2012 [GVBl. Mecklenburg-Vorpommern, 2012,10, S. 208 ff.]

R140

Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses im Land Mecklenburg-Vorpommern [Landesgraduiertenförderungs-gesetz - LGFG]

Vom 20.11.2008 [GVBl. Mecklenburg-Vorpommern 2008,16, S. 455 ff.]

Niedersachsen

RI41

Neubekanntmachung des Niedersächsischen Hochschulgesetzes

Vom 26.02.2007 [GVBl. Niedersachsen 61.2007,5, S. 69 ff.]

zul. geänd. durch Gesetz vom 12.12.2012 [GVBl. Niedersachsen 66.2012,32, S. 589 f.]

RI42

Niedersächsisches Berufsakademiegesetz [Nds. BAKadG]

Vom 06.06.1994 [GVBl. Niedersachsen 48.1994,12, S. 233 ff.],

zul. geänd. durch Gesetz vom 21.11.2006 [GVBl. Niedersachsen 60.2006,29, S. 538 ff.]

Nordrhein-Westfalen

RI43

Gesetz über die Hochschulen des Landes Nordrhein-Westfalen [Hochschulgesetz – HG: Art. 1 des Hochschulfreiheitsgesetzes]

Vom 31.10.2006 [GVBl. Nordrhein-Westfalen 60.2006,30, S. 474 ff.]

zul. geänd. durch Gesetz vom 18.12.2012 [GVBl. Nordrhein-Westfalen 66.2012,40, 672]

RI44

Gesetz über die Kunsthochschulen des Landes Nordrhein-Westfalen

[Kunsthochschulgesetz – KunstHG: Art. 1 des Gesetzes zur Neuregelung des Kunsthochschulrechts]

Vom 13.03.2008 [GVBl. Nordrhein-Westfalen 62.2008,10, S. 195 ff.]

zul. geänd. durch Gesetz vom 21.04.2009 [GVBl. Nordrhein-Westfalen 63.2009,10, S. 224 ff.]

RI45

Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses des Landes Nordrhein-Westfalen [Graduiertenförderungsgesetz Nordrhein-Westfalen – GrFG NW]

Vom 26.06.1984 [GVBl. Nordrhein-Westfalen 38.1984,31, S. 363 ff.]

Rheinland-Pfalz

RI46

Bekanntmachung der Neufassung des Hochschulgesetzes [HochSchG]

Vom 19.11.2010 [GVBl. Rheinland-Pfalz 2010,21, S. 463 ff.],

zul. geänd. durch Gesetz vom 13.06.2013 [GVBl. Rheinland-Pfalz 2013,10, S. 157 ff.]

Saarland

RI47

Gesetz Nr. 1556 über die Universität des Saarlandes [Universitätsgesetz – UG]

Vom 23.06.2004 [ABl. Saarland 2004,38, S. 1782 ff.],

zul. geänd. durch Gesetz vom 10.02.2010 [ABl. I Saarland 2010,4, S. 28]

RI48

Gesetz über die Hochschule der Bildenden Künste – Saar

[Kunsthochschulgesetz – KhG: Art. 1 des Gesetzes über die Hochschule der Bildenden Künste Saar und die Hochschule für Musik Saar]

Vom 04.05.2010 [ABl. I Saarland 2010,14, S. 1176 ff., berichtigt in ABl. I Saarland 2010,30, S. 1378],

geänd. durch Gesetz vom 28.08.2013 [ABl. I Saarland 2013,21, S. 274 ff.]

RI49

Gesetz Nr. 1338 über die Hochschule für Musik Saar [Musikhochschulgesetz – MhG: Art. 2 des Gesetzes über die Hochschule der Bildenden Künste Saar und die Hochschule für Musik Saar]

Vom 04.05.2010 [ABl. I Saarland 2010,14, S. 1176 ff.],

geänd. durch Gesetz vom 28.08.2013 [ABl. I Saarland 2013,21, S. 274 ff.]

R150

Gesetz über die Hochschule für Technik und Wirtschaft des Saarlandes [Fachhochschulgesetz – FhG: Art. 2 des Gesetzes Nr. 1433 zur Reform der saarländischen Hochschulgesetze und zur Änderung anderer hochschulrechtlicher Vorschriften]

Vom 23.06.1999 [ABl. Saarland 1999,32, S. 982 ff.],

zul. geänd. durch Gesetz vom 26.10.2010 [ABl. Saarland 2010,33, S. 1406 ff.]

R151

Gesetz Nr. 1368 – Saarländisches Berufsakademiegesetz [Saarl. BAKadG]

Vom 27.03.1996 [ABl. Saarland 1996,21, S. 438 f.],

zul. geänd. durch Gesetz vom 01.07.2009 [ABl. Saarland 2009,27, S. 1087 ff.]

Sachsen

R152

Bekanntmachung der Neufassung des Sächsischen Hochschulfreiheitsgesetzes

Vom 15.01.2013 [GVBl. Sachsen 2013,1, S. 3 ff.]

R153

Verordnung des Sächsischen Staatsministeriums für Wissenschaft und Kunst über die Vergabe von Sächsischen Landesstipendien [Sächsische Landesstipendienverordnung – SächsLStipVO]

Vom 14.02.2001 [GVBl. Sachsen 2001,4, S. 144 ff.]

R154

Gesetz über die Berufsakademie im Freistaat Sachsen [Sächsisches Berufsakademiegesetz – SächsBAG]

Vom 11.06.1999 [GVBl. Sachsen 1999,10, S. 276 ff.],

zul. geänd. durch Gesetz vom 18.10.2012 [GVBl. Sachsen 2012,15, S. 568 ff.]

Sachsen-Anhalt

R155

Bekanntmachung der Neufassung des Hochschulgesetzes des Landes Sachsen-Anhalt [HSG S-A]

Vom 14.12.2010 [GVBl. Sachsen-Anhalt 21.2010,28, S. 600 ff., berichtigt in GVBl. Sachsen-Anhalt 22.2011,10, S. 561],

zul. geänd. durch Gesetz vom 23.01.2013 [GVBl. Sachsen-Anhalt 24.2013,2, S. 45]

R156

Bekanntmachung der Neufassung des Graduiertenförderungsgesetzes [GradFG]

Vom 30.07.2001 [GVBl. Sachsen-Anhalt 12.2001,35, S. 318 ff.],

zul. geänd. durch Gesetz vom 11.03.2011 [GVBl. Sachsen-Anhalt 22.2011,8, S. 488]

Schleswig-Holstein

R157

Gesetz über die Hochschulen und das Universitätsklinikum Schleswig-Holstein [Hochschulgesetz – HSG]

Vom 28.02.2007 [GVBl. Schleswig-Holstein 2007,7, S. 184 ff.]

zul. geänd. durch Gesetz vom 22.08.2013 [GVBl. Schleswig-Holstein 2013,13, S. 365]

R158

Landesverordnung über die Förderung des wissenschaftlichen und künstlerischen Nachwuchses [Stipendiumsverordnung – StpVO]

Vom 14.12.2009 [NBl. MWV. – H – Schleswig-Holstein 2009,6, S. 57 ff.]

R159

Schleswig-Holsteinisches Berufsakademiegesetz [Berufsakademiegesetz – BAG]

Vom 01.10.2008 [GVBl. Schleswig-Holstein 2008,18, S. 522 ff.],

geänd. durch Gesetz vom 09.03.2010 [GVBl. Schleswig-Holstein 2010,8, S. 356 ff.]

Thüringen

RI60

Thüringer Hochschulgesetz [ThürHG: Art. 1 des Thüringer Gesetzes zur Änderung hochschulrechtlicher Vorschriften]

Vom 21.12.2006 [GVBl. Thüringen 2006,18, S. 601 ff.]

zul. geänd. durch Gesetz vom 21.12.2011 [GVBl. Thüringen 2011,12, S. 531 ff.]

RI61

Thüringer Graduiertenförderungsverordnung [ThürGFVO]

Vom 14.03.2011 [GVBl. Thüringen 2011,2, S. 56 ff.]

RI62

Gesetz über die Berufsakademien in Thüringen

Vom 24.07.2006 [GVBl. Thüringen 2006,11, S. 381 ff.],

geänd. durch Gesetz vom 18.11.2010 [GVBl. Thüringen 2010,12, S. 333 ff.]

Basic legal regulations on adult and continuing education

Federation

R78

Berufsbildungsgesetz

Vom 23.03.2005 [BGBl. I 2005,20, S. 931 ff.],

zul. geänd. durch Gesetz vom 25.07.2013 [BGBl. I 2013,43, S. 2749 ff.]

R79

Bekanntmachung der Neufassung der Handwerksordnung

Vom 24.09.1998 [BGBl. I 1998,67, S. 3074 ff.],

zul. geänd. durch Gesetz vom 25.07.2013 [BGBl. I 2013,43, S. 2749 ff.]

R81

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung der Ausbildung [Bundesausbildungsförderungsgesetz - BAföG]

Vom 07.12.2010 [BGBl. I 2010,64, S. 1952 ff.],

zul. geänd. durch Gesetz vom 20.12.2011 [BGBl. I 2011,69, S. 2854 ff.]

RII9

Bekanntmachung der Neufassung des Hochschulrahmengesetzes

Vom 19.01.1999 [BGBl. I 1999,3, S. 18 ff.],

zul. geänd. durch Gesetz vom 12.04.2007 [BGBl. I 2007,13, S. 506 ff.]

RI63

Sozialgesetzbuch [SGB] Drittes Buch [III] - Arbeitsförderung - Art. 1 des Gesetzes zur Reform der Arbeitsförderung [Arbeitsförderungs-Reformgesetz - AFRG]

Vom 24.03.1997 [BGBl. I 1997,20, S. 594 ff.],

zul. geänd. durch Gesetz vom 19.10.2013 [BGBl. I 2013,63, S. 3836 ff.]

RI64

Bekanntmachung der Neufassung des Zweiten Buches Sozialgesetzbuch [Grundsicherung für Arbeitsuchende]

Vom 13.05.2011 [BGBl. I 2011,23, S. 850 ff.],

zul. geänd. durch Gesetz vom 07.05.2013 [BGBl. I 2013,23, S. 1167 ff.]

RI65

Bekanntmachung der Neufassung des Fernunterrichtsschutzgesetzes

Vom 04.12.2000 [BGBl. I 2000,54, S. 1670 ff.],

zul. geänd. durch Gesetz vom 20.9.2013 [BGBl. I 2013,58, 3642]

R166

Bekanntmachung der Neufassung des Aufstiegsfortbildungsförderungsgesetzes
Vom 08.10.2012 [BGBl. I 2012,48, S. 2126 ff.]

Länder

Baden-Württemberg

R167

Bekanntmachung der Neufassung des Gesetzes zur Förderung der Weiterbildung und des Bibliothekswesens

Vom 20.03.1980 [GBl. Baden-Württemberg 1980,7, S. 249 ff.],

zul. geänd. durch Gesetz vom 01.07.2004 [GBl. Baden-Württemberg 2004,10, S. 469 ff.]

Bayern

R168

Gesetz zur Förderung der Erwachsenenbildung

Vom 24.07.1974 [GVBl. Bayern 1974,16, S. 368 ff.],

zul. geänd. durch Gesetz vom 16.02.2012 [GVBl. Bayern 2012,3, S. 39]

Berlin

R169

Berliner Bildungsurlaubsgesetz [BiUrlG]

Vom 24.10.1990 [GVBl. Berlin 46.1990,78, S. 2209 f.],

geänd. durch Gesetz vom 17.05.1999 [GVBl. Berlin 55.1999,21, S. 178 ff.]

Brandenburg

R170

Gesetz zur Regelung und Förderung der Weiterbildung im Land Brandenburg

[Brandenburgisches Weiterbildungsgesetz – BbgWBG]

Vom 15.12.1993 [GVBl. I Brandenburg 4.1993,26, S. 498 ff.],

zul. geänd. durch Gesetz vom 09.11.2006 [GVBl. I Brandenburg 17.2006,13, S. 127 f.]

Bremen

R171

Gesetz über die Weiterbildung im Lande Bremen [Weiterbildungsgesetz – WBG: Art. 1 des Gesetzes zur Änderung von Weiterbildungsvorschriften]

Vom 18.06.1996 [GBl. Bremen 1996,27, S. 127 ff., berichtigt in GBl. Bremen 1996,37, S. 243],

zul. geänd. durch Gesetz vom 17.05.2011 [GBl. Bremen 2011,27, S. 367 ff.]

R172

Bremisches Bildungsurlaubsgesetz [BremBUG]

Vom 18.12.1974 [GBl. Bremen 1974,52, S. 348 ff.],

zul. geänd. durch Gesetz vom 23.05.2010 [GBl. Bremen 2010,19, S. 269 f.]

Hamburg

R173

Hamburgisches Bildungsurlaubsgesetz

Vom 21.01.1974 [GVBl. I Hamburg 1974,3, S. 6 f.],

zul. geänd. durch Gesetz vom 15.11.2009 [GVBl. I Hamburg 2009,55, S. 444 ff.]

Hessen

R174

Gesetz zur Förderung der Weiterbildung im Lande Hessen [Hessisches Weiterbildungsgesetz – HWBG] und zur Änderung des Hessischen Gesetzes über den Anspruch auf Bildungsurlaub

Vom 25.08.2001 [GVBl. I Hessen 2001,20, S. 370 ff.],

zul. geänd. durch Gesetz vom 27.06.2013 [GVBl. Hessen 2013,16, S. 450 ff.]

RI75

Bekanntmachung der Neufassung des Hessischen Gesetzes über den Anspruch auf Bildungsurlaub

Vom 28.07.1998 [GVBl. I Hessen 1998,16, S. 294 ff., berichtigt in GVBl. I Hessen 1998,18, S. 348],
zul. geänd. durch Gesetz vom 13.12.2012 [GVBl. Hessen 2012,28, S. 622 ff.]

Mecklenburg-Vorpommern

RI76

Gesetz zur Förderung der Weiterbildung in Mecklenburg-Vorpommern [Weiterbildungsförderungsgesetz – WBFöG M-V]

Vom 20.05.2011 [GVBl. Mecklenburg-Vorpommern 2011,9, S. 342 ff.]

RI77

Bildungsfreistellungsgesetz des Landes Mecklenburg-Vorpommern [Bildungsfreistellungsgesetz – BfG M-V]

Vom 07.05.2001 [GVBl. Mecklenburg-Vorpommern 2001,5, S. 112 ff.],
geänd. durch Gesetz vom 19.12.2005 [GVBl. Mecklenburg-Vorpommern 2005,19, S. 612 ff.]

Niedersachsen

RI78

Niedersächsisches Erwachsenenbildungsgesetz [NEBG]

Vom 17.12.1999 [GVBl. Niedersachsen 53.1999,25, S. 430 ff.],
zul. geänd. durch Gesetz vom 23.11.2004 [GVBl. 58.2004,36, S. 508 ff.]

RI79

Bekanntmachung der Neufassung des Niedersächsischen Bildungsurlaubsgesetzes

Vom 25.01.1991 [GVBl. Niedersachsen 45.1991,5, S. 29 ff.],
zul. geänd. durch Gesetz vom 17.12.1999 [GVBl. Niedersachsen 53.1999,25, S. 430 ff.]

Nordrhein-Westfalen

RI80

Weiterbildungsgesetz [WbG]; Bekanntmachung der Neufassung

Vom 14.04.2000 [GVBl. Nordrhein-Westfalen 54.2000,26, S. 390 ff.],
geänd. durch Gesetz vom 27.01.2004 [GVBl. Nordrhein-Westfalen 58.2004,3, S. 30 ff.]

RI81

Gesetz zur Freistellung von Arbeitnehmern zum Zwecke der beruflichen und politischen Weiterbildung

– Arbeitnehmerweiterbildungsgesetz [AWbG] –

Vom 06.11.1984 [GVBl. Nordrhein-Westfalen 38.1984,62, S. 678 f.],
zul. geänd. durch Gesetz vom 08.12.2009 [GVBl. Nordrhein-Westfalen 63.2009,35, S. 752 ff.]

Rheinland-Pfalz

RI82

Weiterbildungsgesetz [WBG]

Vom 17.11.1995 [GVBl. Rheinland-Pfalz 1995,24, S. 454 ff.],
zul. geänd. durch Gesetz vom 13.06.2013 [GVBl. Rheinland-Pfalz 2013,10, S. 157 ff.]

RI83

Landesgesetz über die Freistellung von Arbeitnehmerinnen und Arbeitnehmern für Zwecke der Weiterbildung [Bildungsfreistellungsgesetz – BFG]

Vom 30.03.1993 [GVBl. Rheinland-Pfalz 1993,8, S. 157 ff.],
zul. geänd. durch Gesetz vom 20.10.2010 [GVBl. Rheinland-Pfalz 2010,18, S. 319 ff.]

Saarland

R184

Saarländisches Weiterbildungsförderungsgesetz [SWFG: Art. 2 des Gesetzes 1704 zur Weiterentwicklung des Saarländischen Weiterbildungs- und Freistellungsrechts]
Vom 10.02.2010 [Abl. Saarland 2010,4, S. 28 ff.]

R185

Saarländisches Bildungsfreistellungsgesetz [SBFG: Art. 1 des Gesetzes 1704 zur Weiterentwicklung des Saarländischen Weiterbildungs- und Freistellungsrechts]
Vom 10.02.2010 [Abl. Saarland 2010,4, S. 28 ff.]

Sachsen

R186

Gesetz über die Weiterbildung im Freistaat Sachsen [Weiterbildungsgesetz – WBG]
Vom 29.06.1998 [GVBl. Sachsen 1998,11, S. 270 f.],
zul. geänd. durch Gesetz vom 27.01.2012 [GVBl. Sachsen 2012,4, S. 130 ff.]

Sachsen-Anhalt

R187

Gesetz zur Förderung der Erwachsenenbildung im Lande Sachsen-Anhalt
Vom 25.05.1992 [GVBl. Sachsen-Anhalt 3.1992,21, S. 379 ff.],
zul. geänd. durch Gesetz vom 18.11.2005 [GVBl. Sachsen-Anhalt 16.2005,61, S. 698 ff.]

R188

Gesetz zur Freistellung von der Arbeit für Maßnahmen der Weiterbildung [Bildungsfreistellungsgesetz]
Vom 04.05.1998 [GVBl. Sachsen-Anhalt 9.1998,10, S. 92 f.],
zul. geänd. durch Gesetz vom 18.11.2005 [GVBl. Sachsen-Anhalt 16.2005,61, S. 698 ff.]

Schleswig-Holstein

R189

Weiterbildungsgesetz Schleswig-Holstein [WGB]
Vom 06.03.2012 [GVBl. Schleswig-Holstein 2012,5, S. 282 ff.]

R190

Bildungsfreistellungs- und Qualifizierungsgesetz [BFQG] für das Land Schleswig-Holstein
Vom 07.06.1990 [GVBl. Schleswig-Holstein 1990,15, S. 364 ff.],
zul. geänd. durch Gesetz vom 16.12.2002 [GVBl. Schleswig-Holstein 2002,14, S. 264 ff.]

Thüringen

R191

Thüringer Erwachsenenbildungsgesetz [ThürEBG]
Vom 18.11.2010 [GVBl. Thüringen 2010,12, S. 328 ff.]

INSTITUTIONS

List of Ministries and institutions under their purview as well as other institutions of importance in the field of education, science and research at federal and Land level

Federation

Auswärtiges Amt
Werderscher Markt 1
10117 Berlin
Tel.: 030/1817-0
Fax: 030/1817-3402
www.auswaertiges-amt.de

Bundesministerium für Arbeit und Soziales
Wilhelmstr. 49
10117 Berlin
Tel.: 030/18527-0
Fax: 030/18527-1830
www.bmas.bund.de

Bundesministerium für Bildung und Forschung [BMBF]
Heinemannstr. 2
53175 Bonn
Tel.: 0228/9957-0
Fax: 0228/9957-83601
www.bmbf.de

Bundesministerium für Familie, Senioren, Frauen und Jugend
Glinkastr. 24
10117 Berlin
Tel.: 030/18555-0
Fax: 030/18555-4400
www.bmfsfj.de

Bundesministerium für Gesundheit
Rochusstr. 1
53123 Bonn
Tel.: 0228/99441-0
Fax: 0228/99441-1921
www.bmg.bund.de

Bundesministerium des Innern
Alt-Moabit 101 D
10559 Berlin
Tel.: 030/18681-0
Fax: 030/18681-2926
www.bmi.bund.de

Bundesministerium der Justiz
Mohrenstr. 37
10117 Berlin
Tel.: 030/18580-0
Fax: 030/18580-9525
www.bmj.bund.de

Bundesministerium für Wirtschaft und Technologie
Scharnhorststr. 34-37
10115 Berlin
Tel.: 030/18615-0
Fax: 030/18615-7010
www.bmwi.de

Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung
Dahlmannstr. 4
53113 Bonn
Tel.: 0228/99535-0
Fax: 0228/99535-3500
www.bmz.de

Bundesagentur für Arbeit
Regensburger Str. 104
90478 Nürnberg
Tel.: 0911/179-0
Fax: 0911/179-2123
www.arbeitsagentur.de

Bundesinstitut für Berufsbildung [BIBB]
Robert-Schuman-Platz 3
53175 Bonn
Tel.: 0228/107-0
Fax: 0228/107-2977
www.bibb.de

Bundesrat
Leipziger Str. 3-4
10117 Berlin
Tel.: 030/189100-0
Fax: 030/189100-400
www.bundesrat.de

Deutscher Bundestag
Platz der Republik 1
11011 Berlin
Tel.: 030/227-0
Fax: 030/227-36979
www.bundestag.de

Statistisches Bundesamt
Gustav-Stresemann-Ring 11
65189 Wiesbaden
Tel.: 0611/75-1
Fax: 0611/72-4000
www.destatis.de

Länder

Ministries of education and science of the Länder

Baden-Württemberg

Ministerium für Kultus, Jugend und Sport

Thouretstr. 6

70173 Stuttgart

Tel.: 0711/279-0

Fax: 0711/279-2810

www.kultusportal-bw.de

Ministerium für Wissenschaft, Forschung
und Kunst

Königstr. 46

70173 Stuttgart

Tel.: 0711/279-0

Fax: 0711/279-3081

www.mwk.baden-wuerttemberg.de

Bayern

Bayerisches Staatsministerium für
Bildung und Kultus, Wissenschaft und Kunst

Salvatorstr. 2

80333 München

Tel.: 089/2186-0

Fax: 089/2186-2809

www.km.bayern.de

Berlin

Senatsverwaltung für Bildung, Jugend und Wissenschaft

Bernhard-Weiß-Str. 6

10178 Berlin

Tel.: 030/90227-0

Fax: 030/90227-5012

www.berlin.de/sen/bjw

Brandenburg

Ministerium für Bildung, Jugend und Sport

Heinrich-Mann-Allee 107

14473 Potsdam

Tel.: 0331/866-0

Fax: 0331/866-3595

www.mbjs.brandenburg.de

Ministerium für Wissenschaft, Forschung und Kultur

Dortustr. 36

14467 Potsdam

Tel.: 0331/866-0

Fax: 0331/866-4998

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Bremen

Senator für Bildung und Wissenschaft
Rembertiring 8-12
28195 Bremen
Tel.: 0421/361-0
Fax: 0421/361-4176
www.bildung.bremen.de

Hamburg

Freie und Hansestadt Hamburg
Behörde für Schule und Berufsbildung
Hamburger Str. 31
22083 Hamburg
Tel.: 040/42863-0
Fax: 040/42863-2883
www.hamburg.de/bsb

Freie und Hansestadt Hamburg
Behörde für Wissenschaft und Forschung
Hamburger Str. 37
22083 Hamburg
Tel.: 040/42863-0
Fax: 040/42863-2411
www.hamburg.de/bwf

Hessen

Hessisches Kultusministerium
Luisenplatz 10
65185 Wiesbaden
Tel.: 0611/368-0
Fax: 0611/368-2099
www.kultusministerium.hessen.de

Hessisches Ministerium für Wissenschaft und Kunst
Rheinstr. 23-25
65185 Wiesbaden
Tel.: 0611/32-0
Fax: 0611/32-3550
www.hmwk.hessen.de

Mecklenburg-Vorpommern

Ministerium für Bildung, Wissenschaft und Kultur
Werderstr. 124
19055 Schwerin
Tel.: 0385/588-0
Fax: 0385/588-7082
http://www.regierung-mv.de/cms2/Regierungsportal_prod/Regierungsportal/de/bm/

Niedersachsen

Niedersächsisches Kultusministerium
Schiffgraben 12
30159 Hannover
Tel.: 0511/120-0
Fax: 0511/120-7450
www.mk.niedersachsen.de

Niedersächsisches Ministerium
für Wissenschaft und Kultur
Leibnizufer 9
30169 Hannover
Tel.: 0511/120-0
Fax: 0511/120-2801
www.mwk.niedersachsen.de

Nordrhein-Westfalen

Ministerium für Schule und Weiterbildung
des Landes Nordrhein-Westfalen
Völklinger Str. 49
40221 Düsseldorf
Tel.: 0211/5867-40
Fax: 0211/5867-3537
www.schulministerium.nrw.de

Ministerium für Innovation, Wissenschaft und Forschung
des Landes Nordrhein-Westfalen
Völklinger Str. 49
40221 Düsseldorf
Tel.: 0211/896-04
Fax: 0211/5867-4555
www.wissenschaft.nrw.de

Ministerium für Familie, Kinder, Jugend, Kultur und Sport des Landes Nordrhein-Westfalen
Haroldstr. 4
40213 Düsseldorf
Tel.: 0211/837-02
Fax: 0211/837-4296
www.mfkjks.nrw.de

Rheinland-Pfalz

Ministerium für Bildung, Wissenschaft, Weiterbildung und Kultur des Landes Rheinland-Pfalz
Mittlere Bleiche 61
55116 Mainz
Tel.: 06131/16-0
Fax: 06131/16-2878
www.mbwwk.rlp.de

Saarland

Ministerium für Bildung und Kultur
Hohenzollernstr. 60
66117 Saarbrücken
Tel.: 0681/501-7404
Fax: 0681/501-7500
www.saarland.de/ministerium_bildung_kultur.htm

Sachsen

Sächsisches Staatsministerium für Kultus
Carolaplatz 1
01097 Dresden
Tel.: 0351/564-0
Fax: 0351/564-2525
www.sachsen-macht-schule.de/smk

Sächsisches Staatsministerium für Wissenschaft und Kunst
Wigardstr. 17
01097 Dresden
Tel.: 0351/564-0
Fax: 0351/564-6004
www.smwk.sachsen.de

Sachsen-Anhalt

Kultusministerium des Landes Sachsen-Anhalt
Turmschanzenstr. 32
39114 Magdeburg
Tel.: 0391/567-01
Fax: 0391/567-7627
www.mk.sachsen-anhalt.de

Ministerium für Wissenschaft und Wirtschaft des Landes Sachsen-Anhalt
Hasselbachstr. 4
39104 Magdeburg
Tel.: 0391/567-4280
Fax: 0391/567-4356
www.mw.sachsen-anhalt.de

Schleswig-Holstein

Ministerium für Schule und Berufsbildung des Landes Schleswig-Holstein
Brunswiker Str. 16-22
24105 Kiel
Tel.: 0431/988-0
Fax: 0431/988-5815
www.schleswig-holstein.de/msb/de/msb_node.html

Ministerium für Soziales, Gesundheit, Wissenschaft und Gleichstellung des Landes Schleswig-Holstein
Adolf-Westphal-Str. 4
24143 Kiel
Tel.: 0431/988-0
Fax: 0431/988-5815
http://www.schleswig-holstein.de/MSGWG/DE/MSGWG_node.html

Thüringen

Thüringer Ministerium für Bildung, Jugend und Sport
Werner-Seelenbinder-Str. 7
99096 Erfurt
Tel.: 0361/379-00
Fax: 0361/379-4690
www.thueringen.de/th2/tmbwk

Thüringer Ministerium für Wirtschaft, Wissenschaft und digitale Gesellschaft
Max-Reger-Str. 4-8
99096 Erfurt
Tel.: 0361/379-7999
Fax: 0361/379-7990
<http://www.thueringen.de/th6/tmwat/>

Joint institution of the Länder for the coordination between the ministries for education, cultural affairs and science and for the cooperation of these ministries and the Federation

Ständige Konferenz der Kultusminister
der Länder in der Bundesrepublik Deutschland [KMK]
Graurheindorfer Str. 157
53117 Bonn
Tel.: 0228/501-0
Fax: 0228/501-777
www.kmk.org

Berliner Büro:
Taubenstr. 10
10117 Berlin
Tel.: 030/25418-499
Fax: 030/25418-450

Joint institution of the Federation and the Länder for cooperation in the promotion of science and research

Gemeinsame Wissenschaftskonferenz [GWK]
Friedrich-Ebert-Allee 58
53115 Bonn
Tel.: 0228/5402-0
Fax: 0228/5402-150
www.gwk-bonn.de

Institutions for teacher in-service and further training, as well as for research into schools and higher education institutions

Baden-Württemberg

Landesinstitut für Schulentwicklung
Heilbronner Str. 172
70191 Stuttgart
Tel.: 0711/6642-0
Fax: 0711/6642-1099
www.ls-bw.de

Landesakademie für Fortbildung und Personalentwicklung an Schulen [Standort Comburg]
Steinbach
74525 Schwäbisch-Hall
Tel.: 0791/93020-0
Fax: 0791/93020-30
<http://lehrerfortbildung-bw.de/lak/co>

Landesakademie für Fortbildung und Personalentwicklung an Schulen [Standort Esslingen]
Steinbeisstr. 1
73730 Esslingen
Tel.: 0711/930701-0
Fax: 0711/930701-10
<http://lehrerfortbildung-bw.de/lak/es>

Landesakademie für Fortbildung und Personalentwicklung an Schulen [Standort Bad Wildbad]
Baetznerstr. 92
75323 Bad Wildbad
Tel.: 07081/9259-0
Fax: 07081/9259-10
<http://lehrerfortbildung-bw.de/lak/wb>

Landesinstitut für Schulsport, Schulkunst und Schulmusik Baden-Württemberg
Reuteallee 40
71634 Ludwigsburg
Tel.: 07141/140-623
Fax: 07141/140-639
www.lis-in-bw.de

Bayern

Staatsinstitut für Schulqualität und Bildungsforschung [ISB]
Schellingstr. 155
80797 München
Tel.: 089/2170-2008
Fax: 089/2170-2105
www.isb.bayern.de

Akademie für Lehrerfortbildung und Personalführung
Kardinal-von-Waldburg-Str. 6-7
89407 Dillingen a. d. Donau
Tel.: 09071/53-0
Fax: 09071/53-200
<http://alp.dillingen.de>

Staatsinstitut für Frühpädagogik
Eckbau Nord
Winzererstr. 9
80797 München
Tel.: 089/99825-1900
Fax: 089/99825-1919
www.ifp.bayern.de

Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung
Prinzregentenstr. 24
80538 München
Tel.: 089/21234-405
Fax: 089/21234-450
www.ihf.bayern.de

Berlin/Brandenburg

Landesinstitut für Schule und Medien Berlin-Brandenburg [LISUM]
Struveweg
14974 Ludwigsfelde-Struveshof
Tel.: 03378/209-0
Fax: 03378/209-198
www.lisum.berlin-brandenburg.de

Bremen

Landesinstitut für Schule [LIS]
Am Weidedamm 20
28215 Bremen
Tel.: 0421/361-14406
Fax: 0421/361-8310
www.lis.bremen.de

Hamburg

Landesinstitut für Lehrerbildung und Schulentwicklung
Felix-Dahn-Str. 3
20357 Hamburg
Tel.: 040/428842-300
Fax: 040/428842-329
www.li-hamburg.de

Hessen

Landesschulamt und Lehrkräfteakademie: Qualitätsentwicklung und Evaluation
Walter-Hallstein-Str. 5-7
65197 Wiesbaden
Tel.: 0611/5827-0
Fax: 0611/5827-109
http://lsa.hessen.de/irj/LSA_Internet

Landesschulamt und Lehrkräfteakademie: Lehrerbildung und Personalentwicklung
Stuttgarter Str. 18-24
60329 Frankfurt am Main
Tel.: 069/38989-00
Fax: 069/38989-607
http://lsa.hessen.de/irj/LSA_Internet

Mecklenburg-Vorpommern

Institut für Qualitätsentwicklung Mecklenburg-Vorpommern
Dreescher Markt 2
19061 Schwerin
www.bildung-mv.de/de/iqmv

Niedersachsen

Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung [NLQ]
Keßlerstr. 52
31134 Hildesheim
Tel.: 05121/1695-0
Fax: 05121/1695-296
www.nlq.niedersachsen.de

Rheinland-Pfalz

Institut für Lehrerfort- und -weiterbildung [ILF Mainz]
Saarstr. 1
55122 Mainz
Tel.: 06131/2845-0
Fax: 06131/2845-25
www.ilf-mainz.de

Pädagogisches Landesinstitut Rheinland-Pfalz [PL]
Butenschönstr. 2
67346 Speyer
Tel.: 06232/659-0
Fax: 06232/659-110
<http://bildung-rp.de/pl>

Erziehungswissenschaftliches Fort- und Weiterbildungsinstitut der Evangelischen Kirchen in
Rheinland-Pfalz
Luitpoldstr. 8
76829 Landau
Tel.: 06341/557554-40
Fax: 06341/557554-50
www.efwi.de

Saarland

Institut für Lehrerfort- und -weiterbildung [ILF Saarbrücken]
Ursulinenstr. 67
66111 Saarbrücken
Tel.: 0681/685765-0
Fax: 0681/685765-9
www.ilf-saarbruecken.de

Landesinstitut für Pädagogik und Medien [LPM]
Beethovenstr. 26
66125 Saarbrücken
Tel.: 06897/7908-0
Fax: 06897/7908-122
www.lpm.uni-sb.de

Sachsen

Sächsisches Bildungsinstitut
Dresdner Str. 78c
01445 Radebeul
Tel.: 0351/8324-411
Fax: 0351/8324-412
www.sbi.smk.sachsen.de/index.htm

Sachsen-Anhalt

Landesinstitut für Schulqualität und Lehrerbildung Sachsen-Anhalt [LISA]
Riebeckplatz 9
06110 Halle [Saale]
Tel.: 0345/2042-0
Fax: 0345/2042-319
www.bildung-lsa.de/bildungsland/lisa.htm

Schleswig-Holstein

Institut für Qualitätsentwicklung an Schulen, Schleswig-Holstein [IQSH]
Schreiberweg 5
24119 Kronshagen
Tel.: 0431/5403-0
www.iqsh.de

Thüringen

Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien [ThILLM]
Heinrich-Heine-Allee 2-4
99458 Bad Berka
Tel.: 036458/56-0
Fax: 036458/56-300
www.thillm.de

Other institutions that are important for the area of education and science

Bundeselternrat
Bernauer Str. 100
16515 Oranienburg
Tel.: 03301/5755-37
Fax: 03301/5755-39
www.bundeselternrat.de

Deutsche Forschungsgemeinschaft
Kennedyallee 40
53175 Bonn
Tel.: 0228/885-1
Fax: 0228/885-2777
www.dfg.de

Deutscher Akademischer Austauschdienst [DAAD]
Kennedyallee 50
53175 Bonn
Tel.: 0228/882-0
Fax: 0228/882-444
www.daad.de

Deutscher Volkshochschul-Verband e.V.
Obere Wilhelmstr. 32
53225 Bonn
Tel.: 0228/97569-0
Fax: 0228/97569-30
www.dvv-vhs.de

Deutsches Institut für Erwachsenenbildung
Leibniz-Zentrum für Lebenslanges Lernen
Heinemannstr. 12-14
53175 Bonn
Tel.: 0228/3294-0
Fax: 0228/3294-399
www.die-bonn.de

Deutsches Institut für Internationale Pädagogische Forschung [DIPF]
Schloßstr. 29
60486 Frankfurt am Main
Tel.: 069/24708-0
Fax: 069/24708-444
www.dipf.de

Hochschulrektorenkonferenz [HRK]

Ahrstr. 59
53175 Bonn
Tel.: 0228/887-0
Fax: 0228/887-110
www.hrk.de

Institut zur Qualitätsentwicklung im Bildungswesen [IQB]

Humboldt-Universität zu Berlin
Luisenstr. 56
10117 Berlin
Tel.: 030/2093-46500
Fax: 030/2093-5336
www.iqb.hu-berlin.de

Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik [IPN]

Olshausenstr. 62
24098 Kiel
Tel.: 0431/880-5084
Fax: 0431/880-5212
www.ipn.uni-kiel.de

Max-Planck-Institut für Bildungsforschung

Lentzeallee 94
14195 Berlin
Tel.: 030/82406-0
Fax: 030/8249939
www.mpib-berlin.mpg.de

Staatliche Zentralstelle für Fernunterricht

Peter-Welter-Platz 2
50676 Köln
Tel.: 0221/921207-0
Fax: 0221/921207-20
www.zfu.de

Stiftung für Hochschulzulassung

Sonnenstr. 171
44137 Dortmund
Tel.: 0231/1081-0
www.hochschulstart.de

Stiftung zur Akkreditierung von Studiengängen in Deutschland

Adenauerallee 73
53113 Bonn
Tel.: 0228/338306-0
Fax: 0228/338306-79
www.akkreditierungsrat.de

Wissenschaftsrat

Brohler Str. 11
50968 Köln
Tel.: 0221/3776-0
Fax: 0221/388440
www.wissenschaftsrat.de

Zentrum für internationale Vergleichsstudien [ZIB]
An-Institut der Technischen Universität München
Marsstr. 20-22
80335 München
<http://zib-cisa.de>

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Anrechnung von außerhalb des Hochschulwesens erworbenen Kenntnissen und Fähigkeiten auf ein Hochschulstudium [I]. Beschluss der Kultusministerkonferenz vom 28.6.2002.

Anrechnung von außerhalb des Hochschulwesens erworbenen Kenntnissen und Fähigkeiten auf ein Hochschulstudium [II]. Beschluss der Kultusministerkonferenz vom 18.9.2008.

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Eckpunkte für die gegenseitige Anerkennung von Bachelor- und Masterabschlüssen in Studiengängen, mit denen die Bildungsvoraussetzungen für ein Lehramt vermittelt werden. Beschluss der Kultusministerkonferenz vom 2.6.2005.

Eckpunkte für die Studienstruktur in Studiengängen mit Katholischer oder Evangelischer Theologie/Religion. Beschluss der Kultusministerkonferenz vom 13.12.2007.

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GLOSSARY

Abendgymnasium

Establishment of the so-called →Zweiter Bildungsweg at which adults can attend evening classes to obtain the general higher education entrance qualification.

Abendhauptschule

Establishment of the so-called →Zweiter Bildungsweg at which adults can attend evening classes to obtain the →Hauptschulabschluss [school leaving qualification of the →Hauptschule].

Abendrealschule

Establishment of the so-called →Zweiter Bildungsweg at which adults can attend evening classes to obtain the →Mittlerer Schulabschluss [school leaving qualification of the →Realschule].

Abitur

Secondary school qualification, obtained at the upper →Gymnasium level [→gymnasiale Oberstufe] after 12 or 13 years of school education which constitutes general higher education entrance qualification permitting the holder to study any subject at any higher education institution.

Abiturprüfung

Examination leading to the →Allgemeine Hochschulreife usually taken upon conclusion of the upper Gymnasium level [→gymnasiale Oberstufe]. In the Abitur examination, candidates are examined in 4 subjects. In some →Länder, candidates are examined in a fifth subject or a particular achievement [*besondere Lernleistung*] is incorporated in the examination. Each of the following three subject areas must be represented: languages, literature and the arts; social sciences; mathematics, natural sciences and technology.

Akkreditierung

The accreditation of Bachelor's and Master's study courses is aimed at ensuring standards in terms of academic content and professional relevance that include checking the study course concept, whether the content is suitable for study, the quality of the teaching and the professional relevance. Accreditation is performed by decentral accreditation agencies. A central Accreditation Council [*Akkreditierungsrat*] ensures that accreditation follows reliable and transparent standards and also that, as part of accreditation, the concerns of the system as a whole, which are the responsibility of all Länder, are taken into account.

Allgemeine Hochschulreife

General higher education entrance qualification. Entitles holder to admission to all subjects at all higher education institutions and is usually obtained at upper →Gymnasium level [→gymnasiale Oberstufe] by passing the →Abitur examination.

Anerkannter Ausbildungsberuf

Recognised occupation requiring formal training. Occupation regulated at the federal level by legal ordinance for which training is received within the dual system at two different places of learning, i.e. at the workplace and through part-time attendance of a vocational school [→Berufsschule].

Arbeitslehre

Pre-vocational studies - introduction to the professional and working world covering the topics of technology, economics, home and work. It is taught - whether under this name or

another – at →Hauptschulen as a compulsory subject and at other lower secondary level schools either as a subject in its own right or as an integral part of other subjects.

Ausbildungsordnung

Training regulations. Legal ordinance governing the in-company training section of vocational training within the dual system. Training regulations also exist in other areas [e.g. for careers in the Civil Service].

Bachelor

The Bachelor's degree as a first higher education qualification provides qualification for a profession. It can be obtained after a standard period of study [→Regelstudienzeit] of six, seven or eight semesters at universities and equivalent institutions of higher education, at colleges of art and music and at →Fachhochschulen. Together with the →Master's degree, the Bachelor's degree is part of a graduation system of consecutive degrees which is to replace the traditional system of higher education qualifications [→Diplom and →Magister]. Bachelor's qualifications provide the same rights as Diplom qualifications of Fachhochschulen. The Bachelor may also be obtained as a tertiary education qualification providing qualification for a profession at →Berufsakademien.

Bachelorarbeit

Written dissertation to be prepared at the end of a →Bachelor's course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Bachelorgrad

Academic degree awarded on the basis of an examination administered by a higher education institution [unlike the state examination] in a specific subject group, for example Bachelor of Arts [B.A.], Bachelor of Science [B.Sc.], Bachelor of Engineering [B.Eng.] The Bachelor's degree is awarded by universities and equivalent institutions of higher education, colleges of art and music and →Fachhochschulen.

Bachelorprüfung

Final examination leading to the award of the →Bachelor at universities and equivalent higher education institutions, colleges of art and music, →Fachhochschulen and →Berufsakademien.

Berufliches Gymnasium

Type of school at upper secondary level offering a three-year course of education which includes both the general education subjects taught at upper →Gymnasium level [→gymnasiale Oberstufe] and career-oriented subjects, such as business and technology, but which also leads to the general higher education entrance qualification.

Berufsakademie

Tertiary sector institution in some Länder, offering courses of academic training at a *Studienakademie* [study institution] combined with practical in-company professional training within a dual system in keeping with the principle of the dual system.

Berufsfachschule

Vocational school at upper secondary level offering a wide range of branches and courses of varying duration. A full-time school, it prepares or trains students for a specific occupation at different levels of qualification.

Berufsoberschule

Vocational school at upper secondary level existing in a few →Länder. Offers those who have completed vocational training in the dual system the opportunity to obtain a higher

education entrance qualification. Providing two years of full-time education or correspondingly longer part-time education, the Berufsoberschule leads to the →Fachgebundene Hochschulreife and, with a second foreign language, to the →Allgemeine Hochschulreife.

Berufsschule

Vocational school at upper secondary level generally providing part-time instruction in general and vocational subjects to trainees receiving vocational education and training within the dual system.

Berufsvorbereitungsjahr

Preparation for those young people who do not have a training contract, helping them to choose a career and providing them with vocational training in the form of full-time instruction designed to provide an introduction to one or two occupational fields.

Bezirksregierung

The middle level in the three-tier system of →Land administration, responsible for a particular area [administrative district] of a Land [below the supreme authorities of the Land but above the lower authorities at local level].

Bildungsstandards

The educational standards of the Standing Conference take up general educational objectives and specify which competences with regard to key content pupils should have acquired by a certain grade. The educational standards refer to the average expected performance level of pupils at the end of grade 4 for the →Hauptschulabschluss and the →Mittlerer Schulabschluss.

Dienstaufsicht

The authority of a superior authority to supervise and instruct a subordinate authority. Also the authority of a superior to supervise and instruct subordinate civil servants or other public administration employees.

Diplom

The Diplom degree as a higher education qualification provides qualification for a profession. It may be obtained either at universities and equivalent institutions of higher education as well as at colleges of art and music [particularly in social or economic sciences and in natural and engineering sciences] or likewise at →Fachhochschulen [in all subjects, with the specification *Fachhochschule* or *FH* added to the degree title]. The Diplom degree may also be obtained as a tertiary education qualification providing qualification for a profession at →Berufsakademien [with the specification *Berufsakademie* or *BA* added to the degree title].

Diplomarbeit

Written dissertation to be prepared at the end of a →Diplom course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Diplomgrad

Academic degree awarded on the basis of an examination administered by a higher education institution [unlike the state examination]. The title awarded combines the name of the degree with the subject in which it has been obtained, e.g. *Diplom-Ingenieur* [graduate engineer], *Diplom-Psychologe* [graduate psychologist], *Diplom-Kaufmann* [graduate in commerce]. This degree is awarded by universities and equivalent higher education institutions, as well as by →Fachhochschulen [with the word *Fachhochschule* or *FH* added to the degree title] and by colleges of art and music.

Diplomprüfung

Final examination leading to the award of the Diplom degree at universities and equivalent higher education institutions, colleges of art and music, →Fachhochschulen and →Berufsakademien.

Doktorgrad

Academic degree awarded following the doctoral procedure, which consists of a written thesis and either an oral examination or a defence of the thesis.

Drittmittel

Funding provided for an individual academic or scientist or for a research institution other than that from the standard budget [funds of the higher education institution and the →Land] and which is received on application to third parties [e.g. foundations, industry].

Duales System

Training carried out at two places of learning, i.e. at upper secondary education establishments [→Berufsschulen] or tertiary education institutions [→Berufsakademien, →Fachhochschulen] and in companies. Trainees either attend the two places of learning alternately or simultaneously.

Ergänzungsschule

Privately-maintained school providing courses of education not normally available at public-sector schools, particularly in the vocational sector.

Ersatzschule

Privately-maintained school which provides an equivalent education to public-sector schools in terms of organisational structure, functions and curriculum and at which pupils can complete their compulsory schooling.

Erweiterte Realschule

Type of school at lower secondary level in Saarland providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Erzieher

Youth or child care worker who has completed a course at a →Fachschule for social work [four to five years' training at a vocational school at upper secondary level including work experience]. Qualified to work in pre-school establishments and in areas of youth services.

Fachaufsicht

State supervision of the manner in which public functions are being discharged. Unlike legal supervision it extends beyond examining the legality of measures to examining how effective and appropriate actions are. In the school sector it involves, among other things, supervising educational work and advising teaching staff.

Fachgebundene Hochschulreife

Qualification entitling holder to study particular subjects at a higher education institution. May be obtained through certain courses of vocational education at upper secondary level.

***** Fachgymnasium**

→Berufliches Gymnasium

Fachhochschule

University of applied sciences. Type of higher education institution established in the 1970s, which has the particular function of providing application-oriented teaching and research, particularly in engineering, business, administration, social services and design.

Fachhochschulreife

Qualification entitling holder to study at a →Fachhochschule. May usually be obtained after 12 years of schooling at a →Fachoberschule or - under certain conditions - at other vocational schools.

Fachoberschule

Vocational school at upper secondary level providing two-year courses in various subject areas leading to the qualification of →Fachhochschulreife. The first year consists of both practical training in the workplace and lessons, whilst the second year covers general and subject-specific lessons.

Fachschule

Vocational school offering continuing vocational training courses of between one and three years which build on initial vocational training and subsequent employment and lead to a further qualification in a profession.

Fernuniversität

State higher education institution based in Hagen offering courses of study by distance learning only. Courses offered include those leading to a first qualification for entry into a profession [→Bachelor, →Diplom, →Magister] and further study, supplementary and graduate studies.

Förderschule

Special school - school establishment for pupils whose development cannot be adequately assisted at mainstream schools on account of disability. Also known as *Sonderschule*, *Förderzentrum* or *Schule für Behinderte*.

Freie Waldorfschule

Privately-maintained primary and secondary schools, which base their work on the ideological and educational ideas of Rudolf Steiner.

Ganztagsschule

All-day schools - primary and secondary schools which, in addition to timetabled lessons in the morning, offer an all-day programme comprising at least seven hours per day on at least three days per week. Activities offered in the afternoon are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day schools, which are far less common in Germany than the traditional →Halbtagschule, provide a midday meal on the days on which they offer all-day supervision.

Gemeinschaftsschule

Type of school in Baden-Württemberg, Saarland, Sachsen-Anhalt, Schleswig-Holstein and Thüringen offering several courses of education leading to different qualifications [→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur].

Gesamtschule

Type of school at lower secondary level offering several courses of education leading to different qualifications [→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe]. It either takes the form of a cooperative Gesamtschule or an integrated Gesamtschule. In the cooperative type, pupils are taught in classes grouped according to the different qualifications available, whilst in the integrated type, pupils are set in courses grouped according to level of proficiency for a number of

core subjects, but taught together as a year group for all other subjects. Gesamtschulen can also encompass the upper secondary level in the form of the →gymnasiale Oberstufe.

Graduiertenkolleg

Establishment at higher education institutions aiming at the promotion of young graduated academics, enabling doctoral candidates to prepare their doctoral thesis within a thematically-oriented research group.

Grundordnung

The basic constitution of a higher education institution, especially regulating matters of academic self-administration; it must be confirmed by the Ministry of Science of the →Land concerned.

Grundschule

Compulsory school for all children of the age of six onwards. It comprises four grades, except in Berlin and Brandenburg where it covers six grades.

Gymnasiale Oberstufe

The upper level of the →Gymnasium, which can however be established at other types of school. It comprises grades 11-13 or 10-12, depending on the Land and the type of school. Course of general education concluded by the →Abitur examination, which leads to the general higher education entrance qualification [→Allgemeine Hochschulreife].

Gymnasium

Type of school covering both lower and upper secondary level [grades 5-13 or 5-12] and providing an in-depth general education aimed at the general higher education entrance qualification. At present, in almost all Länder, there is a change from the nine-year to the eight-year Gymnasium. Some Länder have already changed to the eight-year Gymnasium in which the →Allgemeine Hochschulreife is acquired after grade 12.

Habilitation

Post-doctoral qualification proving ability to teach and engage in research in an academic subject [lecturing qualification]. Additional academic performances can replace the Habilitation procedure. See also →Juniorprofessor.

Habilitationsrecht

Higher education institution's right to award lecturing qualification. As a rule, universities and equivalent higher education institutions have this right and, under certain conditions, also colleges of art and music.

Halbtagschule

Half-day school as opposed to all-day school – the most common way of organising lessons. At these schools lessons are only given in the mornings. In the primary sector there are so-called full half-day schools and at lower secondary level so-called extended half-day schools. Here pupils are provided with care and supervision outside of lessons.

Hauptschulabschluss

General education school leaving certificate obtained on completion of grade 9 at the →Hauptschule or any other lower secondary level school. This first general qualification is generally used to enter a course of vocational training within the dual system. In some →Länder pupils who have achieved a particular level of performance may be awarded a so-called qualifying Hauptschulabschluss at the end of grade 9 and in some Länder it is possible to obtain what is known as an extended Hauptschulabschluss on completion of grade 10.

Hauptschule

Type of school at lower secondary level providing a basic general education. Compulsory school, unless pupil is attending a different type of secondary school, usually comprising grades 5-9.

Hochschulprüfung

Examination concluding a course of study. Unlike state examinations, it is administered solely by the higher education institution itself. See also →Bachelorprüfung, →Diplomprüfung, →Magisterprüfung, →Masterprüfung, →Staatsprüfung, →Doktorgrad.

Hochschulreife

Higher education entrance qualification obtained as a school leaving qualification at upper secondary level on completion of grade 12 or 13. See also →Allgemeine Hochschulreife, →Fachgebundene Hochschulreife.

Hort

Establishment run by youth welfare services offering care and supervision of schoolchildren outside of lessons.

Integrierte Sekundarschule

Type of school in Berlin offering several courses of education leading to different qualifications [→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur].

Juniorprofessor

Teacher at higher education institutions who is appointed as civil servant for a limited period of three years or as salaried employee. The period of appointment can be extended by another three years. The requirements for an appointment as Juniorprofessor are a degree from an institution of higher education, teaching ability and particular aptitude for academic work which is usually demonstrated by the quality of a doctorate. Depending on Land law, the *Juniorprofessur* can replace the →Habilitation as requirement for an appointment as professor with unlimited tenure at an institution of higher education.

Kindergarten

Pre-school establishment for children aged between three and six as part of child and youth welfare services - may be either publicly or privately maintained [not part of the school system].

Kinderkrippe

Day-care establishment for children under the age of three. Comes under the category of child and youth welfare services and may either be publicly or privately maintained.

Kolleg

Establishment of the so-called →Zweiter Bildungsweg where adults attend full-time classes to obtain the general higher education entrance qualification.

Kommune

Local authority with the right of self-government in certain areas of jurisdiction. The term covers the *Gemeinden* [municipalities], the *Kreise* [districts] and the *kreisfreie Städte* [municipalities with the status of a district] and, in some →Länder, the *Bezirke* [regional authorities]; Kommunen are entitled to deal independently with all affairs relating to the local community in the framework of the law.

Kultusministerium

The ministries of education and cultural affairs are the supreme authorities at →Land level with respect to education, science and culture. Their work includes, above all, schools,

higher education and adult education, the general preservation of art and culture, and relations between the state and religious communities [known as *Kultusangelegenheiten*]. The majority of the Länder, in addition to a ministry for schools, also have separate ministries to cover science and research.

Land

Constituent state of the Federal Republic of Germany [16 in all] which, like the Federation, has original state authority. However, responsibility for the execution of state powers and the fulfilment of state tasks is divided by the German constitution, the Basic Law, between the Federation and its constituent states. Of the 16 Länder, the five Länder in the area of the former GDR are known as the Länder in eastern Germany, whereas the other 11 constituent states of the original Federal Republic of Germany are known as the Länder in western Germany.

Magister

The Magister as a first higher education qualification provides qualification for a profession. It can be obtained at universities and equivalent institutions of higher education [particularly in arts subjects]. The course of study comprises either two equally weighted major subjects or a combination of one major subject and two minor subjects.

Magisterarbeit

Written dissertation to be prepared at the end of a →Magister course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Magistergrad

Academic degree awarded by universities and equivalent institutions of higher education on the basis of an examination administered by a higher education institution [unlike the state examination].

Magisterprüfung

Higher education examination leading to the award of the →Magistergrad.

Master

The Master's degree as a further higher education qualification provides qualification for a profession. It can be obtained after a standard period of study [→Regelstudienzeit] of two, three or four semesters at universities and equivalent institutions of higher education, colleges of art and music and →Fachhochschulen. As a rule, the entry requirement for a Master's study course is a first higher education degree qualifying for a profession. Consecutive Master's study courses are part of the graduation system of consecutive degrees which is to replace the traditional system of higher education qualifications [→Diplom and →Magister]. Master's study courses providing further education correspond to the requirements for consecutive Master's study courses and lead to the same level of qualification and to the same rights. Master's qualifications provide the same rights as Diplom and Magister qualifications of universities and equivalent institutions of higher education.

Masterarbeit

Written dissertation to be prepared at the end of a →Master's course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Mastergrad

Academic degree awarded on the basis of an examination administered by a higher education institution [unlike the state examination] in a specific subject group, for example Master of Arts [M.A.], Master of Science [M.Sc.], Master of Engineering [M.Eng.]. The Master's

degree is awarded by universities and equivalent institutions of higher education, colleges of art and music, and →Fachhochschulen.

Masterprüfung

Final examination leading to the award of the →Mastergrad at universities and equivalent higher education institutions, colleges of art and music and →Fachhochschulen.

Mittelschule

Type of school at lower secondary level in Sachsen providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Mittelstufenschule

Type of school at lower secondary level in Hessen providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Mittlerer Schulabschluss

General education school leaving certificate obtained on completion of grade 10 at →Realschulen or, under certain circumstances, at other lower secondary level school types. It can also be obtained at a later stage during vocational training at upper secondary level. In some Länder called Realschulabschluss.

Oberschulamt

Independent middle-level authority within the framework of the school supervisory system operated by the Ministry of Education and Cultural Affairs of the →Land. In the majority of the Länder, however, its tasks are performed by the school department of the →Bezirksregierung.

Oberschule

Type of school at lower secondary level in Brandenburg providing the courses of education otherwise offered by the →Hauptschule and the →Realschule. Type of school in Bremen and Niedersachsen offering three courses of education leading to different qualifications [→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur].

Oberstudienrat

Senior position within the teaching career of the →Studienrat.

Orientierungsstufe

Orientation stage – either grades 5 and 6 at the individual lower secondary school types or, in some →Länder, an independent school stage not attached to any school type. The orientation stage helps to decide on a pupil's future school career.

Pädagogische Hochschule

Type of higher education institution in Baden-Württemberg, equivalent in status to the universities, offering courses of study for teaching careers at primary level and certain teaching careers at lower secondary level. In specific cases, study courses leading to professions in the area of education and pedagogy outside the school sector are offered as well.

Praxissemester

Semester of work experience undertaken as part of a course of study at →Fachhochschulen. Responsibility lies with the higher education institution.

Promotion

Award of a doctoral degree on the basis of a doctoral thesis and either an oral examination or a defence of the student's thesis. As a rule, the doctorate is embarked on after completing a first study course culminating in the →Magister, →Diplom or →Staatsprüfung, as well as

after obtaining a Master's qualification, and the promotion serves as proof of ability to undertake in-depth academic work.

Promotionsrecht

Higher education institution's right to award doctorates. The right is normally accorded to universities and equivalent institutions, though also, under certain conditions, to colleges of art and music.

Prüfungsordnung

Examination regulations – legal regulations of different types in school and higher education governing examination prerequisites, content and procedures. Depending on the type of examination, the regulations are issued by the ministries responsible or, where higher education examinations are concerned, they are issued by the higher education institutions and, as a rule, approved by the Ministry of Science of the →Land concerned.

Rahmenlehrplan

Framework curriculum for vocational subjects at the Berufsschule within the framework of vocational training in the dual system. Framework curricula are decided on by the Standing Conference of the Ministers of Education and Cultural Affairs of the →Länder once they have been coordinated with the training regulations for the in-company part of training within the dual system and are implemented by the Länder in specific curricula for each Land.

*****Realschulabschluss**

→Mittlerer Schulabschluss

Realschule

Type of school at lower secondary level, usually comprising grades 5–10. Provides pupils with a more extensive general education and the opportunity to go on to courses of education at upper secondary level that lead to vocational or higher education entrance qualifications.

Realschule plus

Type of school at lower secondary level in Rheinland-Pfalz providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Rechtsaufsicht

Legal supervision – state supervision of the legality of actions taken by public law bodies, including schools and higher education institutions.

Regelschule

Type of school at lower secondary level in Thüringen providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Regelstudienzeit

Standard period of study – length of time in which it is possible to obtain a first qualification for entry into a profession at higher education institutions and at →Berufsakademien. It is defined in the examination regulations. The Regelstudienzeit for →Bachelor's courses of study is six, seven or eight semesters, for →Master's courses two, three or four semesters.

Regionale Schule

Type of school at lower secondary level in Mecklenburg-Vorpommern providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Regionalschule

Type of school at lower secondary level in Schleswig-Holstein providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Sachunterricht

Subject taught at primary school familiarising pupils with scientific and technical phenomena and with social, economic and historical aspects of their own area.

Schulamt

Lower-level authority within Ministry of Education and Cultural Affairs' two or three-tier school supervisory system. The Schulamt is either responsible for all schools in a local authority or for particular types of school.

Schularten mit mehreren Bildungsgängen

Schools with several courses of education - a category used in school statistics which applies to types of school providing the courses of education otherwise offered by the →Hauptschule and →Realschule. The following types of school bring the courses of education of →Hauptschule and →Realschule under one educational and organisational umbrella: →Mittelschule, →Regelschule, →Sekundarschule [Bremen, Sachsen-Anhalt], →Erweiterte Realschule, →Verbundene Haupt- und Realschule, →Regionale Schule, →Realschule plus, →Regionalschule, →Oberschule [Brandenburg], →Mittelstufenschule. Outside statistics, Schularten mit mehreren Bildungsgängen also include →Gesamtschulen, →Oberschulen [Bremen, Niedersachsen], →Gemeinschaftsschulen, →Integrierte Sekundarschulen, →Stadtteilschulen, →Sekundarschulen [Nordrhein-Westfalen] and to some extent →Regionale Schulen, which additionally offer the →Gymnasium course of education.

Schulkindergarten

School establishment for children who, although they have reached the compulsory school age, have not yet attained an adequate level of development to start school.

Schulkonferenz

School conference - body of participation in the school sector, made up of teachers', parents' and pupils' representatives.

Schulordnung

School regulations - legal ordinance enacted by the individual →Länder governing the legal relationship between the pupils and the school [e.g. entrance, promotion to next grade, examination procedures, assessment of performance] and matters concerning school organisation and participation.

Schulprogramm

Schedule of the main focuses and objectives of the work of schools on the basis of Land regulations regarding the content and qualifications obtained after completing the courses. As a rule, the school-specific programmes also determine evaluation methods and criteria.

Schulträger

School maintaining body. For public-sector schools, usually a local authority [commune/district] or, less commonly, the →Land. Private schools are maintained by a non-profit-making body [especially churches and non-denominational backers] or private individuals. The maintaining body is responsible for the establishment, maintenance and administration of the school and normally bears the material costs [whilst the staff costs for teachers at public-sector schools are borne by the Land].

Sekundarschule

Type of school at lower secondary level in Bremen and Sachsen-Anhalt providing the courses of education otherwise offered by the →Hauptschule and the →Realschule. Type of school in Nordrhein-Westfalen offering three courses of education leading to different qualifications [→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur].

Sonderkindergarten

Pre-school establishment for children with disabilities – also known as a *Förderkindergarten*.

Sonderpädagogischer Förderbedarf

Special educational needs – individually tailored measures covering education, lessons, therapy and care for children or young people with physical and sensory impairments and/or psychosocial disturbances.

*****Sonderschule**

→Förderschule

Sonderschullehrer

Special education teacher who has completed a specific teacher training course of study followed by a preparatory service [→Vorbereitungsdienst] for work at special schools.

Sozialpädagoge

Graduate who has completed a course of study in social education at a university, →Fachhochschule or →Berufsakademie and who is qualified to work in such areas as youth welfare services, social work or health assistance.

Staatsprüfung

State examination concluding a course of study in certain subjects [e.g. medical subjects, teaching, law]. Also refers to examination taken by law students and teaching students at the end of their preparatory service [known as the Second State Examination]. The examinations are administered by examination committees staffed not only by professors from the institutions of higher education but also by representatives of the state examination offices of the →Länder.

Stadtteilschule

Type of school in Hamburg offering several courses of education leading to different qualifications [→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur].

Studiendirektor

Senior position within the teaching career of the →Studienrat.

Studienordnung

Study regulations – regulations on the content and structure of a course of study, based on the examination regulations.

Studienrat

Title of teaching post [entry office] for teachers in the senior civil service grade [teachers at →Gymnasien and vocational schools]. Senior positions are *Oberstudienrat* and *Studiendirektor*.

Studierendenschaft

All matriculated students at a higher education institution. Under the legal supervision of the higher education institution's governing board, the students elect self-governing bodies

to represent the students' interests in matters of higher education policy and also social and cultural matters.

Technische Hochschule

Type of higher education institution equivalent in status to university. Focus traditionally lies in natural science and engineering.

***** Technische Universität**

→ Technische Hochschule

Verbundene Haupt- und Realschule

Type of school at lower secondary level in Hessen providing the courses of education otherwise offered by the → Hauptschule and → Realschule.

Verwaltungsfachhochschule

→ Fachhochschule maintained by the Federation or a → Land which trains young people to take up higher civil service grade posts in a particular sector of public administration.

Volkshochschule

Adult education establishment, usually publicly maintained, offering a wide range of continuing education courses in general and vocational subjects.

Volksschule

Former name for compulsory school [today known as → Grundschule and → Hauptschule].

Vorbereitungsdienst

Preparatory service – practical training phase completed after the First State Examination and concluded by the Second State Examination. Particularly for teaching careers but also for other civil service careers.

Vorklasse

School establishment in some → Länder for children who have reached compulsory school age but have not yet attained an adequate level of development to start school and, in some cases, for children aged over five .

Weiterführende Studiengänge

Graduate study courses that are based on a first higher education degree or that supplement this [further study, supplementary and follow-up courses]. At the end of graduate study courses, participants obtain a certificate or further higher education degree [→ Diplom, → Magister, → Master] but these do not lead to the Promotion.

Werkrealschule

Type of school at lower secondary level in Baden-Württemberg comprising grades 5-10. After successful completion of grade 10 and after passing a final examination, pupils obtain the → Mittlerer Schulabschluss. Pupils who do not aim for the → Mittlerer Schulabschluss obtain a → Hauptschulabschluss as a school-leaving certificate after successful completion of grade 9 and after passing a final examination.

Zeugnis der Allgemeinen Hochschulreife

The certificate of Allgemeine Hochschulreife entitles holders to admission to all subjects at all higher education institutions. It is usually obtained by passing the → Abitur examination and incorporates examination marks as well as continuous assessment of pupil's performance in the last two years of upper → Gymnasium level [*Qualifikationsphase*].

Zweiter Bildungsweg

Establishments providing adults with an opportunity to obtain general education school leaving certificates later in life following completion of a first stage of education [establishments include →Abendhauptschule, →Abendrealschule, →Abendgymnasium, →Kolleg].

