

# **The Education System in the Federal Republic of Germany 2008**

**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. It describes the responsibilities, structures and key developments in educational policy in 2008.

In the German education system, fundamental changes are being implemented. In this context, special importance is attached to the various efforts for quality assurance and quality development in the school sector and the higher education sector. In the SCHOOL SECTOR, the introduction of national educational standards marked the beginning of a paradigm shift towards an output-oriented control of the education system. In order to systematically link the individual measures for the observation and further development of educational processes, the Standing Conference has 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 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.

Currently Länder quality development and quality assurance measures in the school sector are increasingly focused on removing the link between social background and educational opportunities, and further improving the permeability between the various school types in the education system. Improving educational opportunities for young people is key. The goal is to improve the levels of achievement attained by young people from migrant backgrounds, in order to bring them into line with the average attained by the school population as a whole, and to substantially reduce the numbers of drop-outs and pupils leaving school without any qualifications.

Länder teacher training reform measures are closely connected to quality development and quality assurance in the school sector. In October 2008 the Standing Conference adopted common content requirements for subject-related studies and subject-related didactics in teacher training [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*] which apply to all Länder. In conjunction with the 2004 Standards for Teacher Training in the Educational Sciences [*Standards für die Lehrerbildung in den Bildungswissenschaften*], these are to serve as the basis for the accreditation and regular evaluation of teacher training courses.

In the HIGHER EDUCATION SECTOR, the development of the consecutive structure of study courses in the course of the Bologna Process and the further development of accreditation and evaluation also serve the objectives of quality development and quality assurance. The accreditation of study courses ensures standards for the academic curriculum and the professional 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. The current debate has, however, also revealed weaknesses in the implementation of the Bologna Process. The Standing Conference has, therefore, set itself the goal of taking up – together with the higher education institutions – warranted criticisms, investigating the causes of specific undesirable developments and undertaking corresponding corrective action, without in any way casting doubt on the principles of higher education reform in the course of the Bologna Process. In October 2008 the Standing Conference and the *Stifterverband für die deutsche Wissenschaft*,

the business community's innovation agency for the German science system, together launched a competition to award and promote convincing concepts developed by universities and equivalent higher education institutions and *Fachhochschulen* for the development of strategies in teaching and learning. Other current priorities in the higher education sector include the opening up of higher education institutions to vocationally qualified applicants, and raising student numbers.

The National Dossier for Germany provides an overview ranging from pre-school to adult education, as well as offering background information on the basic political and economical 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. By means of brief historical introductions to the individual chapters, current developments may be assessed within their historical context.

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. 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. The German Dossier is also distributed together with the national dossiers from other European states in the original language and in the English translation in the EURYBASE database [[www.eurydice.org](http://www.eurydice.org)] for whole text search. The database permits comparisons throughout Europe between the individual aspects of the education systems in the 31 states that participate in the activities of the EURYDICE information network.

In accordance with the function of the national dossiers, the annual report for 2008 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.




Prof. Dr. Erich Thies  
Secretary General of the Standing Conference  
of the Ministers of Education and Cultural Affairs

## **PREFACE BY THE FEDERAL MINISTRY OF EDUCATION AND RESEARCH**

The periodic monitoring of education systems and processes and the documentation of very recent developments are important instruments of any modern education policy. On the way to a citizens' Europe, European cooperation in the field of education is increasingly gaining in importance, presenting the education system with new challenges. These challenges also include a growing demand for information on structures, developments and perspectives within the education systems of our European neighbours. The European education network EURYDICE has been providing an excellent foundation for information sharing and mutual learning within Europe for many years. The central concern of Eurydice's activities is the provision of a detailed analysis of the education systems. On the initiative of Eurydice, national education reports are regularly published by all of the 31 states involved in the network.

With the dossier "The Education System in the Federal Republic of Germany 2008", Germany now provides a description of the education system in the light of current reform debates. The report was jointly created by the Federation and Länder and contains a description of all sectors of education - from early instruction, care and education up to adult learning. Education and qualification are the keys to personal opportunities in life and participation in society. The Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] therefore puts the emphasis on higher quality and greater participation in education and the creation of more opportunities through education for everyone. We aim to further and promote all talents, irrespective of individual social backgrounds. We want to increase the efficiency of our education system. To do this we require dependable knowledge. The EURYDICE report on the education system provides this reliable presentation of the German education system and hence not only contributes to the provision of greater transparency in the education landscape, but also creates a foundation for quality assurance and quality development in the German education system.

It is my personal hope that the report will furnish all parties with an interest in education, in Germany as well as abroad, with helpful support and inspiration.



Volker Rieke

Deputy Head of Directorate-General for European and International Cooperation in Education and Research of the Federal Ministry of Education and Research



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# 1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS

## 1.1. Historical overview

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](http://www.tatsachen-ueber-deutschland.de)] published by the Federal Foreign Office.

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 six sets of all-German elections: the Christian Democratic Union of Germany [CDU], the Social Democratic Party of Germany [SPD], the Free Democratic Party [FDP], the Christian Social Union [CSU], the Alliance 90/Greens and the Left Party.

## 1.2. 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 HORST KÖHLER who entered office for a term of five years in May 2004.

### **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 2009, the assembly features 622 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. Under an agreement concluded in 1987 between the Federation and the Länder on the notification and involvement of the *Bundesrat* and the Länder in European Union affairs, the *Bundesrat* in 1988 established the *EU Chamber* in 1988, which was replaced by a *Europe Chamber* in 1993. The task of the *Europe Chamber* is to adopt statements on EU documents and bills in urgent cases. The Maastricht Treaty, ratified in December 1992, resulted in an amendment of the Basic Law [Art. 23] to accord the Länder more rights of participation in EU affairs. The performance of duties and responsibilities is set forth 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 - R12] which was passed 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. In the course of the federalism reform for the modernisation of the federal

system of 2006 [Federalism reform I], the direct rights of participation of the Länder have been specified in detail. When legislative powers exclusive to the Länder in school education, culture or broadcasting are primarily affected, 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*.

### **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 2009, 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 2.6.1.1. Other Federal ministries are also involved, as they are responsible for certain aspects of education and science. As of 2008, these ministries are:

- the Federal Ministry for Foreign Affairs 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. This federal order was also retained after the establishment of German unity in 1990.

Except as otherwise provided or permitted by the Basic Law, the exercise of governmental powers and the discharge of governmental functions is 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 2.6.1.2.]. Similarly, the Länder have set up conferences 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.

The federalism reform for the modernisation of the federal system of 2006 [Federalism reform I] particularly redefined the relationships between the Federation and Länder in regard to legislation. This includes a further specification of the legislative competences of the Federation in the education system. Federalism reform I also transferred the legislative competences for the remuneration, pension system and service regulations of Länder civil servants [e.g. teachers, professors and junior professors] to the Länder. For more detailed information on the impact of Federalism reform I on education, see chapter 2.2.

### **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 *Kindergärten* [nursery schools], 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.

### **1.3. 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 2006, the Roman Catholic Church in Germany had 25.7 million members and the Protestant Church had 25.1 million members [approx. a third of the population each]. The Free churches and the Greek Orthodox Church as well as the Jewish communities are also re-

presented among others. According to estimates, the large number of people with migrant backgrounds who have made their home in the Federal Republic account for 3 to 3.4 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]. Brandenburg also makes use of this legal provision. Aspects of the Islamic religion are currently taught in some Länder. Moreover, lessons on Islam are offered as part of the instruction given in the pupils' native language. This is voluntary instruction given outside of regular timetable lessons and is not state religious instruction under the terms of Article 7 Paragraph 3 of the Basic Law. Despite the general willingness of the Länder, it has not yet been possible to introduce Islamic religious education as a standard subject in any Land. The introduction of Islamic religious education requires the participation of either one Islamic religious community or several Islamic 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* - R13], 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.

#### **1.4. Official and minority 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.

Education differs from administration and justice in that there are no legislative provisions on the language of instruction. 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. 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. Applicants who are unable to present a certificate entitling them to go on to higher education from a school with German as the language of instruction are required to demonstrate a sufficient knowledge of German. This can be done by sitting 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, by taking the Test of German as a Foreign Language [*Test Deutsch als Fremdsprache* – TestDaF] or by taking the German language examination as part of the *Feststellungsprüfung* [assessment test] at a *Studienkolleg*. Admission to specific institutions of higher education or courses may be made subject to proficiency in a foreign language. Individual classes may 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 11.5.2.

## 1.5. Demographic situation

### Organisation of administration

As of 31 December 2007, Germany has been divided regionally and for administrative purposes into 16 Länder [including three city states], 22 administrative regions [*Regierungsbezirke*], 429 districts [*Kreise*] comprising 116 municipalities with the status of a district [*kreisfreie Städte*] and 313 rural districts [*Landkreise*] and 12,263 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 intermunicipal corporations [*Gemeindeverbände*] which are formed if their members agree to pool their efforts with each retaining its individual rights.

### Population

#### 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 2007, there were more than 6.7 million foreign nationals, or 8.2 per cent of the overall population. In numerical terms, Turks represented the biggest group, at over 25 per cent of Germany's foreign population. In 2007, more than one-third of all foreign residents [34.7 per cent] came from EU Member States, of which Italy was most strongly represented at 7.8 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 km<sup>2</sup>. In 2007, approximately 82.2 million people lived in Germany. With a population density of 230 inhabitants per km<sup>2</sup> in 2007, 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 18.0 million inhabitants in 2007 with a population density of 528 inhabitants per km<sup>2</sup>. 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 2007, only 20.1 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. Of the 38 cities with more than 200,000 residents, seven are in the eastern part of Germany, apart from Berlin.

In 2007, almost one in three people in Germany lived in one of 81 large towns and cities with over 100,000 people. This is more than 25 million people. The overwhelming majority of the population lives in villages and small towns: more than 5.4 million live in places with up to 2,000 residents. More than 51 million live in municipalities with populations of between 2,000 and 100,000.

### **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, 99,796 births were registered in 2007. In the Länder in western Germany, the annual birth rate in 2007 was 553,892. In Berlin, 31,174 births were registered. The absolute number of births in Germany in 2007 was 684,862. Compared to the year 2006, the number of births has increased by about 12,000.

### **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 2007, some 15.9 million inhabitants were younger than 20. This corresponds to a proportion of 19.4 per cent. The proportion of inhabitants aged 60+ increased from 20.0 per cent in 1970 to 25.3 per cent in 2007. Their numbers amounted to 20.8 million and, in 2007, they outnumbered the younger inhabitants.

### **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 2007, 680,766 people immigrated from abroad, 636,854 left Germany. This represents a growth of 43,912 people. On average between 1991 and 1996, Germany's migration

excess was just below 500,000 per year. In 2007, just less than three-fourths of immigrants to Germany came from Europe, just less than 80 per cent of these from European Union member states.

### 1.6. Economic situation

Gross national revenue in Germany reached Euro 2,446.41 billion in 2007. Per capita this was Euro 29,739. Gross domestic product totalled Euro 2,423.80 billion and Euro 29,464 per capita.

In 2007, based on the yearly average, the number of people in employment in Germany was 38.2 million people or 46.4 per cent of the population, including 17.3 million women, i.e. 41 per cent of the female population. The proportion of women between the ages of 15 and 65 engaged in economic activity amounted to 69.2 per cent in 2007.

In 2007, the average number of unemployed was 3.8 million people, 2.5 million in the Länder in western Germany and 1.3 million unemployed in the Länder in eastern Germany. In the Länder in western Germany, the unemployment rate was 7.5 per cent, in the Länder in eastern Germany 15.1 per cent. This amounts to an unemployment rate for Germany of 9.0 per cent. An average of 404,911 [10.7 per cent of all unemployed people] persons under 25 years of age were without employment in 2007.

### 1.7. Statistics

#### Population by sex on 31 December 2007

Population by sex	Absolute [thousands]	Per cent
Female	41,943.5	51.0
Male	40,274.3	49.0
Total	82,217.8	100

#### Population by age on 31 December 2007

By age	Absolute [thousands]	In per cent
0 to 5	3,469.0	4.22
5 to 10	3,802.3	4.62
10 to 15	4,010.4	4.88
15 to 20	4,643.0	5.65
20 to 25	4,855.5	5.91
25 to 45	22,896.6	27.85
45 to 60	17,771.4	21.61
60 and over	20,769.7	25.26
Total	82,217.8	100

Source: Statistisches Bundesamt.

## 2. GENERAL ORGANISATION OF THE EDUCATION SYSTEM AND ADMINISTRATION OF EDUCATION

### 2.1. Historical overview

#### Development in the Federal Republic of Germany up to 1990

Even in the early post-war years, conflicting decisions were taken in the three western occupation zones in Germany and in the Soviet zone regarding the political foundations of the education system. 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 Standing Conference carried out important groundwork for two agreements between the Länder which coordinated developments in the school sector: the 1955 agreement [known as the *Düsseldorf Agreement*] on standardisation in the general school system and its amended form, the *Hamburg Agreement* of 1964 and 1971.

A new stage of cooperation between the Länder on education policy issues began with a survey first published by the Standing Conference of the Ministers of Education and Cultural Affairs in 1963 [*Bedarfsfeststellung 1961-70*]. The aim was to establish Germany's financial requirements in terms of schools, teacher training, science, research, arts and culture. On this basis the number of places available in schools and higher education were to be increased. On top of quantitative reports and forecasts, the Standing Conference has passed numerous resolutions on the joint development of the education system. In order to implement its resolutions, the Länder introduced organisational and curricular reforms of the school system, e.g. to reorganise the *gymnasiale Oberstufe*, and of higher education. For a detailed description of the cooperation between the Länder in the Standing Conference of the Ministers for Education and Cultural Affairs, please refer to chapter 2.6.1.2.

Besides the Standing Conference of Education Ministers, ideas for the development of the education system also came from the German Committee for the Education System [*Deutscher Ausschuss für das Erziehungs- und Bildungswesen*, 1953-65]. The German Education Council [*Deutscher Bildungsrat*, 1965-75], which replaced the German Committee for the Education System, presented its Structural Plan for the German Education System [*Strukturplan für das deutsche Bildungswesen*] in 1970. The Science Council [*Wissenschaftsrat*], founded in 1957 as a result of an agreement between the

Federation and the Länder, became a pioneering institution in the development of higher education.

In 1970 a Commission of the Federation and the Länder for Educational Planning [*Bund-Länder-Kommission für Bildungsplanung* – BLK] was founded as a permanent forum for the discussion of all questions of education which are of common interest to Federation and Länder. In 1975, additional tasks in the area of research promotion were assigned to the commission and its name was changed to Commission of the Federation and the Länder for Educational Planning and Research Promotion [*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung*]. The Global Plan for Education [*Bildungsgesamtplan*] adopted on 15 June 1973 by the Commission also took into account the German Education Council's Structural Plan and the Science Council recommendations on the higher education system, and represented the first joint development concept for the education system in the Federal Republic. Due to a lack of agreement among those responsible politically on important educational planning issues [e.g. on lower secondary education and teacher training], and a lack of financial resources in the Länder budgets, the process of updating the Global Plan for Education begun in 1977 was abandoned in 1982. After this, the Commission's work with regard to education concentrated on major current issues. In the course of the federalism reform for the modernisation of the federal system of 2006 [Federalism reform II], the Commission of the Federation and the Länder for Educational Planning and Research Promotion was dissolved at the end of 2007. A detailed description of current cooperation between the Federation and the Länder is provided in chapter 2.6.1.3.

### **Development in the German Democratic Republic up to 1990**

In contrast to the federal structure of education and the cultural sovereignty [*Kulturhoheit*] enjoyed by the Länder in the [original] Federal Republic, the education system in the German Democratic Republic [GDR] was administered centrally and organised on a strict ideological basis in accordance with the doctrine of the Socialist Unity Party of Germany [SED]. All fundamental issues relating to education, socialisation and science in the GDR were shaped not just by the monopoly of the Marxist-Leninist party ideology, but also by the fact that the GDR's education policy was connected to the central state control of the economy.

The Soviet occupying power had already laid the foundations for the centralist organisation and the ideological ties of the education system in the GDR in its zone when it established the German Central Administration for National Education, which was equipped with authority over the entire Soviet occupation zone. With the foundation of the GDR in 1949, the German Central Administration for National Education was transformed into the Ministry of National Education, which was responsible for schools and institutions of higher education. From 1951 onwards responsibility for vocational training and the higher education system was transferred to other departments. The Ministry of National Education remained responsible for the school system. In 1959 the ten-grade general education polytechnic high school [*Polytechnische Oberschule*] became the standard or compulsory state school. Since 1966, after successful completion of the polytechnic high school, pupils who fulfilled certain selection criteria could transfer to the expanded high school [*Erweiterte Oberschule*] which led to the *Hochschulreife* [higher education entrance qualification] after grade 12. A permanent state secretariat was initially set up for the higher education system and

the technical schools sector [*Fachschulwesen*], then a separate ministry was created, as well as a special state secretariat for vocational training. The 1965 law on the standard socialist education system then formed the conclusion to a process of development which had commenced in the 1950s and which continued to determine the GDR education system until the end of the 1980s without being reformed to any significant extent.

For a detailed description of the education system in the GDR, see *Vergleich von Bildung und Erziehung in der Bundesrepublik Deutschland und in der Deutschen Demokratischen Republik* [Comparison of Education and Training in the Federal Republic of Germany and in the German Democratic Republic], commissioned by the Federal Ministry for Intra-German Relations in 1989 and submitted by an academic commission under the direction of O. Anweiler in 1990.

### **The development of German unity in the education system since 1990**

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.

As for vocational training, the existing regulatory instruments in the Federal Republic, namely the Vocational Training Act [*Berufsbildungsgesetz* - R82], the Handicrafts Code [*Handwerksordnung* - R83], 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 training.

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.

In higher education, the Federation regulates the general principles of the higher education system by means of the Framework Act for Higher Education [*Hochschulrahmengesetz* - R123], which was taken as the basis for the legislation on higher education and research in the new Länder. The Science Council [*Wissenschaftsrat*] had developed recommendations for the restructuring. Non-university research, which in the GDR had been concentrated mainly in the Academy of the Sciences, was, in accordance with the provisions of the Unification Treaty, integrated partly into the institutions of higher education but for the most part

transferred into non-university research establishments funded jointly by the Federation and the 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.

## **2.2. Ongoing debates and future developments**

### **Qualification initiative**

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 early-childhood education, school, vocational education and training and higher education. Against this background, in October 2008 the Federation and the Länder agreed a common catalogue of objectives and measures in the Dresden declaration *Getting ahead through education - The Qualification Initiative for Germany*, which addresses all areas of education from early-childhood education through to continuing vocational training. An initial progress report on the implementation of the measures is due in autumn 2009.

### **Federalism reform**

The 2006 federalism reform for the modernisation of the federal system [Federalism reform I] redefined the relationships between the Federation and Länder in regard to legislation. The stated objectives of the reform included, among others, improving the decision-making ability of the Federation and Länder and their capacity to act, and shaping the federal structure more efficiently with a view to growing international competition. In the education system the new rules concern the following sectors in particular:

### **Participation of the Länder in European Union affairs**

The direct rights of participation of the Länder in European Union affairs have been specified in detail. According to Article 23 Paragraph 6 of the Basic Law [*Grundgesetz - RI*]: 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 shall be delegated by the Federation to a representative of the Länder designated by the *Bundesrat*. These rights shall be exercised with the participation of, and in coordination with, the Federal Government; their exercise shall be consistent with the responsibility of the Federation for the nation as a whole.

### **Cooperation of the Federation and the Länder**

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*]. In the course of the Federalism reform I, the joint tasks have been revised. The previous joint task *Extension and construction of institutions of higher learning, including university clinics* has ceased to exist. Henceforth, the construction of higher education institutions falls within the sole responsibility of the Länder, which receive, by way of

compensation, part of the funds that the Federation had previously made available for the construction of higher education institutions. Likewise, the previous joint task *Educational planning* has ceased to exist. More detailed information on the new joint tasks is available in chapter 2.3.

### **Responsibilities for the organisation and administration of institutions of higher education**

The Federation's framework responsibility in the field of higher education has ceased to exist. The existing provisions of the Framework Act for Higher Education [Hochschulrahmengesetz - R 123] will continue to apply, however, until the Länder enact deviating provisions [Art. 125b Paragraph 1 Basic Law]. As part of concurrent legislation, the Federation is still responsible for the fields of admission to higher education institutions and degrees from higher education institutions [Art. 74 Paragraph 1]. However, the Länder have been granted the power to enact their own provisions in deviation from the relevant federal laws. Furthermore, the Länder may replace the rules of the Framework Act for Higher Education [*Hochschulrahmengesetz*], for which the Federation no longer has any legislative competence, with their own rules.

### **Civil service legislation**

The Federation obtained the legislative power to regulate the status-related rights and obligations of the civil servants in the Länder and local authorities on a uniform basis. In 2008, the Federation's Civil Servants Framework Act [*Beamtenrechtsrahmengesetz*] was replaced by a Civil Servants Status Act [*Beamtenstatusgesetz - R11*] which will enter into force in April 2009. This regulates the basic structures of the status-related rights and duties of civil servants in the Länder and local authorities directly throughout Germany. The legislative competences for the career, remuneration and pension system of Länder civil servants [e.g. teachers, professors and junior professors] has been transferred to the Länder. Most of the Länder have now made use of their legislative competence.

### **Shift towards an output-oriented control of the education system**

In the German education system, fundamental changes are currently being implemented under which special importance is attached to the various efforts for quality assurance and quality development.

In the SCHOOL SECTOR, the introduction of national *Bildungsstandards* [educational standards] and the establishment of the Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen - IQB*] marked the beginning of a paradigm shift towards an output-oriented control of the education system. In order to systematically link the individual measures for the observation and further development of educational processes, the Standing Conference has 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 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. For more detailed information on individual areas of the comprehensive strategy for educational monitoring, see chapter 9.5.1.



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.

The reform measures of the Länder relating to TEACHER TRAINING for the improvement of professionalism in teaching are to be seen in conjunction with quality development and quality assurance in the school sector. Since 2005, the standards for teacher training in the educational sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] passed in 2004 form the basis of teacher-training courses and practical training, as well as for further and continuing education of teachers. In October 2008, the Standing Conference resolved common content requirements for subject-related studies and subject-related didactics in teacher education and training [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*]. In conjunction with the Standards for Teacher Training, the content requirements for subject-related studies and subject-related didactics are to serve as a basis for the accreditation and regular evaluation of courses of study leading to a teaching position. For further information on the standards for teacher education and the content requirements for subject-related studies and subject-related didactics in teacher education, see chapters 8 and 9.5.2.3.

In June 2005, the Standing Conference passed a teacher training reform including guideline definitions for the mutual recognition of Bachelor's and Master's degrees in teacher training courses. For further information on Bachelor's and Master's degrees in teacher training, see chapter 8.1.8.

In the last few years, extensive reforms have also been introduced in Germany for modernisation, internationalisation and quality assurance in the HIGHER EDUCATION SECTOR. The development of the consecutive degree system and the further development of accreditation and evaluation serve the objectives of quality assurance and quality development. 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. In September 2005, the Standing Conference of the Ministers of Education and Cultural Affairs adopted the report on quality assurance in teaching at higher education institutions [*Qualitätssicherung in der Lehre*] combining different measures and procedures of quality assurance. In October 2008 the Standing Conference and the *Stifterverband für die deutsche Wissenschaft*, the business community's innovation agency for the German

science system, together launched a competition to award and promote convincing concepts developed by universities and equivalent higher education institutions as well as *Fachhochschulen* for the development of strategies in teaching and learning. 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 responsibility in this area is further reinforced. For more detailed information on quality assurance in the tertiary sector, see chapter 9.5.2.

In order to enhance the international mobility of students, consecutive courses of study are modularised and provided with a credit point system [European Credit Transfer System] as well as a *Diploma Supplement*. This development is given further impetus by the cooperation within the framework of the Bologna Process for the realisation of the European Higher Education Area. For further information on the Bologna Process, see chapter 11.4.2.

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 objective 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. In this process the relationship between the state and higher education institutions is increasingly marked by agreements on objectives and performance requirements, which define the deliverables. In conjunction with the awarding of funds based on performance, contracts with higher education institutions serve quality development in higher education. 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.

Additionally, since 2005 the Länder have been free to decide on the imposition of financial contributions from students. More detailed information on the introduction of study fees is available in chapter 6.7.

### **2.3. Fundamental principles and basic legislation**

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].

Unless the Basic Law 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 [R14-R29] and in separate laws of the Länder on pre-school education, on the school system, on higher education, on adult education and on continuing education. Federalism reform I also transferred responsibility for the remuneration and pensions of civil servants [e.g. teachers, professors and junior professors] to 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;
- 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; 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] which entered into force as from January 1, 2008. 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. A corresponding administrative agreement has entered into force as from January 1, 2007. For more detailed information on the

collaboration between the Federation and the Länder in the education sector, see chapter 2.6.1.3.

## **2.4. General structure and defining moments in educational guidance**

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

- pre-school education,
- primary education,
- secondary education,
- tertiary education and
- continuing education.

### **2.4.1. Pre-school education**

Pre-school education is provided by institutions [mainly *Kindergärten*] catering for children from a few months to six years, the age 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, namely *Schulkindergärten* and *Vorklassen*. These institutions are either assigned to the pre-school or the primary sector according to the particular Land. Attendance is usually voluntary, although in most Länder the authorities are entitled to make it compulsory. For details see chapter 3.

### **2.4.2. 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 4.

For pupils with *Sonderpädagogischer Förderbedarf* [special educational needs], whose development cannot be adequately assisted at mainstream schools, a range of *Förderschulen* [special schools] exists in accordance with the types of disability, which are also known as *Sonderschulen*, *Förderzentren* or *Schulen für Behinderte* in some Länder [see chapter 10].

### **2.4.3. 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 as of 2006, see the website of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [[www.kmk.org](http://www.kmk.org)].

#### 2.4.4. 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 organisation of the secondary school system [grades 5 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. The following types of school exist in the majority of the Länder:

- *Hauptschule*
- *Realschule*
- *Gymnasium*
- *Gesamtschule*

and in some Länder

- *Förderstufe*
- *Orientierungsstufe*
- *Mittelschule*
- *Regelschule*
- *Sekundarschule*
- *Erweiterte Realschule*
- *Integrierte Haupt- und Realschule*
- *Verbundene oder Zusammengefasste Haupt- und Realschule*
- *Regionale Schule*
- *Regionalschule*
- *Duale Oberschule*
- *Oberschule*
- *Wirtschaftsschule*
- *Werkrealschule*
- *Gemeinschaftsschule*

Apart from *Hauptschule*, *Realschule* and *Gymnasium*, almost all Länder have *Gesamtschulen* [comprehensive schools], albeit in some Länder in only very limited numbers as a special type of school. Several Länder introduced types of school, with particular names which differ from one Land to another, in which the traditional courses available at the *Hauptschule* and the *Realschule* are brought under one organisational umbrella - these include *Mittelschule*, *Sekundarschule*, *Regelschule*, *Oberschule*, *Duale Oberschule*, *Erweiterte Realschule*, *Verbundene oder Zusammengefasste Haupt- und Realschule*, *Integrierte Haupt- und Realschule*, *Gemeinschaftsschule*, *Regionalschule* and *Regionale Schule*. Irrespective of their organisational classification, in the majority of Länder the grades 5 and 6 of all general education schools represent a phase of particular promotion, supervision and orientation with regard to the pupil's future educational path and its particular direction.

The various types of school will be described in more detail in chapter 5 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*] for different types of disability have been set up within the organisational framework of general and vocational education [see chapter 10].

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 [see chapter 5.17.1]. The range of courses on offer includes full-time general education and vocational schools, as well as vocational training within the *duales System* [dual system]. The majority of the Länder offer the following types of general education and vocational school, with some forms specific to individual Länder:

- *Gymnasium/gymnasiale Oberstufe*
- *Berufsschule*
- *Berufsfachschule*
- *Fachoberschule*

and in some Länder:

- *Berufliches Gymnasium/Fachgymnasium*
- *Berufsoberschule*
- *Berufskolleg*

A description of the courses on offer at the types of school listed above is included in chapter 5 on secondary education.

#### **2.4.5. 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.*

Entry conditions, the range of courses available and the qualifications offered by the individual types of educational establishment in the tertiary sector are described in chapter 6.5.

Apart from the public sector of higher education referred to here, 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.

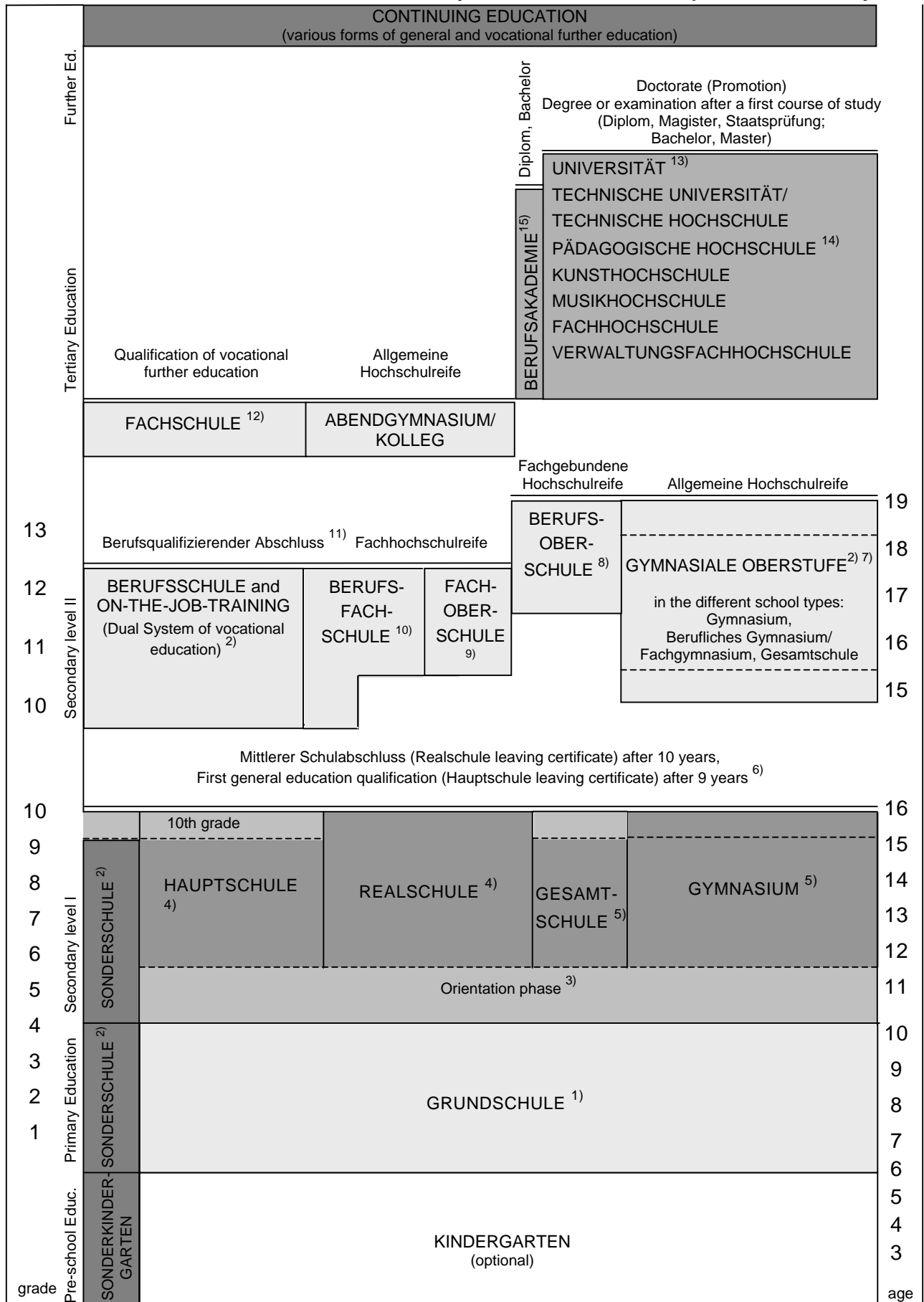
According to the International Standard Qualification of Education [ISCED], the *Fachschulen*, the *Fachakademien* in Bayern and the two- and three-year schools of the health sector are also part of the tertiary sector. *Fachschulen* are institutions of vocational continuing education that, as a rule, call for the completion of relevant vocational training in a *anerkannter Ausbildungsberuf* [recognised occupation requiring formal training] and relevant employment. For more detailed information on tertiary education institutions, see chapter 6.

#### **2.4.6. Continuing education**

As part of lifelong learning, continuing education is assuming greater importance and is increasingly becoming a field of education in its own right. 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 see chapter 7.

## 2.4.7. 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 2007 taken as a national average is as follows: *Hauptschule* 20.6 per cent, *Realschule* 26.5 per cent, *Gymnasium* 33.4 per cent, *integrierte Gesamtschule* 8.5 per cent, types of school with several courses of education 6.4 per cent, special schools 3.8 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 four 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 pre-school 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*] awards a school-specific qualification.
- 3 The orientation stage [*Orientierungsstufe*] does not exist in all Länder. Nevertheless, irrespective of school type, 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 several courses of education, for which the names differ from one Land to another. The *Mittelschule* [Sachsen], *Regelschule* [Thüringen], *Sekundarschule* [Bremen, Sachsen-Anhalt], *Erweiterte Realschule* [Saarland], *Integrierte Haupt- und Realschule* [Hamburg], *Oberschule* [Brandenburg], *Duale Oberschule* [Rheinland-Pfalz], *Verbundene* or *Zusammengefasste Haupt- und Realschule* [Berlin, Hessen, Mecklenburg-Vorpommern, Niedersachsen] and *Regionale Schule* [Mecklenburg-Vorpommern, Rheinland-Pfalz], *Regionalschule* [Schleswig-Holstein], *Gemeinschaftsschule* [Schleswig-Holstein] as well as comprehensive schools [*Gesamtschulen*] fall under this category.
- 5 The *Gymnasium* course of education is also offered at comprehensive schools [*Gesamtschule*]. In the cooperative comprehensive schools, the three courses of education [*Hauptschule*, *Realschule* and *Gymnasium*] are brought under one educational and organisational umbrella; these form an educational and organisational whole at the integrated *Gesamtschule*. The provision of comprehensive schools [*Gesamtschulen*] varies in accordance with the respective educational laws of the Länder.
- 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.
- 7 Admission to the *gymnasiale Oberstufe* requires a formal entrance qualification which can be obtained after grade 9 or 10. At present, in the majority of Länder the *Allgemeine Hoch-*

*schulreife* can be obtained after the successful completion of 13 consecutive school years [nine years at the *Gymnasium*]. Yet in almost all Länder the gradual conversion to eight years at the *Gymnasium* is currently under way, where the *Allgemeine Hochschulreife* can be obtained after a 12-year course of education.

- 8 The *Berufsoberschule* has so far only existed in a few Länder and offers school-leavers with the *Mittlerer Schulabschluss* who have completed vocational 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 vocational continuing education [1-3 year duration] and as a rule require the completion of relevant vocational 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.

As at January 2009

#### **2.4.8. Internal consultation between levels of education**

For the Standing Conference of the Ministers of Education and Cultural Affairs, special importance is attached to the improvement of the links between pre-school institutions and *Grundschulen* [primary schools]. In order to guarantee the continuity of early education between the pre-school sector and the primary sector, in May 2004, the Standing Conference and the Conference of the Ministers of Youth adopted a joint framework of the Länder for early education in day-care centres for children [*Kindertageseinrichtungen*], as well as a recommendation to strengthen and further develop the overall correlation between schooling, education and supervision.

Due to the fact that responsibility is divided, coordination is of particular importance in the *duales System* of vocational training [dual system]. Details on collaboration between the Federation and the Länder and the participation of the business community's self-governing bodies in coordinating school training and in-company training may be found in chapters 2.6.1.3. and 2.6.2.

In order to guarantee the quality of the *Hochschulreife* as a school-leaving qualification and to ensure that holders are capable of pursuing higher education, a forum for coordination between the ministries of the Länder responsible for schools and for higher education, is to be found in the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz*]. In order to optimise the transition from school to higher education, there is close collaboration between the Standing Conference and the German Rectors' Conference [*Hochschulrektorenkonferenz*]. The discussions between the two conferences cover, amongst others, issues such as the introduction of consecutive study courses, the development of an overall quality assurance concept at German institutions of higher education, the implementation of further objectives of the Bologna Declaration as well as the awarding of credits in higher education for knowledge and skills acquired outside the higher education sector.

Descriptions of the bodies for collaboration between the Länder themselves, between the Federation and the Länder and between state administration of higher education and self-administration bodies of higher education are to be found in chapter 2.6.1.

#### **2.5. 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 and Bremen; 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.

## **2.6. General administration**

### **2.6.1. General administration at national level and supra-regional level**

#### **2.6.1.1. Responsibilities of the Federal Government**

Under the Basic Law [*Grundgesetz* - R1], the Federation is responsible for the educational tasks described in chapter 2.3.

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. This ministry was created as the Federal Ministry of Education and Science in 1969 in connection with the amendment to the Basic Law, 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 - Cultural, Basic and Sustainability Research

For current information on the direction of the Ministry, see the website [[www.bmbf.de](http://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], which was reorganised in 2005 following a reform of the Vocational Training Act [*Berufsbildungsgesetz* - R82] and an evaluation by the Science Council. It is a major

instrument for cooperation between employers, trade unions, Federation and Länder at the national level. The reformed Vocational Training Act defines the institute's responsibilities as follows:

- to carry out vocational 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 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 Federal Ministry of Education and Research, the Federal Institute for Vocational Training may conclude contracts with other parties outside the Federal Administration for the assumption of further tasks.

Vocational 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 Training's board, which thus represents the *Round Table* of vocational education and training. The Research Council is intended to control, assure and evaluate the quality of the institute's research efforts.

#### **2.6.1.2. 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 2.3.]. This particularly applies to the school system, higher education and the adult education/continuing education sector.

Under the Basic Law [*Grundgesetz* - R1] and the constitutions of the Länder [R14-R29], the entire school system is under the supervision of the state. Schools are, as a rule, institutions of the local authorities or the Länder, whilst higher education institutions are institutions of the Länder. In addition, there are church-run or other privately-run schools and institutions of higher education.

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 of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany brings together the ministers and senators of the Länder responsible for education and training, higher education and research, and also cultural affairs [see chapter 2.6.2.1.]. 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 16 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 coordination 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. Of particular relevance to the 1990s is that 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 2006], 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. 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 2006]. 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 national *Bildungsstandards* [educational standards] for the primary sector, for the *Hauptschulabschluss* and for the *Mittlerer Schulabschluss*. The educational standards for the *Mittlerer Schulabschluss* replace the framework agreement on standards for the *Mittlerer Schulabschluss* from 1995 mentioned above. The Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen* – IQB], which is jointly supported by the Länder, is to review and further develop the educational standards in cooperation with the Länder [for further information on national educational standards, see chapter 9.5.1.2.]. The national 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 9.5.1.

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 responsibility for continuing education lies equally with the citizens, the public sector, the economy, all groups within the community and the institutions for continuing education. It is in particular the responsibility of the Standing Conference to ensure the continuity of education in a life-long learning process by means of providing tightly interconnected educational options from general education primary level over initial vocational training up to continuing education. This includes the securing of framework conditions, of quality, and the protection of participants against inadequate offers [*Teilnehmerschutz*].

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*] 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. It was already clear by the end of the 1980s, that due to modified educational patterns, the number of students was not falling significantly, but rather looked set to continue rising. 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 since the beginning of the 1990s 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 and the continuation of the Bologna Process for the realisation of a consistent European Higher Education Area. Another current priority in the higher education sector is 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 on the Internet [[www.kmk.org](http://www.kmk.org)].

### **2.6.1.3. Cooperation between Federation and Länder**

#### **Joint Science Conference**

In the course of Federalism reform I, 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 regular meetings of the Federal Minister of Education and Research and the ministers and senators of the Länder who are responsible for education. After agreement on the respective projects has been reached, the results will be jointly presented to the public. 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 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 training 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 regulations] 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, and by the Ministry responsible for the respective occupation. The Länder are represented by the members of the Committee for Vocational Education and Further 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 further information, see chapter 11.3].

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 in the areas of schools abroad, European Schools and the promotion of German language tuition abroad.

Cooperation between the Federation and the Länder in issues relating to the European Union is carried out in accordance with Article 23 of the Basic Law and the Law on Cooperation between the Federation and the Länder in issues of the European Union [EUZBLG - R12] of March 1993. It is incumbent on the Federal Government to represent the Federal Republic of Germany at European Union bodies. The federal department with the main responsibility is the Federal Ministry of Education and Research. 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 must be delegated to a representative of the Länder designated by the Bundesrat.

## **2.6.2. General administration at the level of the Länder**

### **2.6.2.1. 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*]. In 10 Länder separate Ministries for science and research have been established in addition to the Ministries for schools.

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

Schlossplatz 4

70173 Stuttgart

[www.km-bw.de](http://www.km-bw.de)

MINISTERIUM FÜR WISSENSCHAFT, FORSCHUNG  
UND KUNST

Königstraße 46

70173 Stuttgart

[www.mwk-bw.de](http://www.mwk-bw.de)

### **Bayern**

BAYERISCHES STAATSMINISTERIUM  
FÜR UNTERRICHT UND KULTUS

Salvatorstraße 2

80333 München

[www.stmuk.bayern.de](http://www.stmuk.bayern.de)

BAYERISCHES STAATSMINISTERIUM FÜR  
WISSENSCHAFT, FORSCHUNG UND KUNST

Salvatorstraße 2

80333 München

[www.stmwfk.bayern.de](http://www.stmwfk.bayern.de)

### **Berlin**

SENATSWERWALTUNG FÜR BILDUNG, WISSENSCHAFT UND FORSCHUNG

Otto-Braun-Str. 27

10178 Berlin

[www.berlin.de/sen/bwf](http://www.berlin.de/sen/bwf)

## **Brandenburg**

MINISTERIUM FÜR BILDUNG, JUGEND UND SPORT

Heinrich-Mann-Allee 107

14473 Potsdam

[www.mbjs.brandenburg.de](http://www.mbjs.brandenburg.de)

MINISTERIUM FÜR WISSENSCHAFT, FORSCHUNG UND KULTUR

Dortustraße 36

14467 Potsdam

[www.mwfk.brandenburg.de](http://www.mwfk.brandenburg.de)

## **Bremen**

SENATORIN FÜR BILDUNG UND WISSENSCHAFT

Rembertiring 8-12

28195 Bremen

[www.bildung.bremen.de](http://www.bildung.bremen.de)

## **Hamburg**

FREIE UND HANSESTADT HAMBURG

BEHÖRDE FÜR SCHULE UND BERUFSBILDUNG

Hamburger Straße 31

22083 Hamburg

[www.hamburg.de/bsb](http://www.hamburg.de/bsb)

FREIE UND HANSESTADT HAMBURG

BEHÖRDE FÜR WISSENSCHAFT UND FORSCHUNG

Hamburger Straße 37

22083 Hamburg

[www.hamburg.de/bwf](http://www.hamburg.de/bwf)

## **Hessen**

HESSISCHES KULTUSMINISTERIUM

Luisenplatz 10

65185 Wiesbaden

[www.hkm.hessen.de](http://www.hkm.hessen.de)

HESSISCHES MINISTERIUM FÜR WISSENSCHAFT UND KUNST

Rheinstraße 23-25

65185 Wiesbaden

[www.hmwk.hessen.de](http://www.hmwk.hessen.de)

## **Mecklenburg-Vorpommern**

MINISTERIUM FÜR BILDUNG, WISSENSCHAFT UND KULTUR

Werderstraße 124

19055 Schwerin

[www.bm.regierung-mv.de](http://www.bm.regierung-mv.de)

## **Niedersachsen**

NIEDERSÄCHSISCHES KULTUSMINISTERIUM  
Schiffgraben 12  
30159 Hannover  
[www.mk.niedersachsen.de](http://www.mk.niedersachsen.de)

NIEDERSÄCHSISCHES MINISTERIUM  
FÜR WISSENSCHAFT UND KULTUR  
Leibnizufer 9  
30169 Hannover  
[www.mwk.niedersachsen.de](http://www.mwk.niedersachsen.de)

## **Nordrhein-Westfalen**

MINISTERIUM FÜR SCHULE UND WEITERBILDUNG  
DES LANDES NORDRHEIN-WESTFALEN  
Völklinger Straße 49  
40221 Düsseldorf  
[www.msw.nrw.de](http://www.msw.nrw.de)

MINISTERIUM FÜR INNOVATION, WISSENSCHAFT, FORSCHUNG UND TECHNOLOGIE  
DES LANDES NORDRHEIN-WESTFALEN  
Völklinger Straße 49  
40221 Düsseldorf  
[www.miwft.nrw.de](http://www.miwft.nrw.de)

## **Rheinland-Pfalz**

MINISTERIUM FÜR BILDUNG, WISSENSCHAFT, JUGEND UND KULTUR DES LANDES  
RHEINLAND-PFALZ  
Mittlere Bleiche 61  
55116 Mainz  
[www.mbwjk.rlp.de](http://www.mbwjk.rlp.de)

## **Saarland**

MINISTERIUM FÜR BILDUNG  
Hohenzollernstraße 60  
66117 Saarbrücken  
[www.bildung.saarland.de](http://www.bildung.saarland.de)

MINISTERIUM FÜR WIRTSCHAFT UND WISSENSCHAFT  
Franz-Josef-Röder-Straße 17  
66119 Saarbrücken  
[www.wirtschaft.saarland.de](http://www.wirtschaft.saarland.de)

## **Sachsen**

SÄCHSISCHES STAATSMINISTERIUM FÜR WISSENSCHAFT UND KUNST  
Wigardstraße 17  
01097 Dresden  
[www.smwk.sachsen.de](http://www.smwk.sachsen.de)

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

### **Sachsen-Anhalt**

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

### **Schleswig-Holstein**

MINISTERIUM FÜR BILDUNG UND KULTUR DES LANDES SCHLESWIG-HOLSTEIN  
Brunswiker Straße 16-22  
24105 Kiel  
www.schleswig-holstein.de/mbk

MINISTERIUM FÜR WISSENSCHAFT, WIRTSCHAFT UND VERKEHR DES LANDES SCHLESWIG-HOLSTEIN  
Düsternbrooker Weg 94  
24105 Kiel  
www.schleswig-holstein.de/mwv

### **Thüringen**

THÜRINGER MINISTERIUM FÜR BILDUNG, WISSENSCHAFT UND KULTUR  
Werner-Seelenbinder-Straße 7  
99096 Erfurt  
www.thueringen.de/de/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 Niedersachsen and Sachsen-Anhalt 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 February 2009.

### **Ministry of Education and Cultural Affairs of the Land Niedersachsen**

Minister: ELISABETH HEISTER-NEUMANN

The Ministry is composed of the following departments:

- |               |  |
|---------------|--|
| Department 1: | Central Tasks  |
| Department 2: | School form-independent issues and innovations, churches |
| Department 3: | General education schools, day-care centres for children |
| Department 4: | Vocational education and training                        |

## **Ministry for Science and Culture of the Land Niedersachsen**

Minister: LUTZ STRATMANN

The Ministry is composed of the following departments:

Department 1: Research and innovation  
Department 2: Higher education institutions  
Department 3: Culture  
Section Group Z: Central Matters

Unlike Niedersachsen, Sachsen-Anhalt has only one ministry responsible for education, science and culture:

## **Ministry of Education and Cultural Affairs of the Land of Sachsen-Anhalt**

Minister: PROF. DR. BRIGITTA WOLFF

The Ministry is divided into the following departments:

Department 1: General and overlapping issues  
Department 2: General education school system, quality development, planning  
Department 3: Vocational school system, adult education, school development planning  
Department 4: Science, higher education institutions and research  
Department 5: Culture

### **2.6.2.2. 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 from the age of a few months to school age is almost exclusively 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. *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, are, as a rule, 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 process of control and supervision focuses on checking that requirements pertaining to the premises and facilities offered by the institutions, to staffing and the qualifications of the trained educational staff and their helpers are satisfied.

The principles of education policy in the elementary sector are laid down in the Common Framework of the Länder for early education in the pre-school 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* – KMK] and the Youth Ministers Conference [*Jugendministerkonferenz*] 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.

### **School supervision and administration**

Supervision of the school system [general education and vocational schools] is the responsibility of the Ministries of Education and Cultural Affairs in the Länder in their capacity as the highest educational authority. The planning and organisation of the overall school system is the responsibility of the Ministries of Education and Cultural Affairs and the subordinate school supervisory authorities. The Länder are in charge of organising the school structure and determining the content of courses and teaching objectives. The educational objectives presented in school legislation [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119] are given concrete shape in the curricula for which the Minister of Education and Cultural Affairs of the respective Land is responsible [for details on the role of the educational standards of the Standing Conference in this regard, reference is made to chapter 9.5.1.2.]. 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. These books must be approved by the Ministries of Education and Cultural Affairs, and a list of approved books is published regularly.

The supervision of schools by the Länder includes *Rechtsaufsicht* [legal supervision], *Fachaufsicht* [academic supervision] and *Dienstaufsicht* [supervision of the staff at public-sector schools]. Schools are supervised by the Ministries of Education and Cultural Affairs in their capacity as the highest school supervisory authorities, sometimes by the *Regierungspräsidien* or the *Bezirksregierungen* [middle-level school supervisory authorities], and the *Schulämter* [lower level school supervisory authorities].

*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]. External matters include the establishment and maintenance of the school building, and the procurement and provision of textbooks and other teaching materials.

*Fachaufsicht* [academic supervision] over teaching and educational work [internal school matters] in all public-sector schools is another responsibility of the school supervisory 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 [*Grundgesetz* – RI]. This states that the entire school system is under the supervision of the state [Art. 7, Paragraph 1]. 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.

School administration is in most cases structured in a two-tier system, in which the Ministries of Education and Cultural Affairs form the top tier, and the *Schulämter* [lower-level school supervisory authorities] at local authority level form the lower tier. The Ministry of Education and Cultural Affairs is mainly responsible for overriding tasks such as the supervision of the *Schulämter* or the development of curricula. In individual Länder, school administration is organised as a single-tier arrangement. In three Länder, school administration is organised in a three-tier system. In addition to the top level [Ministries of Education and Cultural Affairs] and the lower level [*Schulamt*], the district governments [*Bezirksregierungen* or *Regierungspräsidien*] in

their capacity as upper level school supervisory authorities form the middle level of school administration.

### **In-company vocational training institutions**

As regards vocational 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, the responsible ministry at Land level must be notified of new courses of studies and *Studienordnungen* [study regulations], which must be produced for all courses of studies in higher education.

*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, see chapter 9.5.2.2.

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* - RI25]. It is on the basis of these principles that the organisation and administration of higher education institutions are regulated in detail by Länder legislation [RI27, RI29, RI32, RI34, RI36-137, RI40, RI42, RI44, RI46-147, RI49, RI51-154, RI57, RI60, RI62, RI65] 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 [see also chapter 2.6.4.4.].

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 Federation has initiated legislative proceedings to annul the Framework Act for Higher Education. For more information about the effects of Federalism reform I on the higher education sector, please see chapter 6.3.

The organisation and administration of *Berufsakademien* [professional academies] are governed by the *Berufsakademie* laws [RI27, RI39, RI41, RI45, RI56, RI59, RI64, RI67] 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 [see chapter 6.17].

### **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* – R168] is the responsibility of the Federal Employment Agency [*Bundesagentur für Arbeit*]. The Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz* – R171] provides a comprehensive nationwide means for financing vocational career advancement training. Responsibility for further vocational training as regulated by the Vocational Training Act [*Berufsbildungsgesetz* – R82] and the Handicrafts Code [*Handwerksordnung* – R85] lies with the Federal Ministry of Education and Research. 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. The funding of continuing education by all involved reflects the complex pattern of responsibility for this sector.

### **2.6.3. General administration 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.

#### **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.

#### **Privately-maintained educational institutions**

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.

## 2.6.4. Educational institutions, administration, management

### 2.6.4.1. Pre-school education

Pre-school education includes all institutions run by the non-public and public child and youth welfare services which cater for children from the age of a few months until they begin school.

For three- to six-years-olds, the *Kindergarten* is the traditional form of institutionalised pre-school education in Germany. Responsibility for the individual *Kindergarten* lies with the maintaining bodies [e.g. churches, welfare associations, local authorities, parents associations etc.].

Children in pre-school education day-care centres are looked after by trained educational staff and by helpers. The trained staff include state-recognised *Sozialpädagogen* [graduate youth and community workers] and state-recognised pedagogic staff [*pädagogische Fachkräfte*]. The helpers mainly consist of nursery assistants [*Kinderpflegerinnen*].

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

### 2.6.4.2. Primary education

The *Grundschule* [primary school] is 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 [see chapter 2.7. for details on bodies of participation]. 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 role played by the *Schulkonferenz* [school conference] in choosing the head teacher, see chapter 2.7.1. For the qualifications required for application see chapter 8.3.1.

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 education 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.

#### **2.6.4.3. Secondary education**

For information on the head staff and the management of general education and vocational schools at secondary level, please refer to the information provided on primary education in chapter 2.6.4.2.

#### **2.6.4.4. 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* - R123] 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 8.3.1.]. 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 responsible 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. For more details on collaboration between members of the higher education institution in the bodies of participation, see chapter 2.7.1.



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.

## **2.7. Internal and external consultation**

The organisation and responsibilities of the bodies of participation which the Land legislation provides for in the primary, secondary, and tertiary sectors are set out in detail in the Education Acts [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119] and school participation laws [R111], and in laws governing institutions of higher education [R127, R129, R132, R134, R136-137, R140, R142, R144, R146-147, R149, R151-154, R157, R160, R162, R165] and the *Berufsakademien* [R127, R139, R141, R145, R156, R159, R164, R167], as well as in implementing ordinances and electoral ordinances. In the school sector these affect not just parents, but also the opportunities for the participation of teachers, pupils and others from the school's social environment who are entitled to have a say. In the higher education sector, participation in the self-administration of the institution of higher education is a right and a duty of all members, i.e. all those whose main employment is at the institution and all registered students. The *Berufsakademie* laws of the Länder also provide for participation on the part of teaching staff and students in the administration and organisation of these professional academies.

### **2.7.1. Internal consultation**

#### **The teachers' conference**

In the majority of the Länder, 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. This is usually done in the form of a formal evaluation procedure. 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 [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119] and school participation laws [R111] 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 [*Gemeindefschülerrat*, *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.

### **Participation 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* - RI23] and the Länder laws governing higher education [RI27, RI29, RI32, RI34, RI36-137, RI40, RI42, RI44, RI46-147, RI49, RI51-154, RI57, RI60, RI62, RI65], 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 [cf. chapter 2.6.4.4]. 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 [RI27, RI39, RI41, RI45, RI56, RI59, RI64, RI67] 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.

## **2.7.2. Consultation involving players in society at large**

### **Parents' participation**

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.

By contrast, 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 4.9.3 and 5.12.3.

### **Participation 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.

## **2.8. Methods of financing education**

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 through direct allocations 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.

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.

In 2005, the expenditure of the Federation, the Länder and the local authorities in Germany on education in national demarcation totalled Euro 86.7 billion for pre-school education, schools, institutions of higher education, financial assistance for pupils and students, other expenditure as well as youth work and youth association work. Thus, in 2005 the expenditure [basic funds] of public budgets on education made up 3.86 per cent of gross domestic product and 17.35 per cent of the total public budget of the Federal Republic of Germany. Broken down, this amounts to 2.44 per cent of the total public budget for pre-school education and out-of-school youth education, 10.05 per cent for schools, 3.69 per cent for higher education, 0.39 per cent for continuing education, 0.79 per cent for assistance schemes. Expenditure for science, research and development outside higher education institutions amounted to 9.12 billion Euro or 1.82 per cent of the total public budget. The Federation contributed 4.9 per cent, the Länder 74.3 per cent and the local authorities [*Kommunen*] 20.8 per cent to the total expenditure for education. It is the common goal of the Federation and the Länder to increase the share of expenditure on education 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 [some Euro 5.6 billion net costs in 2007]. The *Berufsschulen* [vocational schools] which are, together with the training companies, jointly responsible for education and training within the dual system receive public financing.

In absolute numbers, total education expenditure [basic funds] on the part of the Länder and the local authorities [*Kommunen*] rose in all areas between 1995 and 2005. It increased from the 1995 figure of Euro 76 billion to a figure of Euro 82.4 billion in 2005. Expenditure by the Federation amounts to ca. Euro 4.3 billion per annum.

### **2.8.1. Pre-school education**

Pre-school education is not a part of the state school system, and *Kindergarten* attendance is not, as a general rule, free of charge. To cover some of the costs, parental contributions are levied, the level of which depends on parents' financial circumstances, the number of children or the number of family members.

Publicly-maintained *Kindergärten* [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, *Kindergärten* 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.

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. By the year 2013, nationwide on average 35% of all children under three years of age should be certain of a place at a child day-care facility or in day care for children. The Federation, the Länder and the local authorities will provide funding of approximately Euro 12 billion for expanding this sector by 2013, of which the Federation will provide

Euro 4 billion. From 2013 on, the Federation will provide Euro 770 million each year for these additional operating costs on a long-term basis.

## 2.8.2. 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, the local authorities have certain expenses [e.g. for transporting pupils to and from school] reimbursed from the Land budget [generally by the Ministry of Education and Cultural Affairs]. 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.

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.

The payments made by the local authorities cover around 18 per cent of public expenditure on the school system, while the Länder provide around 81 per cent of expenditure on the school system.

The maintaining bodies of privately-maintained schools receive some financial support from the Länder, in various forms. 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. In all cases, the reference value is the situation pertaining to costs in the public-sector schools. As well as 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 and Protestant churches, which fund their schools from their own means to the extent that frequently 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].

### **Financing of vocational training within the dual system**

The *duales System* [dual system] of vocational 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 were about Euro 5.6 billion in 2007. In 2008, expenditure for vocational schools, the majority of which are financed by the Länder, was Euro 7.5 billion. In the last two decades, as a result of the decline in the in-company training offer, the amount of public funding [Federation, Länder and Federal Employment Agency - *Bundesagentur für Arbeit*] for vocational training outside the school sector [e.g. for the promotion of additional vocational training places or for the promotion of vocational training for disadvantaged young people] has increased considerably. In contrast, the amount of public funding for vocational schooling fell. Overall, the costs for vocational training within the dual system have shifted from being company-funded to publicly-funded.

### **2.8.3. Financing of tertiary education institutions**

#### **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, which essentially also decides on the allocation of resources. 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. In 2005, expenditure of the Länder for higher education institutions amounted to just less than Euro 16.6 billion. 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.

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. In about half of the Länder the basic financing of higher education institutions is supplemented by study fees.

### **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. However, at least until the year 2013, the Länder will be entitled to an annual amount of Euro 695.3 million from the federal budget for the purpose of financing the extension of higher education institutions, including university clinics.

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. 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].

Pursuant to the new Article 91b, Paragraph 1 of the Basic Law, 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 will be made available from 2006 until 2011. Of these funds, 75% are provided by the Federation, and 25% 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 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. The Higher Education Pact will enable institutions of higher education to admit more than 91,000 additional new entrants by 2010 as compared with the figures for 2005. The programme is budgeted in the first programme line with a total volume of 1.13 billion Euros, shared equally by the Federation and the Länder.

#### **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 research in higher education, particularly basic research, is the German Research Foundation [*Deutsche Forschungsgemeinschaft* - DFG]. It promotes research by, for example, providing individuals or institutions with financial assistance. In 2007, the Federation and the Länder supplied funds of more than Euro 1.5 billion for this purpose. In the programme line "Financing One-off Payments" [Overhead Funding] of the Higher Education Pact 2020, research projects funded by the DFG will receive full-cost funding amounting to 20% of the project funds approved and earmarked by the DFG. 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 will provide an amount of Euro 703 million for overhead funding by the year 2010. 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.

#### **2.8.4. Financing of adult education and continuing education institutions**

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 - R85] and career advancement training under the Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz* - AFBG - R171],
- 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. This spending came to more than Euro 26.8 billion in 2005 for continuing vocational and work-related education.

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* - R168] from the unemployment insurance fund and the Social Security Code II [*Sozialgesetzbuch II* - R169] which governs basic security benefits for job-seekers. From this fund, the Federal Employment Agency [*Bundesagentur für Arbeit*] spent a total of some Euro 2.18 billion on the promotion of continuing vocational training in 2008.

For the period from 2008 until 2011, the Federation has provided a total amount of approximately Euro 480 million to be spent on the promotion of vocational further education. The Länder are expected to provide some Euro 135 million for the promotion under the Upgrading Training Assistance Act during this period. Promotion under the Upgrading Training Assistance Act is to be extended. For the period from 2009 to 2012, the Federation and the Länder intend to spend an additional amount of Euro 272 million in total for the promotion of upgrading training.

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.

In 2001, following a resolution of the *Bundestag*, an independent expert commission *Financing Lifelong Learning* was assigned to deal with basic questions concerning the financing of lifelong learning. In order to do justice to the diversity of lifestyles and the demands of structural change, the expert commission was to develop realisable proposals for new strategies with regard to lifelong learning which lead to a sound general concept. In its analysis, the commission was to focus on phases of lifelong learning after vocational training, including self-determined learning. At the same time the commission was to establish how the right to education may be reinforced. The final report of the commission was published in July 2004. The recommendations of the commission are to form the basis for a parliamentary, academic and public discussion on improving the framework conditions for people's interest in lifelong learning. One of the outcomes of this discussion was an initiative of the Federal Government to launch a *Bildungsprämie* [continuing training savings plans] to support the financing of people's continuing vocational education by way of three components [a continuing education bonus, a loan for more comprehensive continuing training and an amendment of the Capital Formation Act [*Vermögensbildungsgesetz* - VermBG].

## 2.9. Statistics

### Public spending (basic funds) on education in 2005 by sector in national demarcation (Euro millions)

Sector	Expenditure
Pre-school education, out-of-school youth education	12,176
Schools	50,197
Institutions of higher education	18,417
Continuing education	1,966
Assistance schemes	3,961
Total	86,716
For reporting only: science, research and development outside higher education institutions	9,117

Source: Statistisches Bundesamt

### Education spending (basic funds) in 2005 by sector, and as a proportion of total public spending and gross domestic product, in national demarcation

Sector	per cent of total public spending	per cent of gross domestic product
Pre-school education, out-of-school youth education	2.44	0.54
Schools	10.05	2.24
Institutions of higher education	3.69	0.82
Continuing education	0.39	0.09
Assistance schemes	0.79	0.18
Total	17.35	3.86
For reporting only: science, research and development outside higher education institutions	1.82	0.41

Source: Statistisches Bundesamt

**Education spending (basic funds) in 2005 by sector and level of public administration (per cent) in national demarcation**

Sector	Federation	Länder	Local Authorities	Total
Pre-school education, out-of-school youth education	1.3	38.4	60.3	100
Schools	1.3	80.6	18.1	100
Institutions of higher education	10.0	90.0	-	100
Continuing education	23.9	61.6	14.5	100
Assistance schemes	29.6	36.8	33.6	100
Total	4.9	74.3	20.8	100
For reporting only: science, research and development outside higher education institutions	72.3	25.3	2.4	100

Source: Statistisches Bundesamt

### 3. PRE-PRIMARY EDUCATION

#### 3.1. Historical overview

There is a long tradition of pre-school education in Germany. The first child-care institutions for small children emerged in the early 19th century. The main function of such institutions was to protect the children of industrial workers who worked away from home all day from neglect. They were little concerned with fostering the educational development of the children in their care. For the children of the bourgeoisie, nursery schools were set up to complement the family; these were designed to prepare children for school.

The institutions set up by Fröbel from 1840 onwards, for which he introduced the term *Kindergarten*, differed in every respect from the child-care institutions known until then. Fröbel was an advocate of looking after infants by providing care and supervision that was primarily oriented by pedagogical concepts. *Kindergärten* were intended to complement children's upbringing in the family, and to foster the child's mental, emotional, creative and social development, while serving as an establishment of care, play and occupation for small children.

Numerous voluntary-sector [especially church-run] and public-sector [mainly local authority-run] *Kindergärten* based on Fröbel's educational approach were set up in Germany in the 19th century.

The development of *Kindergärten* continued until 1933 when, under the National Socialist government, the voluntary welfare associations which maintained many *Kindergärten* were taken over by the National Socialist welfare body, the *Volkswohlfahrt*. Since many women were driven out of the labour market in the Drittes Reich, this era saw the closure of many *Kindergärten*; only when demand for the female workforce picked up again - especially in the armaments industry - was the *Kindergarten* system expanded.

After the end of the Second World War, different pre-school education systems developed in the Federal Republic of Germany and the German Democratic Republic [GDR].

By making pre-school education part of the child and youth welfare sector, the Federal Republic of Germany took up the tradition of the Weimar Republic. The Youth Welfare Act [*Jugendwohlfahrtsgesetz*] adopted in 1952 largely corresponded to the National Youth Welfare Act [*Reichsjugendwohlfahrtsgesetz*] of 1922. The pre-eminence of the non-public child and youth welfare services over public maintaining authorities was retained. In accordance with this principle, public authorities should establish their own institutions only if non-public bodies do not offer suitable institutions. The 1990 Child and Youth Welfare Act [*Kinder- und Jugendhilfegesetz* - R62], which replaced the Youth Welfare Act [*Jugendwohlfahrtsgesetz*], also gives priority to institutions run by non-public child and youth welfare services over public authorities.

In the 1960s, there was a lively public debate in the Federal Republic of Germany on pre-school education and children's transition into primary education. There were detailed discussions of the extent to which, through compensatory measures, educational opportunities for children from disadvantaged socio-cultural backgrounds could be improved on their entrance into primary education, and whether it would be

useful to bring forward the start of compulsory schooling from six to five years of age. The Federation and the Länder then carried out an extensive programme of pilot projects, which was backed up by scientific support. In the end, the start of compulsory schooling was not brought forward, however, in 1968, the Länder agreed to a certain flexibility with regard to the statutory date for starting school. Yet the lively public debate served to heighten awareness of the importance of pre-school education, and from the 1960s onwards the pace of *Kindergarten* expansion was stepped up.

The GDR started to develop *Kindergärten* as a preparatory institution in 1949; these institutions were formally incorporated into the education system in 1965. By enshrining in law the right of all children to a place in a nursery school, the GDR guaranteed provision of places for all children from three to six years of age. The level of provision rose from 20.5 per cent in 1950 to 94 per cent in 1988. Thus it was ensured that all parents who so wished could have a full-day place for their child in the *Kindergarten*. All they had to pay towards the care of their child was a contribution towards the midday meal. All other costs were met from the state budget. The content of the work carried out in the *Kindergärten* and their primary functions were determined on the basis of the law on the unitary socialist education system and of centrally determined education and socialisation plans.

After the restoration of Germany's unity as a state on 3 October 1990 and the establishment of the five Länder in eastern Germany, pre-school educational establishments in those Länder also came under the child and youth welfare sector. In the meantime, the pre-school educational establishments in the Länder in eastern Germany are to a great extent comparable with those of the Länder in western Germany. It is noteworthy that in the Länder in eastern Germany sufficient provision of full-day places for children between three and six years of age is ensured everywhere.

### **3.2. Ongoing debates and future developments**

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.



Within the scope of the qualification initiative *Getting ahead through education* [*Aufstieg durch Bildung*] 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 pre-school sector and the primary sector, as early as 2004, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] and the Youth Ministers Conference [*Jugendministerkonferenz*] together adopted a framework for early education in the pre-school 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].

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. By 2017, the aim is to ensure child-care provision for an average of one in three children under the age of three nationwide. Around a third of this child care is to be provided by registered child-minders.

At the same time, the quality of care at day-care centres and in day care for children is to be improved. The Federation supports the efforts of the Länder, local authorities and maintaining bodies to achieve better quality day care for children through a number of programmes. Within the scope of the Action Programme Day Care [*Aktionsprogramm Kindertagespflege*] of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth [*Bundesministerium für Familie, Senioren, Frauen und Jugend* – BMFSFJ], the acquisition, qualification and placement of suitable day-care personnel is tested. The programme is carried out in cooperation with the Federal Employment Agency [*Bundesagentur für Arbeit* – BA] and in close cooperation with the Länder. Within the scope of the “Forum for Early Child Education”, experts throw light upon the subject of quality of day care for children from various perspectives. The aim is to develop guidelines for day care and early-childhood education in day-care centres in order to support the extension of quality day care for children. The Federal Ministry of Education and Research has moreover, in conjunction with the Robert Bosch Foundation [*Robert Bosch Stiftung*] and in collaboration with the German Youth Institute [*Deutsches Jugendinstitut*], 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. A

key concern of the initiative is to promote the networking of funding agencies and providers of further training in the field of early-childhood education.

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.

### **3.3. Specific legislative framework**

Under the Basic Law [*Grundgesetz* – R1] it is the prerogative of the Federation to enact legislation on child and youth welfare within the framework of public welfare. This also applies to the promotion of children in day-care centres [*Kindergärten, Kinderkrippen* or *Horte*]. The Federation exercised its legislative authority in this field by passing the Child and Youth Welfare Act [*Kinder- und Jugendhilfegesetz* – R62] in June 1990, which was amended in 2004 by the Day-Care Expansion Act [*Tagesbetreuungsausbaugesetz* – TAG – R63] and has been revised by the Law on the Further Development of Child and Youth Welfare [*Kinder- und Jugendhilfweiterentwicklungsgesetz* – KICK – R64]. Under this Act, the Länder are required to give concrete form to the general outlines of the law e.g. quality and quantity through their own legislation. The Child and Youth Welfare Act 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 Child and Youth Welfare Act [*Kinder- und Jugendhilfegesetz*] was last amended in December 2008 by the Children Promotion Act [*Kinderförderungsgesetz* – KiföG – R65]. Under the Children Promotion Act, from 2013 onwards all children from the age of one have a legal right to early-childhood promotion in a day-care centre or in day care for children. As a matter for local self-government, the implementation and financing of child and youth welfare legislation is the responsibility of the *Kommunen* [local authorities].

### **3.4. General objectives**

Today, day-care centres for children in the pre-school sector are regarded as an essential part of the education system. Under the Child and Youth Welfare Act [*Kinder- und Jugendhilfegesetz* – R62] of 1990, day-care centres for children are called upon to encourage the child's development into a responsible and autonomous member of the community. Furthermore, the day-care centre 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*] adopted by the Standing Conference and the Conference of the Ministers of Youth in 2004, educational objectives in pre-school 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.

### **3.5. 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. Needs-oriented day-care services are to be established for children under three years of age in day care and in day-care centres. From 2013 children under three have a legal right to a place in child care, if required for child development purposes or because the parents are in employment or training.

### **3.6. Admission requirements and choice of institution/centre**

Pre-school 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 Child and Youth Welfare Act [*Kinder- und Jugendhilfegesetz* – R62], all children who have reached the age of three have the legal right to be admitted to a *Kindergarten* until school entry. The *Kindergarten* is the traditional form of institutionalised pre-school education for three to six-year-olds in Germany. Some Länder have care facilities for children between the ages of four months and six or 12 years.

Children under the age of three may be looked after in *Kinderkrippen* [crèches] or, in mixed-age groups, in day-care centres for children, together with children between three to six or 12 years of age. At present, day care for children under three years of age is undergoing expansion. More details on the expansion of day care for children under three years of age can be found in chapter 3.2.

Besides the *Kindergarten* other forms of institution and care facilities exist in the pre-school sector. However, in terms of the number of children they cater for, these institutions are of lesser significance. For information on *Vorklassen*, *Schulkindergärten* and *Sonderkindergärten* for children with disabilities see chapter 3.13.

### **3.7. Financial support for families with children**

Parental contributions are levied for attendance of pre-school institutions or using the services of a childminder, the level of which depends, amongst other things, on parents' financial circumstances, the number of children or the number of family members. An application can be made for full or partial reimbursement, or for contributions if parents cannot afford to pay them. These would then be assumed by the local youth welfare office.

### **3.8. Age levels and grouping of children**

Pre-school education is not organised into grades, groups usually consist of children from different age groups. As a rule, each group is looked after by at least one trained educational staff member and also at least one helper.

### **3.9. Organisation of time**

#### **3.9.1. Organisation of the year**

The organisation of supervision in *Kindergärten* during the year corresponds with the organisation of school time [see chapter 4.9.1.]. 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.

#### **3.9.2. Weekly and daily duration of education and supervision**

In Germany, pre-school education in the *Kindergarten* 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 pre-school sector.

Opening hours are largely arranged by youth welfare offices [*Jugendämter*], generally with the agreement of the maintaining bodies and 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. In the Länder in western Germany, *Kindergärten* mainly provide care for children on five weekday mornings, for at least four hours. In some cases, two to three hours supervision is also offered in the afternoons, and if necessary also during lunch-times. In the Länder in eastern Germany, almost all children attend *Kindergarten* for the whole day although parents do have the option of child care for only part of the day.

Many *Kindergärten* 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 lunch-time service for some children or groups of children. However, any extension in opening hours is often limited by the number of staff employed at each establishment and the capacity of its premises.

### **3.10. Curriculum, types of activity, number of hours**

Subjects and weekly teaching hours are not laid down for the *Kindergarten* sector, 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 between the ages of three and six years 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*] which was resolved by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*]

- KMK] and the Youth Ministers Conference [*Jugendministerkonferenz*] in 2004, 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

### **3.11. Methods and materials for educational work**

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*] which was resolved by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] and the Youth Ministers Conference [*Jugendministerkonferenz*] in 2004, 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 communicate subject-matter of relevance to the child's own environment and interests. The forms of learning 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 the *Kindergarten* 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 keep watch over the children and monitor their development, and talk to parents regularly.

### **3.12. Evaluation of children**

Children's performance at *Kindergarten* is not assessed, as teaching does not take place in the sense of lessons at school. The educational staff monitor and document children's development and inform parents of their child's progress and of any problems he or she may experience within the group.

### **3.13. Support facilities**

For six-year-olds 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 most Länder the school supervisory authorities are authorised by law to require that six-year-olds 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 channelling their natural urge to play and engage in activity but without anticipating the subject-matter dealt with at school.

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 pre-school 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 pre-school 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. Two types of establishment fulfil this function: *Sonderkindergärten* [which are sometimes known as *Förderkindergärten*] which care for and support children with disabilities only or integrative *Kindergärten* which take care of children both with and without disabilities.

### **3.14. Privately-maintained educational establishments**

In the Länder in western Germany, the education, socialisation and care of children from the age of three to school age takes place mainly in privately-maintained *Kindergärten*. The 1990 Child and Youth Welfare Act [*Kinder- und Jugendhilfegesetz* - R62] 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 *Kindergärten* in the Länder in western Germany [excluding Berlin] were run by non-public bodies of the child and youth welfare services in 2008; in the Länder of eastern Germany [excluding Berlin], privately-maintained establishments made up a proportion of around 57 per cent by 2008. The *Kindergärten* in the GDR were basically funded by the state or by local authorities.

*Kindergärten* which are funded by non-public bodies are also subject to public supervision. This is generally exercised by the youth welfare offices of the Länder [*Landesjugendämter*] which are the responsible bodies at Land level for the public youth welfare services. 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 *Kindergärten* [e.g. for staff costs and investments]. For more information on the funding of pre-school education see also 2.8.I. and for statistical information see chapter 3.16.

### **3.15. Organisational variations and alternative structures**

As well as day-care centres for children, day care is also available for children under the age of six, mostly on a privately-organised basis. One or more children are looked after in a private home by a childminder. Children in the *Kindergarten* are sometimes also looked after by a childminder if the opening times of the *Kindergarten* do not suit the needs of parents. As part of the endeavour to establish needs-oriented day-care services for children under three years of age by the year 2013, the percentage of day care for children is to be increased from 12% to 30%.

The Day Care Expansion Act [*Tagesbetreuungsgesetz* – TAG – R63] which entered into force at the beginning of 2005, enhances day care for children by setting up, for the first time, minimum qualification requirements for the childminder. In future, day care for children 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*, 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. Moreover, with its qualification initiative *Getting ahead through education* [*Aufstieg durch Bildung*] the Federal Government also provides measures of continuing training for childminders.

### 3.16. Statistics

#### Children in day-care centres 2008

	Total	under the age of 3	attendance rate	aged 3 to 6 years	attendance rate
Germany	2,247,746	313,114	15.3	1,934,632	90.3
west German Länder [excluding Berlin]	1,749,350	167,631	10.0	1,581,719	89.6
east German Länder [excluding Berlin]	389,274	112,751	38.4	276,523	94.1

Source: Statistische Ämter des Bundes und der Länder, Kindertagesbetreuung regional 2008, 2009

#### Children in day care in 2008

	Total	under the age of 3	attendance rate	aged 3 to 6 years	attendance rate
Germany	56,625	48,509	2.4	8,116	0.4
west German Länder [excluding Berlin]	39,255	33,643	2.0	5,612	0.3
east German Länder [excluding Berlin]	13,191	11,675	4.0	1,516	0.5

Source: Statistische Ämter des Bundes und der Länder, Kindertagesbetreuung regional 2008, 2009

#### Vorklassen and Schulkindergärten in 2007

Type of institution	Number of institutions	Pupils
Vorklassen	264	8,845
Schulkindergärten	1,334	19,291

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1, 2008



**Privately-maintained *Vorklassen* und *Schulkindergärten* in 2007**

Type of school	Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school in per cent
<i>Vorklassen</i> and <i>Schulkindergärten</i>	152	3,458	12.3

Source: Statistisches Bundesamt Fachserie 11, Reihe 1.1, 2008

## 4. PRIMARY EDUCATION

### 4.1. Historical overview

The Primary School Act of the German Reich [*Reichsgrundschulgesetz*] dating from 1920, based on Article 146 of the Constitution of the Weimar Republic, established the *Grundschule* [primary school] as an institution for the education of all children in Germany. Up until 1920, alongside the then primary school [*Volksschule*] there existed separate educational institutions to prepare children for intermediate and higher schools [public preparatory schools] which were abolished under the Primary School Act of the German Reich. The complete separation of pupils school careers on the basis of social class or stratum, which had largely been the norm up until this point, was thus abolished and all children taught together for the first few school years.

In the National Socialist era primary schools – as other school types as well – were put into the service of ideology and, in administrative terms, placed under the Reich Education Ministry, which was founded in 1934.

After World War II, the Basic Law [*Grundgesetz* – RI] and the Länder Education Acts once again guaranteed the special status of the *Grundschule*, catering for all children. Under the Basic Law, the Länder should only approve privately-maintained primary schools in exceptional cases. Apart from the *Grundschule*, there are only the entrance classes of *Förderschulen* in the primary sector.

In the Soviet occupation zone, a *democratic comprehensive school* covering grades 1 to 8 was introduced in 1946. In 1959 it was transformed in the German Democratic Republic [GDR] into the ten-grade general education polytechnic high school [*Polytechnische Oberschule* – POS]. The POS was then divided into three levels in 1965 [lower level, intermediate level, upper level].

Towards the end of the 1960s primary education in the Federal Republic of Germany experienced both innovation and reorganisation. This process incorporated both reforms of teaching methodology and changes to teaching content. A move towards more science-oriented teaching was one, if not the foremost, objective of the primary school reform of the seventies. This involved a revision of the mathematics curriculum as well as the development of local studies from a subject dealing to a large extent with local traditions towards the so-called *Sachunterricht* centred more on the natural as well as social sciences, but without anticipating science lessons at the secondary level. The lessons are centred on technical and natural phenomena the pupils can observe in the local area and on the economic, legal, political, historical and social conditions. Experiments suitable for children are performed to help them understand complex cause and effect relationships and critically examine their assumptions.

### 4.2. Ongoing debates and future developments

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]. 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 [for further information on full-day offers, see chapter 5.12.3.]. 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.

#### **4.3. Specific legislative framework**

The Basic Law [*Grundgesetz* - R1] and the constitutions of the Länder [R14-29] 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 [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119], the Compulsory Schooling Acts [R110] and the *Schulordnungen* [school regulations] for the primary school enacted by the Ministries of Education and Cultural Affairs in the Länder.

#### **4.4. General objectives**

The tasks and objectives of the *Grundschule* [primary school] 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.

#### **4.5. 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.

#### **4.6. Admission requirements and choice of school**

##### **Choice of school**

In order to complete general compulsory schooling, pupils must, in principle, attend the local *Grundschule*. In some Länder efforts are underway to put parents in a position to freely choose a primary school. In Nordrhein-Westfalen, parents have the possibility to freely choose a primary school from the school year 2008/2009 onwards.

##### **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 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. In Bayern and Nordrhein-Westfalen, from the school year 2005/2006 and 2007/2008 onwards, respectively, the qualifying date for starting school will be moved from June 30 to December 31 in monthly steps.

##### **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. Justified exceptions to the rule can be made for children who are born after 31 December to start school early. 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* [see chapter 3.13]. Should neither of these be available within a reasonable distance, children whose compulsory schooling has been deferred 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 the child's suitability to attend a mainstream school, the schools supervisory authority will decide whether he or she should be required to attend a *Förderschule* [special school].

#### **4.7. Financial support for pupils' families**

##### **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 [e.g. pocket calculators] 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. 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. 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.

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

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 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.

#### **4.8. 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 the same member of staff, the class teacher. It helps pupils become accustomed to school life

if they can relate to one teacher 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.

#### **4.9. Organisation of school time**

##### **4.9.1. 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 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 in October [autumn vacation], at Christmas, in February [winter vacation], at Easter and at Whitsun. The total annual duration of school holidays is 75 working days, plus an average of 10 public and religious holidays.

##### **4.9.2. Weekly and daily timetables**

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].

#### **4.9.3. 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 provided by *Horte* [after-school centres] and through all-day education and supervision offers. In the majority of Länder, after-school centres are run by the public youth welfare services, while all-day education in many places is carried out in cooperation with public youth welfare services. Current 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 developing an amended school and teaching concept, 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, the setting up and expansion of schools offering all-day activities and care is being promoted in the primary sector as well. In *Ganztagsschulen* [all-day schools], the extracurricular activities in the afternoon bear a conceptual relationship with the teaching in the morning, and are carried out in close cooperation with the school administration [for further information, see chapter 5.12.3.]. The development of all-day education and supervision offers in the primary sector is to be coordinated with the development of the after-school centres run by the public youth welfare services. In 2007 16.2 per cent of all primary school pupils were involved in all-day education – an increase of 3.5 per cent over 2006.



#### 4.10. 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 teaching in the *Grundschule* is understood as a distinct offer with its own specific didactic methods. Foreign-language learning is guided by the Common European Framework of Reference for Languages [CEFR] and encourages pupils by motivating them to speak. The emphasis is placed on the communicative success of verbal expression rather than on grammatical correctness. It is characterised by play-based learning methods which permit each individual child to make his or her own progress. Additional features include a close link between foreign language offers and the subject matter and methods of other lessons taught at primary school, an emphasis on spoken language, participation of all pupils and, as a rule, the absence of formal assessment. Two approaches coexist: In the communicative approach, the encounter with foreign languages takes place on a situational basis and several languages may be involved. The other approach provides for a more systematic and thematically oriented learning process on the basis of a [framework] curriculum with result-oriented progression. In both concepts, foreign language skills are imparted in a vivid way particularly suitable for the age group in primary school. Currently, in all Länder foreign language teaching in the primary sector is being extended. This concerns mainly grades 3 and 4, in some Länder, grades 1 and 2 as well. The report, *Fremdsprachen in der Grundschule - Sachstand und Konzeptionen*, published by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK] provides an overview of the regulations valid in the Länder in 2004.

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.

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.

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 primary sector, one daily sports lesson is recommended.

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". The objective is to promote young people's understanding of the connection between globalisation, economic development, consumption, environmental pollution, population development, health and social conditions. At the *Grundschule*, issues of sustainable development are to be integrated into *Sachunterricht* lessons.

### **Development of curricula**

The material which is important to the educational process at primary school is laid down in curricula or framework plans which may be subject-related, area-related or interdisciplinary. In 2004, the Standing Conference adopted *Bildungsstandards* [educational standards] for the primary sector in the subjects German and mathematics. In order to implement these standards, the subjects now have to be adapted accordingly. The national educational standards 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 development by means of national educational standards, see chapter 9.5.1.2.

Curricula 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 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 [<http://db.kmk.org/lehrplan/>].

### **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 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. 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.

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.

### **Support of children with migrant backgrounds**

For the promotion of children with migrant backgrounds at primary schools, the details in chapter 5.13.1. on lower secondary education apply.

### **Special educational assistance in mixed ability classes**

Children with *Sonderpädagogischer Förderbedarf* [special educational needs] can attend a primary school if it guarantees the necessary special educational and material support, and if the premises are suitable. As well as external framework conditions, the prerequisites include teaching staff who are qualified to teach pupils with special needs, individualising forms of planning, implementing and monitoring the teaching processes and agreed cooperation between the teachers and qualified staff involved. In September 2008 the Standing Conference and the German Olympic Sports Confederation [*Deutscher Olympischer Sportbund* - DOSB] adopted joint recommendations on sport for children and young people with disabilities [*Gemeinsame Handlungsempfehlungen - Sport für Kinder und Jugendliche mit Behinderung*]. These refer to the special requirements of *Förderschulen* [special schools], but also to pupils with disabilities or chronic illnesses in regular schools. A more detailed description of special educational assistance in mixed ability classes as well as in *Förderschulen* [special schools] can be found in chapter 10.

#### **4.11. Teaching methods and material**

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](http://www.eduserver.de)].

#### **4.12. 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

assessment 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.

#### **4.13. 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 1.3 per cent of pupils repeated a class in school year 2007/2008.

#### **4.14. Certification**

There is no leaving examination at the end of primary school, and 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. The transition from primary school to one of the secondary school types is regulated differently according to Land law. For further information, see chapter 5.7.1.

#### **4.15. Educational guidance**

##### **School guidance services**

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 5.7.1.], 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.

##### **School health service**

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.

### **School 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 8.5.].

### **4.16. Privately-maintained education**

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 [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119] and the special laws on privately-maintained schools [R88, R96, R99, R108, R112, R116, R121], as well as financial aid regulations in the form of laws and regulations of the Länder.

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.

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.

Details on the financing of privately-maintained schools, which mainly are schools in the secondary sector, can be found in chapter 2.8.2.

#### **4.17. Organisational variations and alternative structures**

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 school doctor.

For children 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 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 to provide means of promoting them or create additional facilities during an annual fair. 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 fairgrounds 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.

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 concerned itself with a school diary [*Schultagebuch*] for the children of occupational travellers, and recommended its introduction to the 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](http://www.schule-unterwegs.de)].

As a rule, International Schools in Germany, including the 30 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.



**4.18. Statistics**

**Primary schools – *Grundschulen* – in 2007**

Schools	Teachers	Pupils
16,649	161,872	3,082,519

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009 and Statistisches Bundesamt, Fachserie 11, Reihe 1, 2008

In 2007 the ratio of pupils to teachers in *Grundschulen* [primary schools] was 19.0 pupils for each teacher, while there were 21.9 pupils per class on average.

**Privately-maintained primary schools – *Grundschulen* – in 2007**

Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school in per cent
690	73,979	2.4

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2008

## 5. SECONDARY EDUCATION

### 5.1. Historical overview

#### 5.1.1. Historical overview – lower secondary education

For about a century, children in Germany have been legally required to attend a full-time school for initially eight, now nine or ten years. After 1945, lower secondary education developed differently in the Federal Republic of Germany and in the German Democratic Republic [GDR].

A characteristic feature of education in the Federal Republic of Germany is the so-called *differentiated* system [*gegliedertes Schulwesen*] which pupils enter after completing the *Grundschule* [primary school] together. While lower secondary education previously comprised only *Realschulen* and *Gymnasien*, but not the *Volksschulen* and *Berufsschulen* [part-time vocational schools] that most children attended, all school institutions from grade 5 to 7 on are now secondary education schools providing advanced education. This change is the upshot of the ongoing development of the upper level of the former *Volksschulen* into institutions – *Hauptschulen* – with a more demanding curriculum, including instruction in a foreign language and academically-oriented classes in every subject. In this respect, each pupil obtains an advanced education at secondary schools with different demands and different duration of schooling.

In the GDR, the differentiated system was supplanted by so-called *Einheitsschulen*, or comprehensive schools. In 1959 these compulsory eight-year schools were transformed into *Polytechnische Oberschulen* [POS], ten-grade general education polytechnical high schools. As of the beginning of the 1991/92 school year, the *Polytechnische Oberschulen* were abolished and the differentiated system of secondary education was introduced in the Länder of eastern Germany.

#### 5.1.2. Historical overview – upper secondary education – general education schools

With respect to the development of courses of general education, the reform of the upper level of the *Gymnasium*, known as *gymnasiale Oberstufe*, was of decisive importance. The reform dates from a 1972 agreement of the *Kultusministerkonferenz*, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder. The basic idea of the reform was to encourage pupils to learn on their own, to introduce them to the propaedeutics of scientific work and to foster the development of their personalities. The 1972 agreement as amended in 2006 and the other relevant resolutions adopted by the Standing Conference all maintain the principle that those who have passed the *Abitur* examination gain the *Allgemeine Hochschulreife* [entitlement to proceed to higher education in any subject].

In the German Democratic Republic [GDR] school system, the general education polytechnic high school [*Polytechnische Oberschule* – POS] led to the so-called *Abitur* level [*Abiturstufe*] which prepared pupils for higher education in different ways. In the general education sector, one of the most important educational paths within the *Abitur* level was the *Erweiterte Oberschule*, EOS, which led to the *Hochschulreife* [higher education entrance qualification]. Initially, the EOS began at grade 9, however as of 1983

it incorporated only grades 11 and 12. The *Hochschulreife* was also acquired on simultaneous completion of the *Abitur* and three years of vocational training [*Berufsausbildung mit Abitur*].

### **5.1.3. Historical overview – upper secondary education – vocational schools and vocational training in the *duales System***

Vocational education and training within the dual system in Germany was first regulated in 1969 by the Vocational Training Act [*Berufsbildungsgesetz* - R82]. In 1972, the Federal Government and the Ministries of Education and Cultural Affairs of the *Länder* laid down a procedure to coordinate the *Ausbildungsordnungen* [training regulations] for in-company vocational training and *Rahmenlehrpläne* [framework curricula] for school-based vocational education in the so-called *Gemeinsames Ergebnisprotokoll* [Joint Results Protocol]. Since then, the recognised occupations requiring formal training [*anerkannte Ausbildungsberufe*] have been reorganised in line with this procedure.

Most pupils in upper secondary level attend courses with vocationally-oriented curricula. Each year around two-thirds of all school leavers enter vocational training in the *duales System*, Germany's dual education system. Of the trainees with newly concluded training contracts, around 51.7 per cent achieved the *Hauptschulabschluss* as their first general education qualification at the end of the lower secondary level in 2007, whilst 42.3 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 18.8 per cent in 2007. To maintain the appeal and quality of vocational training provided on the job and in the vocational schools known as *Berufsschulen*, the curricula as prescribed by the state are regularly adapted to the demands of the employment system by reviewing the recognised occupations requiring formal training in line with the procedure mentioned above.

For young people who are more suited to learning in a vocational context, the *Länder* have, through the vocational schools, created an alternative to the general education schools at upper secondary level. Many school careers in the vocational school system can be continued up to the *Fachhochschulreife*, *Fachgebundene Hochschulreife* [higher education entrance qualification restricted to a specified field of study] or *Allgemeine Hochschulreife*.

The vocational schools are increasingly being developed into regional education centres in order to facilitate access to high-quality information and advice for the purpose of lifelong learning. In this way, the vocational schools should become cooperation partners in regional training and further education networks and contribute to the diversity of the available offer.

## **5.2. Ongoing debates and future developments**

At the centre of the current debate are measures for the further development and assurance of the quality of school education. In the course of this debate, the results of international comparative studies of pupil achievement are being taken into account. Special importance is attached to the introduction of national educational standards. In 2003 and 2004, the Standing Conference of the Ministers of Education and Cultural

Affairs [*Kultusministerkonferenz*] adopted *Bildungsstandards* [educational standards] for the *Mittlerer Schulabschluss* in the subjects German, mathematics, first foreign language [English/French], biology, chemistry and physics, as well as for the *Hauptschulabschluss* in the subjects German, mathematics and first foreign language [English/French]. In October 2007, the Standing Conference resolved to develop the Uniform Examination Standards for the *Abitur* examination [*Einheitliche Prüfungsanforderungen in der Abiturprüfung*] into educational standards for the *Allgemeine Hochschulreife*. The educational standards are part of a comprehensive system of quality assurance, which also includes school development and both internal and external evaluation. In June 2006, the Standing Conference presented a comprehensive strategy for educational monitoring [for more detailed information on educational monitoring, see chapter 9.5.1.]. The tendency to centralised examinations at Land level and the measures for improving professionalism in teacher training are also to be viewed against this background.

To make it easier to combine career and family, full-day offers are currently being developed. To this end, and within the scope of the investment programme Future Education and Care [*Investitionsprogramm Zukunft Bildung und Betreuung - IZBB*], the Federal Government from 2003 to 2009 offers Euro 4 billion to the Länder for building measures and investments in equipments. In this regard, the Länder and, if applicable, the *Kommunen* [local authorities] are responsible for the provision of personnel, while the individual schools are responsible for the development of a pedagogical concept for the all-day activities and schooling. More detailed information on the investment programme is available in chapter 5.12.3.

In some Länder of western Germany the current almost nationwide curtailment of schooling at the *Gymnasium* from nine to eight years has been subject to controversial debate amongst parents and pupils. To ensure the mutual recognition of the certificates of *Allgemeine Hochschulreife*, all Länder have to guarantee, irrespective of the length of *Gymnasium* education, a total of at least 265 hours per week to which up to five hours in elective subjects may be added in lower secondary education and in the *gymnasiale Oberstufe*. At the eight-year *Gymnasium*, the number of hours per week in lower and upper secondary education is increased by two to four hours compared to the nine-year *Gymnasium*. It is feared that this increase in the number of weekly hours will overburden the pupils. Proposals for improvement include the broadening of all-day schooling, homework monitoring at school, guaranteed supervision and catering during the lunch break, better facilities at school for recreation and work, the recruitment of more teachers and greater flexibility in timetables and curriculum specifications.

So as to further develop vocational education and training, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung - BMBF*] convened an Innovation Circle on Vocational Education and Training [*Innovationskreis berufliche Bildung*] that in July 2007 submitted Ten Guidelines for the Modernisation and Structural Improvement of Vocational Education and Training [*10 Leitlinien zur Modernisierung der beruflichen Bildung*]. The aim of the effort for reform is to generate greater permeability between the various sectors of the education system, create opportunities for integration and training and to reinforce the international competitiveness of the system of vocational education and training. The Standing Conference welcomed the results of the Innovation Circle and placed particular emphasis on the following:

- vocational qualifications acquired in full-time courses of vocational education should be credited to a subsequent period of training and young people should be admitted to an examination by the responsible authorities [chamber examination] also after vocational education at school,
- the Federal Employment Agency [*Bundesagentur für Arbeit* – BA] is to be more involved in schools providing general education so as to reduce waiting periods and to further the vocational orientation of pupils,
- as already called for in February 2007 in the Declaration of the Standing Conference Against Excessive Specialisation in the Dual System of Training [*Erklärung der Kultusministerkonferenz gegen die Überspezialisierung in der dualen Berufsausbildung*], the current number of more than 340 recognised occupations requiring formal training [*anerkannte Ausbildungsberufe*] is to be reduced and an occupational concept developed that covers broadly defined common core and basic subject-specific skills,
- vocationally acquired preliminary qualifications should be given greater credit for access to higher education.

### 5.3. Specific legislative framework

#### Secondary schools providing general and vocational education

Based on the Education Acts [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119] and Compulsory Schooling Acts [R110] 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* – R82] of 1969 and the Handicrafts Act [*Gesetz zur Ordnung des Handwerks* – R83] 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 Vocational Training Act of 1969 was completely reformed in 2005. The reform is aimed at safeguarding and improving the training opportunities provided as well as a generally high quality standard in the vocational training available to all young people, irrespective of their social or regional backgrounds. In order to achieve these aims, the new vocational training legislation provides the responsible authorities within the Federation, the Länder and the regions with greater scopes of action. In June 2005 the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder

[*Kultusministerkonferenz*] passed recommendations on the implementation of the Vocational Training Reform Act [see chapter 5.5.3].

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

## **5.4. General objectives**

### **5.4.1. 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. Pursuant to an agreement reached in December 1993, amended in June 2006, by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder concerning the types of schools and courses of education, 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.

### **5.4.2. 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 a place in higher education and also enables them to commence a course of vocational training. The instruction at the *gymnasiale Oberstufe* provides an in-depth general education, general capacity for academic study and the propaedeutics of scientific work. Of particular importance are in-depth knowledge, skills and competences in the subjects German, foreign language and mathematics. Additionally, the 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.

### **5.4.3. 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 the

*anerkannte Ausbildungsberufe* [recognised occupations requiring formal training] or the assistant occupations.

The *Berufsfachschulen* serve to provide an introduction to one or several occupations, provide part of the vocational training in one or several recognised occupations requiring formal training or lead to a vocational 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 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* is to provide basic and specialised vocational education and at the same time to expand the previously acquired general education. The *Berufsschule* thus enables people to meet the requirements of their subsequent occupation and to engage in shaping the workplace for themselves and society in awareness of their social and ecological responsibility.

## 5.5. Types of institution

Secondary education breaks down into lower secondary level [*Sekundarstufe I*], which comprises the courses of education from grades 5 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 chiefly 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 [see chapter 2.5].

Secondary level educational institutions do differ in terms of duration and school-leaving qualifications, but they are so interrelated that they 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 7.5.].

### **5.5.1. Types of educational institutions at lower secondary level**

Schools providing general education at lower secondary level build on the foundations laid by the *Grundschulen* catering for all pupils [primary schools]. Most Länder offer the *Hauptschule*, the *Realschule*, the *Gymnasium* and the *Gesamtschule*. Furthermore, several Länder have new kinds of schools in which the courses of education provided at *Hauptschulen* and *Realschulen* are combined in curricular and organisational respects. The names of these schools differ from Land to Land: e.g. *Mittelschule*, *Regelschule*, *Sekundarschule*, *Oberschule*, *Duale Oberschule*, *Integrierte Haupt- und Realschule*, *Verbundene oder Zusammengefasste Haupt- und Realschule*, *Regionale Schule* and *Erweiterte Realschule*. 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 10.

Common principles for lower secondary education were laid down by the Standing Conference of the Ministers of Education and Cultural Affairs in the *Agreement on types of school and courses of education at lower secondary level* of December 1993, amended in June 2006 [see also chapter 5.4.1.].

#### **Schools offering one single course of education at lower secondary level**

*Hauptschulen*, *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. It normally covers grades 5–9. In Länder with 6 years of primary school, it commences with grade 7. 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] 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 5.17.1. for more information about qualifications.

In seven Länder, namely Brandenburg, Bremen, Mecklenburg-Vorpommern, Saarland, Sachsen, Sachsen-Anhalt and Thüringen, *Hauptschulen* are not among the kinds of schools offered at lower secondary level; a first general education leaving certificate or *Hauptschulabschluss* can be obtained at the *Oberschulen*, *Sekundarschulen* [in Bremen, Sachsen-Anhalt], *Regionale Schulen* [Mecklenburg-Vorpommern], *Erweiterte Realschulen* [in Saarland], *Mittelschulen* [in Sachsen] and *Regelschulen* [in Thüringen]. In Schleswig-Holstein, the existing *Hauptschulen* and *Realschulen* will be transferred into *Regionalschulen* [regional schools] by the school year 2010/2011. The *Gesamtschulen* in Schleswig-Holstein will be converted into *Gemeinschaftsschulen*, also by the school year 2010/2011.

### **Realschule**

*Realschulen* provide a MORE EXTENSIVE GENERAL EDUCATION. The standard *Realschulen* cover grades 5 to 10. In Länder with six years of primary school, it includes grades 7 to 10. There is also a three- or four-year form of the *Realschule* for *Hauptschule* pupils who may transfer to the *Realschule* after grade 6 or 7.

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 5.17.1.].

In seven Länder, namely Brandenburg, Bremen, Mecklenburg-Vorpommern, Saarland, Sachsen, Sachsen-Anhalt and Thüringen, *Realschulen* are not among the kinds of schools offered at lower secondary level; the *Mittlerer Schulabschluss* leaving certificate can be obtained at the *Oberschulen*, *Sekundarschulen* [in Bremen, Sachsen-Anhalt], *Regionale Schulen* [Mecklenburg-Vorpommern], *Erweiterte Realschulen* [in Saarland], *Mittelschulen* [in Sachsen] and *Regelschulen* [in Thüringen]. In Schleswig-Holstein, the existing *Hauptschulen* and *Realschulen* will be transferred into *Regionalschulen* [regional schools] by the school year 2010/2011. The *Gesamtschulen* in Schleswig-Holstein will be converted into *Gemeinschaftsschulen*, also by the school year 2010/2011.

### **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 13 or 5 to 12 [or years 7 to 13 or 7 to 12 following a six-year primary school]. Apart from standard *Gymnasien*, there are special types of *Gymnasium* into which *Hauptschule* pupils can transfer following grade 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* is currently under way. In Sachsen, Sachsen-Anhalt, Thüringen, since 2008 in Mecklenburg-Vorpommern, and in the future also in Baden-Württemberg, Bayern, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Niedersachsen, Nordrhein-Westfalen, Saarland and Schleswig-Holstein, the *Allgemeine Hochschulreife* is obtained after 12 years. In Rheinland-Pfalz, selected *Gymnasien* providing eight-year courses of school education are set up in combination with all-day schools. In addition, shorter 12-year courses of school education up to the *Allgemeine Hochschulreife* are increasingly on offer in other Länder, some of them as pilot projects.

In grades 5–10 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: *Gemeinschaftsschule*, *Mittelschule*, *Regelschule*, *Oberschule*, *Duale Oberschule*, *Sekundarschule*, *Verbundene* or *Zusammengefasste Haupt- und Realschule*, *Integrierte Haupt- und Realschule*, *Regionale Schule*, *Regionalschule* and *Erweiterte Realschule*. As an example for schools offering more than one type of education, in the following the *Gesamtschule* will be described in some detail.

In addition to the *Hauptschule*, the *Realschule* and the *Gymnasium*, there are *Gesamtschulen* in the majority of Länder, but only a few in some Länder. The COOPERATIVE COMPREHENSIVE SCHOOL combines the *Hauptschule*, *Realschule* and *Gymnasium* in one organisational unit. Instruction is given in classes designed for achievement of various certificates: viz. *Hauptschulabschluss* and *Mittlerer Schulabschluss* and qualification for transfer to the *gymnasiale Oberstufe*.

The INTEGRATED COMPREHENSIVE SCHOOL forms one organisational and educational unit. Classes in some of the subjects are divided up into two or more levels of proficiency, which are defined in terms of the curriculum covered. Setting of pupils according to ability begins in grade 7 in mathematics and the first foreign language, usually in grade 8 [or, at the latest, 9] in German, and in or before grade 9 in at least one science [physics or chemistry]. All the pupils usually take classes together in social sciences, art, music, sport and religious education.

All lower secondary level school-leaving certificates as well as the entitlement to enter the *gymnasiale Oberstufe* can be gained at cooperative and integrated comprehensive schools after grades 9 and 10 [see chapter 5.17.1.].

### **5.5.2. Types of educational institutions at upper secondary level – general education schools**

#### ***Gymnasiale Oberstufe***

At present, in the majority of Länder the *Allgemeine Hochschulreife* is still obtained after a 13-year course of school education [nine-year *Gymnasium*], in which the *gymnasiale Oberstufe*, i.e. the upper level of the *Gymnasium*, covers grades 11 to 13. As already

explained in chapter 5.5.1., in almost all Länder there is currently a change to the eight-year *Gymnasium*. However, at *Gesamtschulen* 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 in the agreement on the structure of the *gymnasiale Oberstufe* in the upper secondary level of July 1972, amended in October 2008.

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 5.17.2.

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* - EPA]. They are divided in courses at a basic level of academic standards and courses at an increased level of academic standards. 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* or *Fachgymnasium* that is described in more detail in the following.

### **5.5.3. Types of educational institutions at upper secondary level – vocational schools and vocational training in the *duales System***

#### **Full-time vocational schools**

Full-time vocational schools include the *Berufsfachschule*, the *Fachoberschule*, the *Berufliches Gymnasium* or *Fachgymnasium*, 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 6.

#### ***Berufsfachschule***

*Berufsfachschulen* are full-time schools that introduce their pupils to one or several occupations, offer them part of the vocational training in one or several *anerkannte Ausbildungsberufe* [recognised occupations requiring formal training] or lead to a vocational training qualification in a specific occupation. They offer a very wide range of courses. There are *Berufsfachschulen* for business occupations, occupations involving foreign languages, 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* – R82]. In order to document the equivalence of these courses of education with dual vocational training, the Ministers of Education and Cultural Affairs plan to admit pupils who have successfully completed the course to examinations held by the responsible authorities [chamber examination] in compliance with Article 43, Section 2 of the Vocational Training Act. 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. 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 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/Fachgymnasium**

This type of school is called *Berufliches Gymnasium* in some Länder and *Fachgymnasium* in others. In contrast to the *Gymnasium*, which normally offers a continuous period of education from grade 5 to grade 12 or 13, the *Berufliches Gymnasium* or *Fachgymnasium* 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* or *Fachgymnasium* 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, nutrition and home economics and 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* or *Fachgymnasien* 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 the *Berufskolleg* in Nordrhein-Westfalen. These double qualification courses of education at upper secondary level take three to four years to complete.

### ***Berufsoberschule***

In association with the deliberations of the Standing Conference on the equivalence of general and vocational education, the *Berufsoberschulen* have achieved greater importance. They have been established in some Länder in order to enable those who have completed vocational 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 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, agricultural economy, nutrition and domestic science, social professions and design. The pupils are assigned a specialisation in accordance with the first vocational training or practical experience they have already completed.

### **Vocational training in the dual system**

In Germany, about two-thirds of the young people of any one-year age group undergo vocational 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 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 the training are immediately entitled to do skilled work in one of currently more than 340 *anerkannte Ausbildungsberufe* [recognised occupations requiring formal training].

Compulsory full-time schooling must be completed before commencing vocational training. There are no other formal prerequisites for admission to the dual system; training in the dual system is generally open to everyone. However, the majority of trainees have the *Mittlerer Schulabschluss* or a higher education entrance qualification [cf. chapter 5.1.3.]. 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*. The training companies assume the costs of the on-the-job training and pay the trainee a training allowance in accordance with the 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.

The number of trainees in the dual system is shown according to training areas in chapter 5.21. Comprehensive information and data on vocational education and training and especially about the dual system is available in the annual *Berufsbildungsbericht* [Report on Vocational Education and Training] of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] and, from 2009, in the *Datenreport zum Berufsbildungsbericht* [Data Report Annexed to the Report on Vocational Education and Training].

### **On-the-job training**

Vocational training places outside school [on the job] are available in industry and commerce as well as the civil service sector, 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 by the competent autonomous organisations [chambers] of the various occupations and branches of industry [see chapter 8.6.3.]. The chambers also monitor the training to make sure it is conducted properly. The training company draws up a company training plan for the trainee. This 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.

### **Training at the *Berufsschule***

In the context of the dual system of vocational education the *Berufsschule* is an autonomous place of learning. It works together on an equal footing with the companies participating in vocational 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 or accompanying professional activities. *Berufsschulen* equip their pupils with basic and specialised vocational training, 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. See chapter 5.12.2.

The reform of the Vocational Training Act means that the Länder can enact regulations by statutory order concerning the crediting of periods of vocational education spent in school for dual vocational 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 the vocational 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 the vocational training.

The obligation to credit training periods in relevant courses of education provided by vocational schools will cease to exist at the latest in August 2009. Crediting will then only take place upon a joint application by training company and student.

## **5.6. Geographical accessibility**

For the geographical distribution of educational institutions in the secondary sector see chapter 4.5. on the primary sector.

## **5.7. Admission requirements and choice of school**

### **5.7.1. Admission requirements and choice of educational establishment – lower secondary education**

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]. An overview of the regulations of the individual Länder regarding the transition from primary to lower secondary education as of 2006 is available on the website of the Standing Conference.



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.

### **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 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.

### **5.7.2. Admission requirements and choice of educational establishment – upper secondary education – general education schools**

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 5.17.1.]. For the possibility of gaining admission into a specific school, see chapter 5.7.1. The admission requirements for the *gymnasiale Oberstufe* are set forth above in chapter 5.5.2.

### **5.7.3. Admission requirements and choice of educational establishment – upper secondary education – vocational schools and vocational training in the dual system**

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 5.17.1.]. The admission requirements for the various types of schools and courses of education in the sector of vocational education are set forth above in chapter 5.5.3.

## **5.8. Registration and/or tuition fees**

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

## **5.9. 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* - R85], 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. The basic allowances have been increased substantially for the school year 2008/2009. Following an incremental increase, from 1 March 2009 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 212 and Euro 595 monthly under the terms of the Federal Training Assistance Act. The assistance provided by the state does not have to be repaid.

Some Länder have provisions under which upper secondary pupils who have no claim to an assistance under the Federal Training Assistance Act can receive financial assistance from the Land under certain conditions.

For the legal regulations governing financial support by provision of financial assistance to purchase teaching aids [*Lernmittelhilfe*], or their provision free of charge [*Lernmittelfreiheit*], for transport to and from school as well as by statutory accident insurance, see information on the primary sector in chapter 4.7.

## **5.10. Age levels and grouping of pupils**

### **5.10.1. Age levels and grouping of pupils in lower secondary education**

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 either according to the desired qualification or to the required performance at a minimum of two levels of proficiency.

In the majority of Länder, at any school at lower secondary level grades 5 and 6 are organised as an orientation stage called *Orientierungsstufe*, a period of special promotion, observation and orientation to determine a child's subsequent educational path and the main thrust of his/her subsequent studies. This orientation stage is independent of the school types in some Länder, whilst in the majority of Länder it is dependent on school types. 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.

#### **5.10.2. Age levels and grouping of pupils in upper secondary education – general education schools**

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/Fachgymnasien*.

#### **5.10.3. Age levels and grouping of pupils in upper secondary education – vocational schools and vocational training in the dual system**

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

### **5.11. Specialisation of studies**

#### **5.11.1. Specialisation of studies in lower secondary education**

As described in chapter 5.5.1., each type of lower secondary level school offers one or several courses of education. All the courses at schools with a single course of education are related to a certain leaving certificate [*Hauptschule, Realschule, Gymnasium*]. At *Schularten mit mehreren Bildungsgängen* [schools with several courses of education], the pupils are taught in classes designed to prepare them for a specific qualification, or they are set into at least two levels of proficiency in some subjects.

All lower secondary level schools provide general education. Only when pupils have completed the period of compulsory general education may they pursue courses of education at upper secondary level that provide vocational qualifications.

#### **5.11.2. Specialisation of studies in upper secondary education – general education schools**

For the division of general education at upper secondary level into courses of education which provide opportunities for individual specialisation, see the description of subject-specific lessons in the *gymnasiale Oberstufe* in chapter 5.5.2.

### 5.11.3. Specialisation of studies in upper secondary education – vocational education and vocational training in the dual system

For the division of vocational education at upper secondary level into vocational subject areas or specialisations at vocational schools [*Berufsfachschule*, *Fachoberschule*, *Berufsschule* and *Berufsoberschule*], see the description in chapter 5.5.3. For a description of the specialisation of studies for vocational continuing education at the *Fachschule*, see chapter 6.10.4.

With regard to the occupational titles obtained, the education courses offered at vocational schools are particularly diversified: The *duales System* [dual system] of vocational training, in which some 60 per cent of young people train, currently covers some 340 *anerkannte Ausbildungsberufe* [recognised occupations requiring formal training]. In addition, as full-time vocational schools, *Berufsfachschulen* offer a wide range of courses of education. In the training of technical assistants, there are over 30 specialisations to choose from with different occupational titles, ranging from state-certified assistant for automation and computer technology [*Staatlich geprüfter Assistent für Automatisierungs- und Computertechnik*] to state-certified engineering assistant: mechanical engineering [*Staatlich geprüfter Ingenieurassistent/Staatlich geprüfte Ingenieurassistentin, Schwerpunkt Maschinentechnik*].

## 5.12. Organisation of school time

### 5.12.1. Organisation of the school year

For the organisation of the school year in the secondary sector, see chapter 4.9.1. on the primary sector.

### 5.12.2. Weekly and daily timetable

At lower secondary level [*Sekundarstufe I*], lesson times are generally laid down from 7.30/8.30 a.m. to 1.30 p.m./11.30 a.m. [Monday to Friday or Monday to 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.

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.

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 specialist lessons are required in grade 12. As for vocational training in the *duales System* [dual system], where initial vocational 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 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 4.9.2.

### 5.12.3. 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 youth welfare services. Currently these offers are, with particular emphasis depending on the respective Land, being developed in many Länder. Both concepts 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 supplies 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 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. Within the scope of the investment programme, the schools and the *Schulträger* [the body maintaining the school] are supported by a number of accompanying measures developed in close cooperation with the Länder and the German Children and Youth Foundation [*Deutsche Kinder- und Jugendstiftung*].

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

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, *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 2008 the investment programme Future Education and Care [*Investitionsprogramm Zukunft Bildung und Betreuung* - IZBB] has supplied funding to a total of around 7,000 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 2005–2007 [*Allgemeinbildende Schulen in Ganztagsform in den Ländern in der Bundesrepublik Deutschland – Statistik 2005 bis 2007*] which is available on the website of the Standing Conference. The internet portal [www.ganztagschulen.org](http://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 activities after they have finished their lessons for the day. 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.

### **5.13. Curricula, subjects, number of hours**

#### **5.13.1. Curricula, subjects, number of hours in lower secondary education**

The agreement reached in December 1993, as amended in June 2006, by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder concerning the types of schools and courses of education in lower secondary level 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] or as part of the material covered in other subjects. 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 1.3.]. For the situation of Protestant and Catholic religious education see the reports of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of 2002. An amended version of the report on the teaching of ethics was published in February 2008.

With regard to the curricula, the remarks in chapter 4.10. 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] adopted by the Standing Conference in 2003 and 2004 for the *Hauptschulabschluss* and the *Mittlerer Schulabschluss* [cf. chapter 5.2.], the subjects in the curricula are to be adapted accordingly. The national educational standards 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 national educational standards, see chapter 9.5.1.2.].

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 5.12.1.].

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. Coordination of foreign language teaching at primary level with courses taught in subsequent school grades is becoming increasingly important, provided that foreign languages are compulsory subjects at primary level [see chapter 4.10. for the teaching of foreign languages in the *Grundschule*]. Continuous instruction in a foreign language as from grade 5 is a prerequisite for a *Mittlerer Schulabschluss*. The educational policy objective of the Länder is for every pupil to learn two foreign languages, if at all possible, in the course of his/her education. For more on foreign language instruction, see the document *Überlegungen zu einem Grundkonzept für den Fremdsprachenunterricht mit Gutachten* [Reflections and Report on a Basic Conception of Foreign Language Instruction] published by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in 1994.

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.

## **Remedial teaching**

Special programmes are run for pupils who have difficulties learning to read and write. For this group of pupils, the schools provide general remedial instruction during school hours or complementary remedial instruction after hours. For individual remedial instruction for these pupils, see chapter 4.10. Individual remedial instruction should continue until the end of grade 10.

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 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.

Pupils with motor deficits and psychosocial problems can be supported through adapted physical education. More detailed information is available in chapter 4.10.

For information on support for children of occupational travellers see the notes on primary schooling contained in chapter 4.17.

## **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 schools with a large number of children and young people from migrant backgrounds, extra funds should be provided to increase the number of teachers with migrant backgrounds, for example, or to provide support for teaching staff through qualified youth and community workers.

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.

The pilot experiment to support children and young people with migrant backgrounds of 2004 is aimed at developing, testing and investigating innovative approaches leading to an improvement in linguistic competence. The projects have three main focuses:

- the promotion of linguistic competence on the basis of the determination of individual language proficiency
- the continuous promotion of linguistic competence, linguistic education and support with German, native languages and foreign languages
- vocational training and transition to an occupation

### **Special educational assistance in mixed ability classes**

Pupils with *Sonderpädagogischer Förderbedarf* [special educational needs] may attend general lower secondary level schools that provide the necessary support and equipment for special education. For a description of the necessary preconditions for mixed-ability classes, see the comments on the primary level in chapter 4.10. A more detailed description of special educational assistance in mixed ability classes as well as in *Förderschulen* [special schools] can be found in chapter 10.

### **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. 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.

### **Education for sustainable development**

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”. The objective 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. Also in June 2007 the Standing Conference and the Federal Ministry for Economic Cooperation and Development published a Cross-Curricular Framework for Global Development Education [*Orientierungsrahmen für den Lernbereich Globale Entwicklung*] which is designed to prepare children and young people more effectively for topics involving global development and can be used as a basis for the development of curricula.

### **5.13.2. Curricula, subjects, number of hours in upper secondary education – general education schools**

The range of subjects offered in the GYMNASIALE OBERSTUFE [upper level of the *Gymnasium*] is described in chapter 5.5.2., 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. If instruction in three subjects at a level of increased academic standards is required, courses in these subjects comprise at least four periods per week. If instruction in 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 [cf. chapter 5.12.2.].

The comments in chapter 5.13.1 apply to issues of sustainable development addressed in upper secondary education.

### **5.13.3. Curricula, subjects, number of hours in upper secondary education – vocational schools and vocational training in the dual system**

At BERUFSFACHSCHULEN [full-time vocational schools] instruction is given in general/multi-disciplinary 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 5.5.3. 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 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 general and vocational classes [see chapter 5.5.3.]. 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 4.10. 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, employers' associations and unions on the basis of the *Ausbildungsordnungen* [training regulations] for on-the-job training [see chapter 2.6.2.2.]. 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 *anerkannte Ausbildungsberufe* [recognised occupations requiring formal training] by the competent federal ministry with the assistance of the social partners as well as the Ministries of Education and Cultural Affairs of the Länder. 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 of Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB].

### **Foreign language teaching in vocational schools**

Since 1998, pupils of vocational schools have been able to gain a certificate testifying to their acquired or existing *vocational* foreign language skills, especially in English, French and Spanish. To this end, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder has developed a uniform certificate that is in line with the *A2, B1, B2* and *C1* levels established by the Council of Europe in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The examinations are prepared and taken in the vocational schools. By 2008, some 180,000 examinations for the foreign language certificate have been taken.

If need be, measures shall also be offered at vocational schools to promote the language skills of young people with migrant backgrounds. More information on the various measures for the promotion of language skills is given in chapter 5.13.1 on the support of pupils with migrant backgrounds in lower secondary education. 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.

## **5.14. Teaching methods and material**

### **5.14.1. Teaching methods and material in lower secondary education**

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. A professional approach to heterogeneity is one of the elements of a changing image of the teaching profession which have been specified by the Standing Conference and the teachers' unions and other unions in the field of education [more detailed information is available in chapter 8.1.2.]. In the further development of in-service training for teachers, the approach to heterogeneous learning groups also plays an important part [see chapter 8.2.10.1.].

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](http://www.eduserver.de)].

### **5.14.2. Teaching methods and material in upper secondary education – general education schools**

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.

### 5.14.3. Teaching methods and material in upper secondary education – vocational schools and vocational training in the dual system

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].

## 5.15. Assessment of performance

### 5.15.1. Assessment of performance in lower secondary education

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 national *Bildungsstandards* [educational standards], see chapter 9.5.1.2.

### **5.15.2. Assessment of performance in upper secondary education – general education schools**

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.

### **5.15.3. Assessment of performance in upper secondary education – vocational schools and vocational training in the dual system**

For information about the assessment of pupils at VOCATIONAL SCHOOLS in the upper secondary level see chapter 5.15.1., 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 the vocational training. After taking an intermediate examination, the trainee receives a certificate showing his/her current level of training.

## **5.16. Progression of pupils**

### **5.16.1. Progression of pupils in lower secondary education**

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 another.

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 *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 [*Lehrerkonferenz*]

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 school year 2007/2008, 0.9 per cent to 5.0 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, 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, e.g. from *Realschule* to *Hauptschule* or even *Gymnasium*.

#### **5.16.2. Progression of pupils in upper secondary education – general education schools**

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 2007/2008, 3.1 per cent of pupils repeated a grade.

#### **5.16.3. Progression of pupils in upper secondary education – vocational schools and vocational training in the dual system**

As far as FULL-TIME VOCATIONAL SCHOOLS are concerned, the comments on promotion in chapter 5.16.1. on the lower secondary level generally apply. Pupils do not repeat grades in vocational schools – if necessary, the training period may be extended.

### **5.17. Certification**

#### **5.17.1. Certification in lower secondary education**

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 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 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. 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 June 2006 and in the Agreements on Educational Standards for the *Hauptschulabschluss* [grade 9] and the *Mittlerer Schulabschluss* [grade 10] in 2003 and 2004.

### **5.17.2. Certification in upper secondary education – general education schools**

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 5.17.1.

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 280/300 points].

At present, the general higher education entrance qualification is still awarded by most Länder after 13 years of school [nine-year *Gymnasium*]. In some Länder, the general higher education entrance qualification can also be awarded after 12 years of school [eight-year *Gymnasium*], either generally or within the scope of pilot projects in schools. The conversion throughout the Land to the eight-year *Gymnasium* will take 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, these Länder have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the *gymnasiale Oberstufe*. 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*] 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 2007, the Standing Conference resolved to develop the Uniform Examination Standards for the *Abitur* examination [*Einheitliche Prüfungsanforderungen in der Abiturprüfung*] initially in the subjects of German, mathematics and first foreign language [English/French] and furthermore for the natural sciences [biology, chemistry, physics] into educational standards for the *Allgemeine Hochschulreife*. As far as possible, the standards are to be implemented for the pupils who will be moving into the qualification phase of the *gymnasiale Oberstufe* in the school year 2010/2011.

### **5.17.3. Certification in upper secondary education – vocational schools and vocational training in the dual system**

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 an agreement of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*] made in 1998 in the version of 2001, is based on standards for contents and examinations. The regulations apply to all vocational training courses.

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 agriculture]. 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 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 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 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* may consist of practical, written and oral components. The competent body assesses whether the students have acquired the qualifications necessary to practise a skilled occupation within the meaning of the Vocational Training Act [Art. 1, Section 3 of the *Berufsbildungsgesetz* - R82]. 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 incorporate 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.

Under some training regulations or trial regulations [*Erprobungsverordnungen*], the intermediate and final examinations are replaced by so-called extended final examinations. In the extended final examinations, part of the professional competence is tested after two years in the first part of a final examination. The second part of the final examination takes place at the end of the vocational 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. An intermediate examination does not take place.

The reformed Vocational Training Act [Art. 43, Section 2] enables the Länder to specify that pupils in specific courses of vocational education will be vested with a legal claim to an examination carried out by the authority responsible for the vocational training [cf.

chapter 5.5.3.]. This creates the possibility of also admitting students from full-time courses of education in schools to a final examination within the meaning of the Vocational Training Act. The Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*] has recommended that the Länder should make enough room in these curricula for the provision of an appropriate portion of practical and vocation-related training sections.

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 the vocational 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.

## **5.18. Educational/vocational guidance, education/employment links**

### **5.18.1. Educational/vocational guidance, education/employment links – lower secondary education**

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 8.5.]. The school guidance services also collaborate with local employment agencies to provide the pupils with vocational 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. In 2004, the Federal Employment Agency [*Bundesagentur für Arbeit*] and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz*] passed a framework agreement on the cooperation between school institutions and career advice agencies with the aim of facilitating a successful transition from school to vocational training, higher education or work for all young people. This includes a further development of the cooperation between the Federal Employment Agency and the Standing Conference and its expansion in consideration of the new challenges presented at the transition from school to work. The vocational schools are to be increasingly involved in this cooperation in future.

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. Through comprehensive quality development measures, the Länder contribute to improving the qualifications of school leavers and to facilitating the beginning of their career. The *Bildungsstandards* [educational standards] adopted by the Standing Conference in the years 2003 and 2004 form an important basis for this. The action framework to reduce the number of students 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 und Verringerung der Zahl der Ausbildungsabbrecher*] adopted by the Standing Conference in October 2007, helps to facilitate the transition from school to working life for young people.

In 2004, the Federal Government and the central business associations entered into the National Pact for Career Training and Skilled Manpower Development in Germany [*Nationaler Pakt für Ausbildung und Fachkräftenachwuchs in Deutschland*] which was extended until 2010 in March 2007. The Training Pact aims at offering vocational training positions to all school leavers who are willing and able to receive vocational training. The Standing Conference has moreover, together with its Training Pact partners, extended its vocational guidance initiatives and measures. The guideline for schools and companies developed by the partners of the National Pact for Career Training and Skilled Manpower Development in cooperation with the Standing Conference aims to contribute to firmly embedding professional orientation and preparation of occupational choices in the schools' daily routine.

After finishing lower secondary level education and satisfying the period of general compulsory schooling, pupils are supposed to enter into vocational training within the framework of the *duales System* [dual system] or seek employment. To satisfy the requirement of vocational school attendance, young people must attend a *Berufsschule* part-time in parallel with on-the-job training or employment.

See the comments on the primary level in chapter 4.15. for information about SCHOOL HEALTH SERVICES for secondary pupils.

#### **5.18.2. Educational/vocational guidance, education/employment links – upper secondary education – general education schools**

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*].

In addition to the provisions named in chapter 5.18.1., each local employment agency offers special careers consultations for secondary school leavers who have completed the *gymnasiale Oberstufe* [upper level of the *Gymnasium*].

### **5.18.3. Educational/vocational guidance, education/employment links – upper secondary education – vocational schools and vocational training in the dual system**

#### **Vocational guidance and transition from school to work**

Young people who have finished their vocational training in the *duales System* [dual system] are well prepared to take up employment. Through on-the-job training they have grown used to every aspect of the working world and expected job behaviour.

Vocational courses of education at full-time schools also initiate trainees into the working environment through work experience placements.

#### **Measures of support for transition from school to vocational 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 remained relatively constant. According to the joint report by the Federation and Länder *Bildung in Deutschland 2008* [Education in Germany 2008], in 2006 just under 40% 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 *Berufsgrundbildungsjahr* 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 [*Sonderprogramm der Bundesregierung zur Einstiegsqualifizierung Jugendlicher – EQJ*], 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 *Berufsgrundbildungsjahr* at school enable young people as a rule to obtain a *Hauptschulabschluss*. The *Berufsgrundbildungsjahr* 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 [*Kultusministerkonferenz*] 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 [*Bundesagentur für Arbeit*] within the meaning of the Social Security Code III [*Sozialgesetzbuch III*]. These programmes are designed to provide preparation for vocational 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 in institutions outside the school sector with a 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.

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.

For young people who have been unable to find a vocational training place on the training market due to the economic situation in eastern Germany, the Federation, the east German Länder and Berlin implement a special on-the-job training programme [*Ausbildungsprogramm Ost 2008*] for the period from 2008 to 2011. Funding is provided for vocational education and training in recognised occupations requiring formal training [*anerkannte Ausbildungsberufe*] or for school-based vocational education and training which will lead to qualifications according to Länder or Federal law. Priority is given to the funding of vocational education and training schemes which provide for transition to in-company training.

### **5.19. Privately-maintained education**

The main legal provisions for the establishment of privately-maintained schools are the special laws on private schools [R88, R96, R99, R108, R112, R116, R121] or the relevant provisions in the Education Acts [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119], 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* of August 1951 drawn up by the Standing Conference of the Ministers of Education and Cultural Affairs. For information on the constitutional foundation and the general requirements for the establishment of privately-maintained schools, see chapter 4.16. A general description of privately-maintained educational institutions is included in chapter 2.6.3.

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, boarding schools or international 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 teaching 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 2.8.2.

### **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.

## **5.20. Organisational variations and alternative structures**

In the endeavour to intensify foreign language education at lower and upper secondary level schools, bilingual sections have grown increasingly important. The first bilingual sections were introduced at *Gymnasien* in 1969. It is usually characteristic of these programmes [predominantly German-English or German-French] that

- more periods per week are devoted to instruction in the foreign language [English or French];
- at least one other subject is taught in the foreign language.

Bilingual sections are run chiefly at *Gymnasien*, though in some Länder at *Realschulen*, *Gesamtschulen* and isolated *Hauptschulen*, too. On completion of a German-French programme at a *Gymnasium*, pupils are given a note on their school reports exempting them from language tests for admission to universities in France, provided that they have taken part in a German-French programme for the entire duration of their secondary education, passed their French courses and chosen French as one of the subjects on their *Abitur* examination.

INTERNATIONAL SCHOOLS also exist in Germany including 50 member schools of the European Council of International Schools [ECIS]. The international schools are privately-maintained schools that are accredited as *Ersatzschulen* [alternative schools] in some Länder and as *Ergänzungsschulen* [complementary schools] in others. Some international schools confer an *International Baccalaureate Diploma/Diplôme du Baccalauréat International* which, under certain conditions, bestows a higher education entrance qualification.

For information on lessons at home, accommodation in homes and *travelling school*, see chapter 4.17.

## 5.21. Statistics

Information on *Abendschulen* and *Kollegs* can be found in chapter 7.17. [continuing education] and on *Fachschulen* in chapter 6.19. [tertiary sector].

### Secondary schools providing general education by selected type of school, as per 2007

Type of school	
Non-type-related Orientierungsstufe	1,062
<i>Hauptschulen</i>	4,578
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	1,288
<i>Realschulen</i>	2,775
<i>Gymnasien</i>	3,078
<i>Integrierte Gesamtschulen</i>	670
<i>Freie Waldorfschulen</i>	199
<b>Total</b>	<b>13,650</b>

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1, 2008

### Pupils at selected secondary schools providing general education, as per 2007

<b>Lower secondary level</b>	
Non-type related Orientierungsstufe	101,564
<i>Hauptschulen</i>	888,234
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	299,919
<i>Realschulen</i>	1,278,079
<i>Gymnasien</i>	1,701,109
<i>Integrierte Gesamtschulen</i>	412,298
<i>Freie Waldorfschulen</i>	38,515
<b>Total</b>	<b>4,719,718</b>
<b>Upper secondary level</b>	
<i>Gymnasien</i>	763,891
<i>Integrierte Gesamtschulen</i>	77,143
<i>Freie Waldorfschulen</i>	14,289
<b>Total</b>	<b>855,323</b>

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

**Distribution of pupils in grade 8 at lower secondary level by type of school,  
as per 2007**

Type of school	Pupils	per cent
<i>Hauptschulen</i>	172,443	20.4
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	53,360	6.3
<i>Realschulen</i>	221,592	26.2
<i>Gymnasien</i>	279,314	33.0
<i>Integrierte Gesamtschulen</i>	71,200	8.4
<i>Freie Waldorfschulen</i>	6,484	0.8
<i>Förderschulen</i> <sup>†</sup>	42,352	5.0
<b>Total</b>	<b>846,745</b>	<b>100</b>

<sup>†</sup> More information on *Förderschulen* can be found in chapter 10.8. on special schools.

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

**School leavers by type of school qualification and their percentage of the  
population of the same age, as per 2007**

School leavers	Total	of which at		in per cent of population of the same age
		Schools providing general education	Vocational schools [including <i>Fachschulen</i> ]	
without <i>Hauptschul-</i> <i>abschluss</i>	70,482	70,482	-	
with <i>Hauptschul-</i> <i>abschluss</i>	266,779	228,878	37,901	
with <i>Mittlerer</i> <i>Schulabschluss</i>	484,386	392,195	92,191	
with <i>Fachhoch-</i> <i>schulreife</i>	132,559	13,967	118,592	13.6
with <i>Hochschulreife</i>	302,587	259,253	43,334	31.1

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

### Vocational schools by type of school, as per 2007

Type of school	
<i>Berufsschulen</i> in the dual system	1,658
<i>Berufsgrundbildungsjahr</i> including <i>Berufsvorbereitungsjahr</i>	1,553
<i>Berufsfachschulen</i>	2,538
<i>Fachoberschulen</i>	859
<i>Berufliche Gymnasien/ Fachgymnasien</i>	745
<i>Berufsoberschule/ Technische Oberschule</i>	225
Other	103
Total	7,681

Source: Statistisches Bundesamt, Fachserie 11, Reihe 2, 2008

### Pupils at vocational schools as per 2007

Type of school	
<i>Berufsschulen</i> [part-time]	1,725,479
of which: <i>Berufsschulen</i> in the dual system	1,713,437
of which: <i>Berufsvorbereitungsjahr</i>	12,042
<i>Berufsschulen</i> [full-time]	92,565
of which: <i>Berufsvorbereitungsjahr</i>	50,035
of which: <i>Berufsgrundbildungsjahr</i>	42,530
<i>Berufsfachschulen</i>	530,272
<i>Fachoberschulen</i>	129,826
<i>Berufliche Gymnasien/ Fachgymnasien</i>	151,854
<i>Berufsoberschule/ Technische Oberschule</i>	19,252
Other	8,079
Total	2,657,327

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

**Trainees in the dual training system by sector, as per 2007**

Sector	
Industry and commerce	910,319
Crafts	475,066
Agriculture	42,887
Civil service	38,994
Liberal professions	114,273
Home economics	11,666
Shipping	962
<b>Total</b>	<b>1,594,167</b>

Source: Statistisches Bundesamt, Fachserie 11, Reihe 3, 2008

**Teachers at secondary schools providing general education, as per 2007**

(Full-time teachers and part-time teachers counted in terms of the equivalent number of full-time teachers)

<b>Lower secondary level</b>	
Non-school type-related <i>Orientierungsstufe</i>	7,086
<i>Hauptschulen</i>	67,587
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	25,975
<i>Realschulen</i>	68,477
<i>Gymnasien</i>	97,220
<i>Integrierte Gesamtschulen</i>	28,455
<i>Freie Waldorfschulen</i>	2,817
<b>Total</b>	<b>297,617</b>
<b>Upper secondary level</b>	
<i>Gymnasien</i>	56,555
<i>Integrierte Gesamtschulen</i>	5,855
<i>Freie Waldorfschulen</i>	1,169
<b>Total</b>	<b>63,579</b>

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

### Teachers at selected vocational schools as per 2007

(Full-time teachers and part-time teachers counted in terms of the equivalent number of full-time teachers)

Type of school	
Berufsschulen [part-time]	44,753
of which: <i>Berufsschulen</i> in the dual system	44,343
of which: <i>Berufsvorbereitungsjahr</i>	410
<i>Berufsschulen</i> [full-time]	9,017
of which: <i>Berufsvorbereitungsjahr</i>	5,355
of which: <i>Berufsgrundbildungsjahr</i>	3,662
<i>Berufsfachschulen</i>	36,951
<i>Fachoberschulen</i>	6,827
<i>Berufliche Gymnasien/ Fachgymnasien</i>	11,279
<i>Berufsoberschulen/ Technische Oberschulen</i>	1,335
Others	983
Total	111,147

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

### Pupil-teacher ratio and number of pupils per class at lower secondary level 2007

Type of school	Pupils per teacher	Pupils per class
<i>Orientierungsstufe</i> independent of school type	14.3	22.2
<i>Hauptschulen</i>	13.1	20.6
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	11.5	20.6
<i>Realschulen</i>	18.7	26.9
<i>Gymnasien</i>	17.5	27.4
<i>Integrierte Gesamtschulen</i>	14.5	26.3
<i>Freie Waldorfschulen</i>	13.7	26.8

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

**Pupil-teacher ratio and number of pupils per class in selected full-time vocational schools 2007**

Type of school	Pupils per teacher	Pupils per class
<i>Berufsschulen</i> in the dual system	38.6	20.2
<i>Berufsvorbereitungsjahr</i>	10.8	13.9
<i>Berufsgrundbildungsjahr</i>	11.6	20.7
<i>Berufsfachschulen</i>	14.4	21.5
<i>Berufsoberschulen/ Technische Oberschulen</i>	14.4	22.5
<i>Fachoberschulen</i>	19.0	23.2

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

**Selected privately- maintained schools in the secondary sector in 2007**

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
<b>General education schools</b>			
<i>Orientierungsstufe</i> independent of school type	93	4,617	4.5
<i>Hauptschulen</i>	231	25,783	2.9
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	104	8,651	2.9
<i>Realschulen</i>	329	113,239	8.9
<i>Gymnasien</i>	439	269,297	10.9
<i>Integrierte Gesamtschulen</i>	59	15,237	3.1
<i>Freie Waldorfschulen</i>	199	52,804	100.0
Total	1,454	489,628	8.8
<b>Selected types of vocational schools</b>			
<i>Berufsschulen</i> <sup>1</sup>	195	43,312	2.5
<i>Berufsfachschulen</i>	989	120,813	22.8

<sup>1</sup> *Berufsschulen* in the dual system including *Berufsgrundbildungsjahr* on a cooperative basis.

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2008



## 6. TERTIARY EDUCATION

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. According to the International Standard Classification of Education [ISCED], the *Fachschulen*, the *Fachakademien* in Bayern and the two- and three-year schools in the health sector are also part of the tertiary sector.

### 6.1. Historical overview

The tradition of higher education in Germany is marked by a number of basic principles that date back to the university reform of the early 19th century, particularly to the efforts of Wilhelm von Humboldt. These principles include the internal autonomy of institutions of higher education despite their being maintained by the state, freedom of teaching and research, and the unity of teaching and research. These principles were abrogated during the National Socialist era, but reinstated during the reconstruction of higher education in the Federal Republic of Germany founded in 1949.

According to the principle of cultural sovereignty [*Kulturhoheit*], the reconstruction of the higher education system was a matter for the Länder. Their policy on higher education was coordinated by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, whereas the Federal Government initially exerted no influence whatsoever on the development.

University enrolment first began to rise appreciably in the mid50s, a trend that continued in the 1960s against the background of public concern about an imminent shortage of graduates and the call for the reduction of social and regional inequalities. The political response was to expand existing universities and establish new ones in structurally weak regions. Key impetus was provided by the Science Council [*Wissenschaftsrat*], set up in 1957, on which the Federal Government and the Länder worked together for the first time and which served to institutionalise the cooperation of the academic and government sectors.

The expansion of higher education made national planning more and more imperative; concomitantly, financial requirements began growing beyond the means of the individual Länder. As a result, the Federal Government became increasingly involved in matters of higher education. In 1969 the constitution or Basic Law [*Grundgesetz - R1*] of the Federal Republic of Germany was amended to take this development into account. Under Articles 91a and 91b of the Basic Law, the expansion and construction of higher education institutions including university clinics, as well as educational planning and the promotion of research activities were now among the so-called joint tasks of the Federal Government and Länder. By the amendment of the Basic Law in 1969, the Federal Government was also empowered to enact framework legislation concerning the general principles of higher education. This led to the passing of the *Hochschulrahmengesetz* [HRG - R123], or Framework Act for Higher Education, in 1976.

Apart from rising enrolment figures and the increased involvement of the Federal Government, one widespread debate over reform had a particularly formative influence on the development of higher education in the 1960s and 1970s. Among other things, it concerned the organisation of university studies [structure of the basic and advanced sections of studies, intermediate examinations, limits on the duration of studies, practical orientation and the like], the constitutions of higher education institutions [above all, the participation of students and research assistants along with professors in self-administration], university entrance and admission to courses of studies with limited capacity. The Framework Act for Higher Education of 1976 initially put an end to much of the public debate about reform. For the first time, a uniform nationwide legal framework had been created for higher education, which the Länder subsequently fleshed out with their own legislation [even as late as the 1960s, many had no legal provisions, only institutional statutes].

Since the 1970s there has been persistently keen demand for places at institutions of higher education in the Federal Republic of Germany. The number of students rose in western Germany including Berlin from 510,000 in 1970 to some 1.65 million in 2007. In eastern Germany, the number of students increased from 133,600 in 1990 to just less than 290,000 in 2007. This development with which university funding and staffing could not keep pace, given the tight budget situation, resulted in difficult teaching and learning conditions.

In the course of the 2006 reform for the modernisation of the federal system [*Föderalismusreform I*], the relationships between the Federation and the Länder with regard to legislation in the field of education have been redefined. Amongst other things, the Federation's framework responsibility in the field of higher education has ceased to exist. More detailed information is available in chapter 6.3.

Since 1974, *BERUFSAKADEMIEN*, which are to be found in nine Länder [Baden-Württemberg, Berlin, Hamburg, Hessen, Niedersachsen, Schleswig-Holstein, Saarland, Thüringen] have provided an alternative to studying at an institution of higher education. By means of these professional academies, the principle of the dual system for vocational training has also been implemented in the tertiary sector. In 2003, the *Berufsakademie Berlin* was integrated into the *Fachhochschule für Wirtschaft* as proper faculty. Since the nineties, the final qualifications awarded by the *Berufsakademien* in Baden-Württemberg, Berlin and Sachsen have been recognised by the Standing Conference of the Ministers of Education and Cultural Affairs as tertiary sector qualifications that fall within the scope of the EU directive on a general system for the recognition of higher-education diplomas. Certificates obtained in accredited Bachelor's courses at *Berufsakademien* are treated equivalently to Bachelor's degrees obtained at higher education institutions [see chapter 6.15.4.]. The *Berufsakademien* have contributed to a greater number of courses available and a more differentiated structure of the tertiary sector. The *Berufsakademie Baden-Württemberg* will in 2009 become the *Duale Hochschule Baden-Württemberg*, which will be based on eight sites.

### **Regionalisation of higher education**

On the whole, the range of regional opportunities for higher education studies has increased considerably over the past 40 years. The establishment of *Fachhochschulen* from 1970 onwards as a separate type of institution of higher education, whether by transforming existing institutions or forming new ones, represented a major

development in higher education, both in quantitative and qualitative terms. Other new types of higher education institutions [*Gesamthochschulen*, *Fernuniversität*, higher education institutions of the Federal Armed Forces], in contrast, remained numerically insignificant. There is now a dense network of universities and *Fachhochschulen* in the west of Germany along the Münster/Bochum/Frankfurt/Stuttgart line, and in eastern Germany along the Magdeburg/Halle/Leipzig/Dresden line. These lines connect regions with high population densities. Another concentration of institutions of higher education is to be found in the major conurbations of Hamburg, Berlin and München. In addition, there are large areas in the north of Germany with little higher education provision, in keeping with the low population densities in those areas.

As well as the primary task of expanding the capacity of higher education in Germany, regional policy aims were also bound up with the foundation of new institutions of higher education and the expansion of the higher education sector as a whole. The *regionalisation* of higher education is viewed as an aspect in the guaranteeing of fair opportunities for access to study. Accordingly, since 1960 a range of new universities have been set up in the formerly sparsely populated fringes of the Länder in western Germany, which used to be short on institutions of higher education. Konstanz, Trier, Passau, Bamberg and Bayreuth are typical examples of such peripherally-situated new institutions of higher education.

It was an avowed aim of the process of reorganising the higher education landscape in the Länder in eastern Germany from 1990 onwards was to relieve the concentration of higher education institutions in a few places and to attain a regionally balanced range; the newly established *Fachhochschulen* in the Länder in eastern Germany are making a particular contribution to this objective. Brandenburg and Mecklenburg-Vorpommern in particular needed to catch up on higher education provision.

### **Higher education in the GDR**

Higher education in the German Democratic Republic [GDR] evolved under completely different conditions. It was based on a unitary and centrally controlled concept in the service of Marxist-Leninist party ideology and committed to serving the ends of a planned economy [supplying *cadres*]. Higher education there did not see unchecked expansion: the enrolment figures peaked in 1972 after the universities had been opened expressly for the *sons and daughters of workers and peasants* in the first years after the war and distance learning courses had been introduced to reach many working people.

In 1989, following the peaceful revolution in the GDR, a number of reforms in higher education were launched there even before its unification with West Germany: viz. higher education came within the remit of the newly established Länder, the autonomy of institutions of higher education was restored along with freedom of research and teaching, ideologically encumbered faculties were overhauled, and wider access to institutions of higher education was introduced. Under the Unification Treaty [*Einigungsvertrag* - R2], the Science Council [*Wissenschaftsrat*] was given a mandate to examine the state of non-university research and draw up recommendations for a reorganisation of higher education. As part of this reorganisation, some institutions of higher education were closed or integrated into universities, new faculties were set up in the fields of law, economics and business and social sciences, *Fachhochschulen* were established as a new type of institution there. As part of a staff renewal plan, new teachers were appointed and programmes were initiated to promote up-and-coming

academics; concurrently, however, about a third of the posts in higher education were shed.

## 6.2. Ongoing debates and future developments

Since the beginning of the 1990s and not least against a background of inadequate financial and human resources at the higher education institutes, the Federation and the Länder have increased their efforts to modernise and internationalise the higher education system in Germany. The reforms are aimed at facilitating differentiation by deregulation, performance orientation, increasing the autonomy of higher education institutions and creating incentives, hence also enhancing the international competitiveness of the German institutions of higher education.

In order to implement these goals, reforms [conversion to Bachelor's and Master's study courses in the consecutive system] have been and still are introduced and carried out on the structure of higher education study and the internal organisation of institutions of higher education. 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.

Since 2005 the Länder have been free to decide on the imposition of financial contributions from students. A number of Länder made use of this option for the first time in the winter semester 2006/2007 by imposing study fees ranging up to Euro 500. Parallel student loan systems provide that loans only must be repaid once the course has been completed and in case of adequate income. For more detailed information, see chapter 6.7.

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*], the Federation and the Länder support scientific projects run by universities and their cooperation partners in the higher education sector, in extramural research as well as in the private economy. In detail, until 2011 additional funds totalling Euro 1.9 billion are provided in the funding areas

- research schools for the promotion of scientific talent,
- excellence clusters for the promotion of leading science and
- future concepts for top-class research at universities.

### 6.3. Specific legislative framework

The legal basis of higher education in Germany is provided by the Framework Act for Higher Education [*Hochschulrahmengesetz* – R123] of the Federation and the legislation on higher education of the Länder [*Hochschulgesetze* – R127, R129, R132, R134, R136-137, R140, R142, R144, R146-147, R149, R151-154, R157, R160, R162, R165], as well as the legislation regarding colleges of art [R147, R152-153] and the legislation regarding *Fachhochschulen* [R154] of the Länder as far as these types of institution are not included in the general Higher Education Acts.

In accordance with its purpose, the Framework Act for Higher Education describes 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. Based on the general provisions of the Framework Act, the laws on higher education passed by the Länder cover the above-mentioned areas in detail. As a rule, the regulations apply to all institutions of higher education, including privately-maintained establishments, and provide a systematic foundation for the higher education system, which currently comprises more than 390 institutions. The Land legislation can allow exceptions for privately-maintained institutions of higher education.

In the course of the 2006 reform for the modernisation of the federal system [*Föderalismusreform I*], the relationships between the Federation and the Länder as regards legislation in the field of education have changed as well. Amongst other things, the Federation's framework responsibility in the field of higher education has ceased to exist. The Federation has initiated legislative proceedings to annul the Framework Act for Higher Education. As part of concurrent legislation [Art. 72 of the Basic Law – R1], the Federation is still 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 field of joint tasks [Art. 91b of the Basic Law] has also been modified. 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.

Previously, the extension of higher education institutions had been governed by a provision of the Basic Law which declares the construction of higher education institutions to be a joint task of the Federation and the Länder. Until the end of 2006, this constitutional provision had been fulfilled by the law governing the joint task *Extension and construction of institutions of higher learning* from 1969. As a consequence of Federalism reform I, this joint task has ceased to exist. Henceforth, the construction of higher education institutions falls within the sole responsibility of the Länder, which receive, by way of compensation, part of the funds that the Federation had previously made available for the construction of higher education institutions. Another part of the

Federal funds which had previously been made available for the construction of higher education institutions will in future be employed within the framework of the new joint task *Promotion of the construction of research buildings, including major equipment*. The previous joint task *Promotion of research projects at higher education institutions* remains largely unchanged. A newly added joint task is the *Promotion of scientific projects at higher education institutions*, which in particular provides an opportunity to increase the number of study places. The functional and organisational design of the new joint task is regulated in an administrative agreement between the Federation and the Länder of September 2007, the central point of which is the establishment of a Joint Science Conference [*Gemeinsame Wissenschaftskonferenz - GWK*].

Training at *Berufsakademien* is governed by the *Berufsakademie* laws [R127, R139, R141, R145, R156, R159, R164, R167] 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 [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119] and by the training regulations and examination regulations of the individual Länder [cf. chapter 5.3.] in particular. For training in some occupations in the field of health at schools within the health sector, regulations under federal law apply in accordance with the Vocational Training Act [*Berufsbildungsgesetz - R82*]. The training regulations and examination regulations for most occupations in the health sector, however, fall under the area of responsibility of the relevant ministries in the Länder competent for health or education.

## **6.4. General objectives**

### **6.4.1. General objectives – universities**

The purpose of study at institutions of higher education is described in the Framework Act for Higher Education [*Hochschulrahmengesetz - R123*] as follows:

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 [Section 7].

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.

#### **6.4.2. General objectives – colleges of art and music**

The purposes of study common to all types of higher education institution are listed in the Framework Act for Higher Education [*Hochschulrahmengesetz* – R123] [see chapter 6.4.1.].

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.

#### **6.4.3. General objectives – Fachhochschulen**

The purposes of study common to all types of higher education institution are listed in the Framework Act for Higher Education [*Hochschulrahmengesetz* – R123] [see chapter 6.4.1.].

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.

#### **6.4.4. General objectives – establishments outside the higher education system – Berufsakademien, Fachschulen**

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.

### **6.5. Types of educational institutions**

#### **Types of institutions in the tertiary sector**

As per the winter semester 2007/2008, Germany had a total of 391 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* [incl. *Verwaltungsfachhochschulen*]

For statistical information on institutions of higher education by type and Länder see chapter 6.19. In addition, Germany's tertiary sector also includes either state-run or state-recognised *Berufsakademien* in some Länder. According to the International Standard Classification of Education [ISCED], the *Fachschulen*, the *Fachakademien* in Bayern and the two- and three-year schools in the health sector are also part of the tertiary sector.

### 6.5.1. Universities

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 traditional 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.

### 6.5.2. 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.

### 6.5.3. 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 the teaching, 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.

A relatively high proportion of them, more than 90 out of more than 180 *Fachhochschulen* including *Verwaltungsfachhochschulen*, 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 31 *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. For a summary of this type of institution see *The Fachhochschulen in Germany*, published by the Federal Ministry of Education and Research.

#### **6.5.4. 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 [more detailed information is available in chapter 6.18.].

*Fachschulen* are institutions of continuing vocational education and upgrading training in the tertiary sector that, as a rule, require the completion of relevant vocational 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.

Schools in the health sector offer training for occupations in the health sector, e.g. nurse or physiotherapist. Many of these schools have a physical and organisational link with hospitals where both theoretical and practical training is provided.

### **6.6. Admission requirements**

#### **6.6.1. Admission requirements to universities**

##### **Higher education entrance qualification**

Admission to any course of study at universities and equivalent higher education institutions 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* or certain courses of vocational education at upper secondary level [see chapter 5.17.3].

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 training. Other options are the *Abitur* examination for non-pupils and the university entrance examination for employed persons of particular intellectual ability.

In all *Länder* there are other ways for vocationally qualified applicants without a higher education entrance qualification obtained at school to be granted the right of entry to higher education. Graduates of the master craftsman's qualifying examination and equivalent vocational examinations, as well as graduates from *Fachschulen* and *Fachakademien*, are generally admitted to study a specific subject at the *Fachhochschule*. They must prove they have the requisite knowledge and abilities for higher education by undergoing an entrance procedure [e.g. by provisionally enrolling for a probationary period of study] or an examination procedure [e.g. placement or aptitude test, interview, aptitude assessment procedure]. In some *Länder*, vocationally qualified candidates do not have to sit for an examination allowing them to pursue a course of study. Based on their previous vocational qualifications, applicants are usually granted a limited right to study only in a specified course of study.

The *Länder* have committed themselves to resolve, by 2010, the standard preconditions under which master craftsmen, technicians, people with vocational qualifications in a commercial or financial occupation and people with similar qualifications will be eligible to enter higher education following the successful completion of vocational training and three years of experience in their occupation.

In addition to the *Hochschulreife*, in certain subjects the applicant's aptitude is determined through a subject-specific test procedure. This applies particularly to sport and the arts.

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. In addition, applicants from certain countries must provide proof of partial studies at a higher education institution in their country of origin or 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 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, by taking an equivalent examination [e.g. 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 Prüfstelle* [APS] will only be admitted to a German institution of higher education if they can submit a certificate of the *Akademische Prüfstelle*. The certificate of the *Akademische Prüfstelle* 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**

For just less than 50 per cent of all study courses there are no 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 courses, in which the total number of applicants exceeds the number of places available at all higher education institutions, there are nationwide quotas. In the 2008/2009 winter semester these are medicine, veterinary medicine, dentistry, pharmacy, biology [*Diplom*] and psychology [*Diplom*]. Places on these courses are awarded by the Central Office for the Allocation of Study Places [*Zentralstelle für die Vergabe von Studienplätzen - ZVS*] and higher education institutions on the basis of a general selection procedure. The legal basis for this procedure is the State Treaty of the Länder on the Allocation of Study Places [*Staatsvertrag der Länder über die Vergabe von Studienplätzen - R126*] of June 2006.

Which courses are subject to the general selection 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.

Some 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 selection procedures carried out by the institution of higher education, places are awarded on the basis of either the applicant's degree of qualification, weighted individual marks in the entrance 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 training or occupation or the result of an selection interview, 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 in ordinances.

For some courses of study at universities and equivalent institutions of higher education in Nordrhein-Westfalen, admission is regulated by a state-wide selection procedure. Places are awarded on the basis of the applicant's degree of qualification for the chosen course of study [60 per cent] and the waiting period between acquiring the entrance qualification for the chosen course of study and applying [40 per cent].

For some study courses the Central Office for the Allocation of Study Places [ZVS] runs a service on behalf of universities and *Fachhochschulen* in Nordrhein-Westfalen and for some other higher education institutions.

There are local restrictions on admission to over 50 per cent of all study courses that are not included in the nationwide admission procedure. In these cases, responsibility for the admission of applicants lies solely with the higher education institution. The selection criteria comprise e.g. the average mark in the *Abitur*, the waiting period, the result of a subject-specific aptitude test or a selection interview and the vocational training or occupation of the applicant. The higher education institutions can commission the ZVS to operate a service for the relevant courses of study.

In future, the ZVS will be developed into a service facility for admission to higher education institutions that can be used by the institutions of higher education and applicants alike. It will be called the *Stiftung für Hochschulzulassung* [University Admissions Foundation] and will support applicants in their choice of study place and with the admissions procedure. The Foundation is to develop an online application portal to provide information and advice to applicants, prepare applicant data, compare multiple admissions and allocate remaining free study places. The higher education institutions decide whether they wish to use the range of services offered by the Foundation. The establishment of the Foundation is intended to simplify and accelerate the application and admission procedures.

### **6.6.2. 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.

For details on admitting applicants from EU states who have no German higher education entrance qualification and providing proof of linguistic proficiency see chapter 6.6.I.

### **6.6.3. 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 5.17.3.]. 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 all Länder there are additional ways to be granted admission for vocationally qualified applicants who lack a higher education entrance qualification obtained at school. Graduates of the master craftsman's qualifying examination and equivalent vocational examinations, as well as graduates from *Fachschulen* and *Fachakademien* are generally admitted to study a specific subject at the *Fachhochschule*. In addition to their vocational qualifications, these applicants must prove they have the requisite knowledge and skills for higher education by undergoing, as a rule, an admission procedure [e.g. by provisionally enrolling for a probationary period of study] or an examination procedure at the *Fachhochschule* [e.g. assessment or aptitude test, interview]. In some Länder, vocationally qualified candidates do not have to sit for an examination allowing them to pursue a course of study. Based on their previous vocational qualifications, applicants are usually granted a limited right to embark on higher education only in a specified course of study.

The Länder have committed themselves to resolve, by 2010, the standard preconditions under which master craftsmen, technicians, people with vocational qualifications in a commercial or financial occupation and people with similar qualifications will be eligible to enter higher education following the successful completion of vocational training and three years of experience in their occupation.

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**

Almost all *Fachhochschulen* restrict the number of students admitted to various subjects due to capacity constraints. As a rule, the *Fachhochschulen* decide on the allocation of study places on the basis of the average mark and waiting time, the result of an aptitude test or interview, the vocational training or occupation of the applicant. For some study courses at *Fachhochschulen* in Nordrhein-Westfalen, the Central Office for the Allocation of Study Places [*Zentralstelle für die Vergabe von Studienplätzen* – ZVS] runs a service on behalf of the *Fachhochschulen* [see also chapter 6.6.1.].

For details on admitting applicants who have no German higher education entrance qualification and providing proof of linguistic proficiency see chapter 6.6.1.

#### **6.6.4. 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* 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 training.

Admission requirements for schools in the health sector are a school-leaving certificate and a certain minimum age [generally 17 or 18 years], as well as relevant vocational experience or successful completion of at least two years' vocational training.

#### **6.7. Registration and/or tuition fees**

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. Currently, six Länder raise study fees of up to Euro 500 per semester. In some Länder, the higher education institutions are free to decide on the imposition of study fees and the amount thereof. Simultaneously, loan systems have been developed which provide for the legal entitlement to a student loan 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.

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 Baden-Württemberg and 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.

At the state-run *Berufsakademien* in Baden-Württemberg, study fees to the amount of Euro 500 per semester are imposed. Sachsen and Thüringen are currently not planning to introduce study fees. In parts, the *Berufsakademien* also impose admission fees or contributions for the use of social facilities.

#### **6.8. Financial support for students**

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 - R68]. 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.

In 2008 sweeping changes have been made to the Federal Training Assistance Act. These include a 10% increase in the basic allowances for pupils and students, rules facilitating the provision of assistance to trainees who have the prospect of obtaining permanent resident status in Germany, greater international mobility in training as a result of abolishing the former compulsory orientation phase [when studying in an European Union member state or in Switzerland], and the introduction of a child-care supplement from the beginning of 2008.

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* - R123] or the standard period of study as stipulated in the respective examination regulations. If there is no such standard period of study or comparable stipulation, the assistance limits as specified in the Federal Training Assistance Act apply. 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. After an incremental increase, from 1 March 2009 the full assistance available to students in higher education and at *Akademien* not living with their parents is up to Euro 648 per month [made up of Euro 512 for their maintenance and accommodation plus Euro 50 health insurance allowance, Euro 9 for long-term care insurance allowance and up to Euro 72 rent allowance]. 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. Once the maximal assistance period is exceeded, the students will only in certain special cases receive any further assistance, which is then provided in the form of an interest-bearing bank loan.

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.

Furthermore, in 2001 an Educational Credit Programme [*Bildungskreditprogramm*] was introduced which, irrespective of any assistance under the Federal Training Assistance Act, supports pupils and students with Euro 300 per month for a period of up to 24 months. The so-called educational credit is also granted for studies abroad or for placements carried out as part of studies abroad and has to be repaid in full with interest. 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 [for further information on the loan system, see chapter 6.7].

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 *Studienstiftung des deutschen Volkes* [German National Scholarship Foundation], 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 *Studienstiftung des deutschen Volkes*. 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.

On completion of a first degree, students may also receive scholarships to support their further studies in line with the postgraduate assistance acts [*Graduiertenförderungsgesetze - RI28, RI31, RI33, RI35, RI38, RI43, RI48, RI50, RI55, RI58, RI61, RI63, RI66*] 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].

In addition to the direct financial support available to students from low-income families, 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. It is the parents and not the students themselves who are entitled to this form of support. Further 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.

## **6.9. Organisation of the academic year**

The academic year at the HIGHER EDUCATION INSTITUTIONS is generally divided into semesters. At universities, the summer semester runs from April to September, the winter semester from October to March. At *Fachhochschulen*, the summer semester runs from March to August, the winter semester from September to February. Lectures in the winter semester are usually held from late September/early October until mid/late February at universities and *Fachhochschulen* respectively. In the summer semester, lectures take place from mid April until mid July at universities, from mid March until mid July at *Fachhochschulen*. A period of three months without lectures at *Fachhochschulen* and five months at other higher education institutions allows students time for private study, as well as time to prepare for classes, complete essays or take part in practical work experience and sit examinations.

Unlike the institutions of higher education the BERUFSAKADEMIEN do not have semester holidays. Students at these professional academies have an annual holiday entitlement of approximately four weeks on account of their contract with the training company.

For the time schedule in continuing vocational education at *Fachschulen*, see chapter 4.9.I.

## **6.10. Branches of study, specialisation**

### **6.10.1. Branches of study, specialisation at universities**

#### **Range of subjects**

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 figures vary from institution to institution, but these subject categories offer a total of more than 6,000 different courses which lead to a first degree qualifying for an entry into a profession, which cannot all be listed here. 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-en.studienwahl.de](http://www-en.studienwahl.de). An overview of the range of courses on offer provided by the German Rectors' Conference [*Hochschulrektorenkonferenz* - HRK] is available on the Internet at [www.higher-education-compass.de](http://www.higher-education-compass.de).

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

International study courses [cf. also chapter 11.5.2.], 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. Statistical information showing the distribution of students over the various subject categories in all courses of higher education study can be found in chapter 6.19.

### **Standard period of study for courses leading to a first degree and consecutive courses of study**

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. Eight to ten semesters are laid down for most courses of study leading to the *Diplom*, *Magister* or *Staatsexamen*, six years and three months for medicine. On an average, however, students take one or two years longer to finish, i.e. many students only attain the leaving certificate after studying for five years or more. 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 minimum of three to a maximum of four years, and for the Master's study courses a minimum of one to a maximum of two years. At universities, the standard period of study for Bachelor's study courses is generally six semesters, for Master's study courses four semesters. Initial experiences with the new study structures show that the average standard period of study in Bachelor's study courses is generally only exceeded by half a semester, so that in future it can be expected that the actual periods of study will in fact decrease.

### **Special graduate study courses for the purpose of specialisation and reinforcement**

In addition to the courses leading to a first degree, besides consecutive master study courses, there are other *weiterführende Studiengänge* [further study, supplementary and follow-up courses] 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. Unlike continuing academic education [see chapter 7.5.], they are usually taken immediately after or during the first degree course of study. An overview of the range of special graduate courses on offer provided by the German Rectors' Conference [*Hochschulrektorenkonferenz*] is available on the Internet at [www.higher-education-compass.de](http://www.higher-education-compass.de).

### **Doctorate for the purpose of qualification of up-and-coming academics**

Particularly well-qualified students may also choose to complete a doctorate [see chapter 6.15.1.]. The paths to a doctorate in Germany are varied. The leading model in Germany is the individual, supervised doctorate. Around 15% of doctoral students follow structured doctoral programmes. Doctoral studies are completed at universities, around a third of them in cooperation with non-university research institutes. At present, there are more than 80,000 doctoral students in Germany. 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. Some 20,000 obtain their doctorate each year. In order to support the up-and-coming academics, just less than 270 *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. 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 [*Graduiertenschulen*] 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*].

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](http://www.higher-education-compass.de).

### **6.10.2. Branches of study, specialisation at colleges of art and music**

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.

### **6.10.3. Branches of study, specialisation at Fachhochschulen**

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 [cf. also chapter 11.5.2.] 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. Statistical

information showing the distribution of students over the various subject categories in all courses of study in the institutions of higher education can be found in chapter 6.19.

Many *Fachhochschulen* also offer so-called dual courses of study [*duale Studiengänge*]. More detailed information is available in chapter 6.18.

### **Standard period of study for courses leading to a first degree and consecutive courses of study**

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. Eight semesters, including one or two *Praxissemester* [semesters of work experience], are laid down for *Diplom* courses of studies at *Fachhochschulen*. On average, however, students take one or two semesters longer to finish. At *Fachhochschulen* the standard period of study for Bachelor's study courses is generally six or seven semesters, for Master's study courses three to four semesters. Initial experiences with the new study structures show that the average standard period of study in Bachelor's study courses is generally only exceeded by half a semester. More detailed information on the standard period of study in consecutive Bachelor's and Master's study courses may be found in chapter 6.10.1.

### **Special graduate study courses for the purpose of specialisation and reinforcement**

In addition to the courses leading to a first degree, besides consecutive master study courses, there are other *weiterführende Studiengänge* [further study, supplementary and follow-up courses] 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. Unlike continuing academic education [see chapter 7.5.], these formal special graduate courses are usually taken immediately after or during the first degree course of study. An overview of the range of special graduate and continuing education courses on offer is available on the Internet at [www.higher-education-compass.de](http://www.higher-education-compass.de).

#### **6.10.4. Branches of study, 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 about 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. *Kindergarten*, *Horte* and youth welfare organisations.

## **6.11. Curriculum**

### **6.11.1. Curriculum at universities**

The structure and contents of the courses of studies are specified in the *Studienordnungen* [study regulations] and *Prüfungsordnungen* [examination regulations]. They list the individual classes – including the number of hours – required for successful completion of a course of study, and show which subjects are compulsory, elective and optional. The study regulations also indicate which form of certificates are to be earned in which specific classes. Study regulations 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.

### **Coordination of the organisation of study courses and examinations through framework regulations until 2002**

To ensure that the various institutions of higher education throughout the country provide a comparable standard of scientific and academic training and degrees with regard to *Diplom* and *Magister* study courses, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz*] and the German Rectors' Conference [*Hochschulrektorenkonferenz*] set up a *Joint Commission for the Coordination of Study and Examination Regulations*. The commission has drawn up a framework regulation, covering all subjects, on examinations for the *Diplom* degree [*Muster-Rahmenordnung für Diplomprüfungsordnungen an Universitäten und gleichgestellten Hochschulen*] and general provisions concerning regulations on examinations for the *Magister* degree [*Allgemeine Bestimmungen für Magisterprüfungsordnungen*], which contain fundamental regulations for examinations in courses of study leading to *Diplom* and *Magister* degrees. On the basis of these, until the end of 2002 the framework regulations for examinations in the individual courses of study leading to a *Diplom* degree and the subject-specific provisions for courses of study leading to a *Magister* degree were drawn up.

In the course of the introduction of the consecutive study structure for Bachelor's and Master's degrees the previous system of coordinating the regulation of study and examinations by framework examination regulations has been converted into a system of quality assurance through accreditation. The existing framework examination regulations for *Diplom* and *Magister* study courses continue to apply to those courses.

### **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] replaced the system of coordination of study and examination regulations in the future. Accreditation certifies in a formalised and objectively verifiable process that a course of study fulfils minimum standards in terms of structure, subject and content, as well as in terms of its professional relevance. 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 9.5.2.2.].

The structural guidelines valid for all Länder adopted by the Standing Conference of the Ministers of Education and Cultural Affairs in October 2003 [amended in June 2007] 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 September 2008, 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. Furthermore, the structural guidelines distinguish between more research-oriented Master's study courses and more practice-oriented ones. Bachelor's and Master's study courses are provided with a credit point system which is based upon the European Credit Transfer System [ECTS].

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 responsibility for quality assurance in terms of the given criteria is thus transferred to the higher education institution. 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.

### **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.

### **6.11.2. Curriculum at colleges of art and music**

The observations in chapter 6.II.I. on regulations governing studies and examinations at universities 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. 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 6.I5.I.

### **6.11.3. Curriculum at Fachhochschulen**

#### **Coordination of the organisation of study courses and examinations through framework regulations until 2002**

The observations in chapter 6.II.I. on the organisation of studies and examinations at universities essentially apply to *Fachhochschulen* as well. In order to ensure comparable standards of scientific and academic training and degrees, the *Joint Commission for the Coordination of Study and Examination Regulations* decided on a framework regulation on examinations for the *Diplom* degree [*Muster-Rahmenordnung für Diplomprüfungsordnungen*] at *Fachhochschulen*, on the basis of which, until 2002 framework regulations were drawn up for the individual subject areas. In the course of the introduction of the consecutive study structure for Bachelor's and Master's degrees the previous system of coordinating the regulation of study and examinations by framework examination regulations has been converted into a system of quality assurance through accreditation. The provisions of the model framework regulation for *Diplom* examination regulations continue to apply as structural guidelines and must be taken into account in the accreditation of new *Diplom* courses being set up or existing *Diplom* courses being fundamentally overhauled.

#### **Accreditation of study courses**

The system of quality assurance through accreditation replaces the system of coordination of study and examination regulations. The structural guidelines for all Länder and the specifications for system accreditation passed by the Standing Conference of the Ministers of Education and Cultural Affairs apply to both *Fachhochschulen* and to universities [cf. chapter 6.II.I.].

#### **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. See chapter 6.II.I. for the acquisition of the *technical language* certificate in institutions of higher education.

#### **6.11.4. Curriculum at establishments outside the higher education system – Berufsakademien, Fachschulen**

##### **Berufsakademien**

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.

##### **Fachschulen**

The requirements for admission to continuing vocational training courses and upgrading training at FACHSCHULEN are appropriate vocational 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.

#### **6.12. Teaching methods**

##### **6.12.1. Teaching methods at universities**

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 teleteaching] in the teaching offered. In addition to the numerous programmes of the Länder, since 2000 and as part of the New Media in Education [*Neue Medien in der Bildung*] programme, the Federation has been promoting joint projects for the use of new media in higher education institutions. From 2004 to 2007, the Federation also promoted eLearning Services for Science [*eLearning-Dienste für die Wissenschaft*], which shall give the institutions of higher education the opportunity to make greater and more professional use of new media for teaching, learning and examinations. The institutions of higher education have developed, generally within the scope of three-year projects, multimedia teaching and learning forms for on-site learning and self-study, as well as distance study offers or new combinations of on-site teaching with self-study and distance-study components.

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.

#### **6.12.2. 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.

#### **6.12.3. 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.

The principle of teaching small groups creates close contacts between teaching staff and students and enables students to interact in the class. For the use of new media [multimedia and teleteaching] and for the promotion of numerous projects in the teaching offered by higher education institutions, see chapter 6.12.1.

#### **6.12.4. 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 5.14.3. for teaching methods in continuing vocational training and upgrading training at *Fachschulen*.

## **6.13. Student assessment**

### **6.13.1. Student assessment at universities**

Generally speaking, study courses leading to the *Diplom*, *Magister* or *Staatsexamen* are divided up into a basic studies section [*Grundstudium*] lasting usually four semesters, which ends with an intermediate examination, and an advanced studies section [*Hauptstudium*] lasting usually five semesters, which ends with a final examination.

For entry to intermediate and final examinations, students are required to submit certificates they have acquired in their courses on the basis of oral or written work. In this way performance can be assessed on an ongoing basis. A prerequisite for proceeding to the advanced studies section is generally the successful completion of an intermediate examination.

In accordance with the Framework regulation on examinations for the *Diplom* degree at universities and equivalent institutions of higher education [*Muster-Rahmenordnung für Diplomprüfungsordnungen an Universitäten und gleichgestellten Hochschulen*], the intermediate examination in courses of study leading to a *Diplom* degree [*Diplom-Vorprüfung*] generally consists of oral and/or written papers in the relevant subjects [*Fachprüfungen*], whilst the *Diplomprüfung* [final examination] consists of papers in the relevant subjects and a *Diplomarbeit* [dissertation]. The aim of the dissertation is for the students to deal with a problem from their subject independently and in an academic manner. The dissertation must be written within a period of six months, though nine months are allowed for experimental work. Basically, the same conditions apply to the *Magisterprüfung* [*Magister* examination]. For information on the regulations governing the *Staatsprüfung* [state examination] for teachers, see chapter 8.1.7.

Bachelor's and Master's study courses are subject to quality assurance through accreditation [cf. chapter 6.11.1.]. 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. As a rule, depending on the standard period of study, 180-240 ECTS points must be submitted for a Bachelor's degree. A Master's degree requires 300 ECTS points, including the preceding course of study for the first qualification for entry into a profession. 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 *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.

### **6.13.2. 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.

In December 2004, the Standing Conference passed a resolution to introduce Bachelor's and Master's study courses at colleges of art and music. Bachelor's and Master's study courses are subject to quality assurance through accreditation [cf. chapter 6.11.1.]. For the accreditation of a study 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. More detailed information is available in chapter 6.13.1.

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.

### **6.13.3. Student assessment at Fachhochschulen**

The *Diplom* course of study is divided up into a basic studies section [*Grundstudium*] lasting up to four semesters, which ends with an intermediate *Diplom* examination [*Diplom-Vorprüfung*], and an advanced studies section, which ends with a *Diplomprüfung* [*Diplom* examination] after a standard period of study lasting usually eight semesters. In accordance with the *Framework regulation on examinations for the Diplom degree at Fachhochschulen* [*Muster-Rahmenordnung für Diplomprüfungsordnungen an Fachhochschulen*], the intermediate examination in courses of study leading to a *Diplom* degree [*Diplom-Vorprüfung*] generally consists of oral and/or written papers in the relevant subjects [*Fachprüfungen*], whilst the *Diplomprüfung* [final examination] consists of papers in the relevant subjects and a *Diplomarbeit* [dissertation]. These papers are generally taken as an accompaniment to studies, in other words following a block of teaching in a particular subject. Admission to *Fachprüfungen* may depend on academic performance, enabling a system of continual assessment to be used. The aim of the dissertation is for the students to deal with a problem from their subject independently and in an academic manner. Students must complete their dissertation within three months.

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 and provided with a credit point system; the examinations are in general performed as an accompaniment to studies. More detailed information is available in chapter 6.13.1.

The *Prüfungsordnungen* [examination regulations] prescribe the objectives of and subject matter covered by 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.

#### **6.13.4. Student assessment at establishments outside the higher education system – Berufsakademien, Fachschulen**

Training at the *Berufsakademie* is generally divided up into two years of basic studies followed by one year of advanced studies. Performance at *Berufsakademien* is assessed throughout the course of study. In the theoretical section of the training course, intermediate examinations consist amongst others of written examinations, seminar papers, oral examinations, presentations and scientific papers. In practical professional training, intermediate examinations for the most part consist of project papers. The final examination, as a rule, consists of a theory-related part and additionally, depending on the course of study, a part related to professional practice, as well as a dissertation.

In October 2004, the Standing Conference passed a resolution to introduce Bachelor's training courses at *Berufsakademien*. Bachelor's and Master's training courses are subject to quality assurance through accreditation [cf. chapter 6.11.1.]. 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. More detailed information is available in chapter 6.13.1.

For student assessment in continuing vocational training at *Fachschulen*, see chapter 5.15.1., which explains the basic principles for performance assessment and the awarding of marks.

#### **6.14. Progression of students**

##### **6.14.1. Progression of students at universities**

University students are not classified in terms of year groups, but only according to the courses they are required to attend for the basic or advanced studies sections. If a student fails in a course, he must repeat that course only, without falling a semester behind his fellow students. In modularised study courses, the respective module must be repeated. 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 entry to a certain stage of studies. Ordinarily, intermediate and final examinations may be retaken once. In order to shorten study times in practice, this provision has been partly amended, so that failed attempts at the final examination within the *Regelstudienzeit* [standard period of study] are disregarded [so-called free attempts – *Freiversuch*].

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. Years already spent in higher education and the courses and examinations that have been passed will be credited towards a different course of study, provided they are deemed equivalent.

##### **6.14.2. Progression of students at colleges of art and music**

If a student does not gain a particular certificate which is compulsory for a given course of study the first time around, he must repeat that course only, but not the whole semester. Intermediate and final examinations may usually be retaken once. In order to

shorten study times in practice, this provision has been partly amended, so that failed attempts at the final examination within the *Regelstudienzeit* [standard period of study] are disregarded [so-called free attempts – *Freiversuch*].

For the possibility of changing one's course of study, cf. the information provided in chapter 6.14.1. on universities.

### **6.14.3. Progression of students at Fachhochschulen**

If a student does not complete a given course of study the first time around, in order to obtain the relevant certificate, he must repeat that course/certificate only, but not the whole semester. In modularised study courses, the respective module must be repeated. *Studienordnungen* [study regulations] and *Prüfungsordnungen* [examination regulations] lay down the requirements for entry to a certain stage of studies. Intermediate and final examinations may usually be retaken once. In order to shorten study times in practice, this provision has been partly amended, so that failed attempts at the final examination within the *Regelstudienzeit* [standard period of study] are disregarded [so-called free attempts – *Freiversuch*].

For the possibility of changing one's course of study, cf. the information provided in chapter 6.14.1. on universities.

### **6.14.4. Progression of students at establishments outside the higher education system – Berufsakademien, Fachschulen**

For admission to the *Diplom* or final examination at *Berufsakademien* it is required, as a rule, that students submit the certificates they have obtained throughout their studies, that they have passed the intermediate examination [*Diplom-Vorprüfung*] or have acquired the relevant qualification after completion of the basic studies section, 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 5.16.1. essentially applies for progression at *Fachschulen*.

## **6.15. Certification**

### **6.15.1. Certification at universities**

#### **First, consecutive and other special graduate degrees**

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. Higher education degrees are not awarded on the basis of intermediate examinations in Germany.

Institutions of higher education are authorised by law to administer *Hochschulprüfungen* [academic examinations]. A first academic degree is conferred on the basis of the following kinds of academic examinations:

- *Diplomprüfung* [leading to the award of the *Diplomgrad*, bestowing such titles as, for example, *Diplom-Psychologe* – graduate psychologist]
- *Magisterprüfung* [leading to the award of the *Magistergrad*, bestowing the title of *Magister Artium* – M.A.].
- *Bachelorprüfung* [leading to the award of the *Bachelorgrad*]

Whereas courses of studies that culminate in a *Diplom* concentrate on a single subject, those 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. For information on the examination requirements for *Diplom* and *Magister* courses see chapter 6.13.1. on assessment of performance at universities.

In the course of the Bologna Process to establish a European Higher Education Area, the aim is to complete the transition to the consecutive structure of study with Bachelor's and Master's qualifications. Generally, the new graduation system is to replace the customary graduation system until 2010. In the 2008/2009 winter semester, some 75 per cent of all study offers at German institutions of higher education are Bachelor's and Master's study courses.

Bachelor's study courses provide the academic foundation, methodological skills and qualifications related to the professional field and lead to the Bachelor's degree. Master's study courses are differentiated by the profile types "more practice-oriented" and "more research-oriented". They require a first degree qualifying for entry into a profession and lead to the Master's degree. In designating Master's degrees, no distinction is made between the profile types "more practice-oriented" and "more research-oriented". The Bachelor's degree provides the same rights as *Diplom* qualifications obtained at a *Fachhochschule*. 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 Bachelor's and consecutive Master's degrees at universities:

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

Universities and equivalent institutions of higher education should 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 progress of the studies and the performance of the graduate. As a rule, degree holders are to receive the *Diploma Supplement* at no extra charge.

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 the First and Second State Examination for the teaching profession is provided in chapter 8.1.7.

In June 2005, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*] passed 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*]. The guidelines specify that educational careers based on Bachelor's and Master's structures in teacher training will be acceptable and their degrees accredited if they meet certain requirements. In 2005, the Standing Conference developed a relevant addition to the structural requirements of the Länder for the introduction of Bachelor's and Master's study courses. Insofar as such courses are introduced, the degree designations 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 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 several Länder, consecutive study courses have already been introduced in teacher training. The qualifications obtained by successfully attending these new teacher study courses are mutually acknowledged by the Länder if they meet the standards agreed upon by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder. Please see chapter 8.1.8. for further information on consecutive study courses in teacher training.

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. 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 [*ländergemeinsame Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen*] 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.

In addition to consecutive Master's study courses, there are other *weiterführende Studiengänge* [special graduate study courses] which may be taken after the completion of a first degree. These special graduate courses of two to four semesters' duration lead to the awarding of a certificate stipulating the level achieved or to a further higher education degree [*Diplom, Magister, Master*].

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.

### **Doctoral studies**

Admittance to doctoral studies is regulated in the department regulations [*Promotionsordnungen*] of the universities. Following successful completion of a first degree course of study concluding in the *Magister, Diplom* or *Staatsexamen* as well as following the award of a Master's degree, with the achievement of a certain level of academic performance a doctorate may be embarked upon, a process termed *Promotion*. Particularly well-qualified holders of a Bachelor's degree can also be admitted to doctoral studies without first acquiring a further degree if they have successfully undergone a procedure to assess their suitability for doctoral studies.

Particularly well-qualified holders of a *Diplom* obtained at a *Fachhochschule* can also be admitted to doctoral studies without first acquiring a further degree if they have successfully undergone a procedure to assess their suitability for doctoral studies. The universities, if necessary, in cooperation with the *Fachhochschulen*, regulate admission and the organisation of the aptitude test in their *Promotionsordnungen*. 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*]. For Bachelor's and Master's degrees obtained at *Fachhochschulen*, the same regulations apply with regard to admission to doctoral studies as for Bachelor's and Master's degrees obtained at universities or equivalent institutions of higher education.

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*]. With the exception of structured programmes for doctoral students, a doctoral thesis need not be written within any prescribed length of time. The doctorate entitles a graduate to bear the *Doktorgrad* [title of *Doktor*].

### 6.15.2. Certification at colleges of art and music

The artistic qualification awarded on completion of a first degree course of study is generally 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. For further information on the consecutive study structure in teacher training, see chapter 8.1.8.

Special graduate study courses culminate in a *Abschlussprüfung* [final examination], the *Konzertexamen* [concert examination] or a further *Diplom* or Master's degree. Finally, on obtaining their first qualification at higher education level for entry into a profession, at some colleges of art or music students can also go on to do their doctorate.

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 and subsequent Master'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.]
- Master of Fine Arts [M.F.A.]
- Master of Arts [M.A.]
- Master of Music [M.Mus.]

### 6.15.3. Certification at Fachhochschulen

*Fachhochschulen* award the *Diplomgrad*, the Bachelor's degree and the Master's degree upon completion of a course of study. The *Diplomgrad* indicates the field of study and that it was awarded by a *Fachhochschule*: e.g. *Diplomingenieur* [*Fachhochschule*] – i.e. *Diplom* in engineering awarded by a *Fachhochschule* – abbreviated *Dipl.-Ing.* [FH]. 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*.

In the course of the Bologna Process to establish a European Higher Education Area, the aim is to complete the transition to the consecutive structure of study with Bachelor's

and Master's qualifications. The new graduation system is to replace the customary graduation system until 2010.

As at universities, Bachelor's study courses at *Fachhochschulen* provide the academic foundation, methodological skills and qualifications related to the professional field and lead to the Bachelor's degree. Master's study courses are differentiated by the profile types "more practice-oriented" and "more research-oriented". They require a first degree qualifying for entry into a profession and lead to the Master's degree. In designating Master's degrees, no distinction is made between the profile types "more practice-oriented" and "more research-oriented". The Bachelor's degree generally provides the same rights as *Diplom* qualifications acquired at a *Fachhochschule*. 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 Bachelor's and consecutive Master's degrees at *Fachhochschulen*:

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

The *Fachhochschulen* should 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. As a rule, degree holders are to receive the *Diploma Supplement* at no extra charge.

In addition to consecutive Master's study courses, there are other special graduate study courses which may be taken after the completion of a first degree. These special graduate study courses of two to four semesters' duration culminate in the award of a second *Diplom* degree, the Master's degree, or proof of academic achievement [certificate].

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. For more information on the opportunities for *Fachhochschule* graduates to go on to complete doctoral studies at a university, see chapter 6.15.1.

#### **6.15.4. 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 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 shall also be 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. In addition to the degrees awarded by the *Berufsakademien* in Baden-Württemberg and Sachsen, the degrees awarded by the *Berufsakademie Berlin* 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 [*Staatlicher geprüfter Betriebswirt*] and state-certified designer [*Staatlich geprüfter Gestalter*], as well as other occupational titles in the social professions, e.g. state-recognised or state-certified youth or child-care workers [*Staatlich anerkannter/geprüfter Erzieher*]. It is also possible to obtain the *Fachhochschulreife* at the *Fachschule*.

## **6.16. Educational/vocational guidance, education/employment links**

### **6.16.1. Educational/vocational guidance, education/employment links – universities**

#### **Student counselling and support at universities**

The Framework Act for Higher Education [*Hochschulrahmengesetz* - RI23] and the Higher Education Acts of the Länder [RI27, RI29, RI32, RI34, RI36-137, RI40, RI42, RI44, RI46-147, RI49, RI51-154, RI57, RI60, RI62, RI65] 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 basic studies [*Grundstudium*]. 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.

Students who have personal problems or learning difficulties can also consult student counselling offices and psycho-social counselling services. 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.

### **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. 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].

Many institutions of higher education offer measures designed to prepare for self-employment and to encourage students to set up their own businesses.

### **6.16.2. Educational/vocational guidance, education/employment links – colleges of art and music**

#### **Student counselling and support at colleges of art and music**

As for universities, the Framework Act for Higher Education [*Hochschulrahmengesetz* – RI23] and the Higher Education Acts of the Länder [RI27, RI29, RI32, RI34, RI36-137, RI40, RI42, RI44, RI46-147, RI49, RI51-154, RI57, RI60, RI62, RI65] stipulate that colleges of art and music are responsible for providing subject-related advice accompanying a student's studies throughout the entire duration of their course. Details on student counselling and support at higher education institutions in general may be found in chapter 6.16.1.

### **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.

### **6.16.3. Educational/vocational guidance, education/employment links – Fachhochschulen**

#### **Student counselling and support at *Fachhochschulen***

The Framework Act for Higher Education [*Hochschulrahmengesetz* - RI23] and the Higher Education Acts of the Länder [RI27, RI29, RI32, RI34, RI36-137, RI40, RI42, RI44, RI46-147, RI49, RI51-154, RI57, RI60, RI62, RI65] stipulate that *Fachhochschulen* are also responsible for providing subject-related advice accompanying a student's studies throughout the entire duration of their course. Details on student counselling and support at higher education institutions in general may be found in chapter 6.16.1.

At some *Fachhochschulen* and in some courses tutorials and refresher courses are offered to students. These courses are designed to inform students about their subject and introduce them to scientific and academic working methods [for more details see chapter 6.16.1.]. Students who have personal problems or learning difficulties can consult student counselling offices and psycho-social counselling services.

#### **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 marketplaces for practical training [*Praktikantenbörsen*].

### **6.16.4. Educational/vocational guidance, education/employment links – establishments outside the higher education system – Berufsakademien, Fachschulen**

Thanks to the combination of theoretical and practical training, graduates of the professional 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.

For the progression of graduates from *Fachschulen* to an occupation, see chapter 5.18.3.

### **6.17. State-recognised institutions in the tertiary sector**

For a general description of privately-maintained education institutions see chapter 2.6.3.

The overwhelming majority of HIGHER EDUCATION INSTITUTIONS in the Federal Republic of Germany are state-run institutions maintained by the Länder. The Basic Law [*Grundgesetz* - RI] does not expressly regulate the establishment of non-public higher education institutions. However, their establishment is permitted in principle pursuant to the general guarantee of the freedom of art and scholarship, research and teaching enshrined in the Basic Law [Art. 5, Paragraph 3]. The Framework Act for Higher Education [*Hochschulrahmengesetz* - RI23] of the Federation and Länder laws governing higher education [*Hochschulgesetze* - RI27, RI29, RI32, RI34, RI36-137, RI40, RI42, RI44, RI46-147, RI49, RI51-154, RI57, RI60, RI62, RI65] 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 are steadily increasing. In the winter semester 2007/2008 there were a total of 391 institutions of higher education in Germany, catering for a total of more than 1.9 million students. These included more than 120 - 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 [RI27, RI39, RI41, RI45, RI56, RI59, RI64, RI67]. Whilst all professional

academies are publicly maintained in Baden-Württemberg, 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.

#### **6.18. Organisational variations, alternative structures**

Distance studies provide an alternative to attending a study institution in person. This form of learning enables students to organise their studies independently with no restrictions of a location or time-related nature and therefore to adapt their learning to suit their personal circumstances. Distance learning offers many people who are keen to study, but for whom conventional on-site learning at an institution of higher education would not be possible, the opportunity to attain the educational objectives associated with a course of study at a higher education institution.

The *Fernuniversität* [comprehensive university for distance studies] in Hagen, which was founded in 1974 as a comprehensive university of the Land of Nordrhein-Westfalen, is the sole university in the German-speaking world to offer courses of study by distance learning only and is the largest provider of distance learning facilities at university level in Germany. In the winter semester 2008/2009, the majority of the more than 55,000 students at the *Fernuniversität* select part-time study that they complete in parallel with work. The *Fernuniversität* has a range of first degree courses on offer leading to *Diplom*, Bachelor's and Master's degrees in six subject areas as well as special graduate studies [further study, supplementary and follow-up courses]. The *Fernuniversität* has a network of distance learning centres in various towns in Germany, as well as in Austria, Switzerland and central and eastern European countries. Advice and supervision is provided for the students on-site at the study centres and sessions are run here in those periods when the students are actually required to attend classes during the distance learning courses.

Alongside the *Fernuniversität* in Hagen, private *Fernfachhochschulen* or *Fachhochschulen* for distance studies offer distance learning courses of study all over Germany. The courses of distance learning these institutions of higher education have on offer fall within the field of business management and appropriate continuing qualification courses for engineers and computer specialists.

Even the institutions of higher education which students attend in person [*Präsenzhochschulen*], i.e. universities and *Fachhochschulen*, are becoming increasingly involved in distance learning. Until 2007, the Federal Government and the Länder supported this development through the joint research promotion issue of distance learning established in 1993 by the Commission of the Federation and the Länder for Educational Planning and Research Promotion [*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung*]. Since then, additional new distance learning opportunities, which provide first degree courses as well as vocational, academic continuing education, have been established at *Präsenzhochschulen*.

The development and employment of multimedia learning systems and appropriate network structures on the part of institutions of higher education plays an important



part in the further development of the structure of distance learning and in the combination of distance and on-site teaching. Appropriate initiatives on the part both of the Federal Government and the majority of the Länder will be increasingly promoted. Multimedia studies and teaching offers have become particularly important in the field of continuing academic education [see also chapter 7.5].

A number of higher education institutions have joined forces to form distance learning associations [*Fernstudienverbände*] with the aim of developing distance learning courses. This has made distance learning possible within distance learning associations as well as at individual institutions of higher education. Distance learning associations have been set up over the last few years at institutions of higher education in Länder in eastern Germany, including Berlin, in Bayern, in Nordrhein-Westfalen and in Rheinland-Pfalz together with Hessen and Saarland.

As an alternative to *Berufsakademien*, *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 practical placements. 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]. Dual study courses at *Fachhochschulen* lead to two qualifications for entry into a profession: graduates are awarded a *Diplomgrad*, to which the word *Fachhochschule* is added, or the Bachelor's degree and, at the same time, they obtain the vocational training leaving certificate. In study courses which integrate practical placements, the students do more practical placements on a bigger scale, in addition the practical semesters required in study courses at a *Fachhochschule*.

6.19. Statistics

**Institutions of higher education by type and Land**  
(as per the 2007/2008 winter semester)

Land	Institutions of higher education			
	Total	Universities and equivalent institutions	Colleges of art and music	<i>Fachhochschulen including Verwaltungsfachhochschulen</i>
Baden-Württemberg	68	21	8	39
Bayern	49	15	8	26
Berlin	29	8	4	17
Brandenburg	13	3	1	9
Bremen	7	2	1	4
Hamburg	15	5	2	8
Hessen	28	10	3	15
Mecklenburg-Vorpommern	9	3	1	5
Niedersachsen	26	11	2	13
Nordrhein-Westfalen	59	20	8	31
Rheinland-Pfalz	20	8	0	12
Saarland	6	1	2	3
Sachsen	27	7	7	13
Sachsen-Anhalt	10	3	2	5
Schleswig-Holstein	13	3	2	8
Thüringen	12	4	1	7
Federal Republic of Germany	391	124	52	215

Source: Statistisches Jahrbuch 2008

### Students by type of institution of higher education

(as per the 2007/2008 winter semester)

Students			
Total	Universities and equivalent institutions	Colleges of art and music	<i>Fachhochschulen including Verwaltungsfachhochschulen</i>
1,941,763	1,338,556	30,519	572,688

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2008

### German and foreign students by type of institution of higher education

(as per the 2007/2008 winter semester)

	Total	Universities and equivalent institutions	Colleges of art and music	<i>Fachhochschulen including Verwaltungsfachhochschulen</i>
Germans	1,708,157	1,170,877	22,155	515,125
Foreigners	233,606	167,679	8,364	57,563
Total	1,941,763	1,338,556	30,519	572,688

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2008

### Students by subject categories

(as per the 2007/2008 winter semester)

Students	
Languages, the humanities	405,526
Sport, sports sciences	27,651
Law, economics and social sciences	598,997
Mathematics, natural sciences	350,578
Human medicine	110,415
Veterinary medicine	7,691
Agronomy, forestry, nutritional science	39,590
Engineering sciences	322,551
Fine arts, art studies	77,226
Other subjects and unclear	1,180
Total	1,941,405

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2008

### Final examinations 2007

Examinations	
Total	286,391
<i>Diplom</i> [U] and corresponding final examinations <sup>1</sup>	112,607
Teaching examinations	28,859
Bachelor's degree	23,358
Master's degree	14,219
Degrees at <i>Fachhochschulen</i>	83,505
Doctoral degree	23,843

<sup>1</sup> Including final examinations in artistic and other subjects.

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.2, 2008

### Students at *Berufsakademien* in the tertiary sector 2007

Students	32,038
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Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2008

### Fachschulen 2007

Establishments	1,300
Students	145,473
Teachers	8,392

Source: Statistisches Bundesamt, Fachserie 11, Reihe 2, 2008 and Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

### Privately-maintained Fachschulen 2007

Establishments	394
Students	44,142
Proportion of the total of students attending <i>Fachschulen</i> in per cent	30.37

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2008

## 7. CONTINUING EDUCATION AND TRAINING FOR YOUNG PEOPLE AND ADULTS

### 7.1. Historical overview

Adult education in the sense of an institutionalised and organised learning and teaching process for adults began to emerge at the beginning of the 19th century. It developed in conjunction with a variety of educational processes initially on the basis of private initiative, although the state signalled its intention to play a part in its development at a fairly early stage. According to Article 148 of the Weimar Constitution, *the national education system, including Volkshochschulen* [local adult education centres] were to be supported by the Reich, the Länder and the local authorities.

After 1945 adult education once more took up the traditions of the Weimar Republic. The right to education, training and adult education was enshrined in several Land constitutions or in the school legislation of the Länder. The German Committee for the Education System [DEUTSCHER AUSSCHUSS FÜR DAS ERZIEHUNGS- UND BILDUNGSWESEN, 1953-65], demanded in its 1960 report entitled *The state of German adult education and the tasks facing it* [Zur Situation und Aufgabe der deutschen Erwachsenenbildung] that adult education should be recognised and funded as an independent part of the public education system.

In the Structural Plan for the Education System [Strukturplan für das Bildungswesen], which was adopted in 1970, the German Education Council [DEUTSCHER BILDUNGSRAT, 1965-75] saw adult education in the conventional sense within the wider context of continuing education in relation to retraining and further training and defined continuing education as the continuation or resumption of organised learning following completion of a first stage of education of varying duration.

This broader interpretation of continuing education was reflected in the General Plan for Education [Bildungsgesamtplan], which was adopted by the Commission of the Federation and the Länder for Educational Planning [BUND-LÄNDER-KOMMISSION FÜR BILDUNGSPLANUNG] in 1973, and led to the demand that the development of continuing education into a key sector of the education system should be understood as the responsibility of the public sector.

Against this background most Länder passed continuing and adult education legislation in the 1970s, the main thrust of which was to establish the responsibility of the public sector for continuing education and/or the basis for state support. The first study leave and employment release legislation dates from the same period. Furthermore, specific issues relating to continuing education were regulated in collective bargaining contracts, company agreements and contracts of employment.

From the efforts to expand continuing education into a sector of the education system in its own right grew the realisation that the state, industry and social forces and especially the institutions and associations which maintain continuing education had to join forces in order to bring this expansion about. Therefore, at the end of 1987 the then Federal Minister of Education and Science established the Concerted Action Campaign for Continuing Education [Konzertierte Aktion Weiterbildung - KAW]. The KAW was a unique platform for communication and cooperation between the parties active in Germany in the area of continuing education, namely maintaining bodies in the private

and public sector, associations and organisations, institutions of higher education, social partners and those in the Federation, Länder, municipalities and districts with responsibility for continuing education. The Concerted Action Campaign for Continuing Education performed, amongst others, the following tasks:

- Guidance and provision of stimuli for the continuing education policy
- Exchanging information, opinions and experience between the members of the Concerted Action Campaign for Continuing Education
- “Transfer point” for continuing education innovations
- Promoting the significance and self-image of continuing education
- Providing guidance with regard to issues of significance to continuing education
- Evaluating international experiences

The Concerted Action Campaign for Continuing Education no longer exists in the form described. The follow-up organisation is the COUNCIL FOR CONTINUING EDUCATION – KAW [*Rat der Weiterbildung – KAW*], made up of experts for the communication and cooperation of the various bodies, associations and organisations engaged in continuing education. The Council also gives policy advice on matters of continuing education.

Since 1992, continuing education legislation has been enacted in the Länder of eastern Germany, laying the necessary foundations to allow the former state monopoly in the German Democratic Republic [GDR] to be abolished and replaced with a continuing education landscape based on a market economy system where a range of state and privately-maintained bodies co-exist.

## **7.2. Ongoing debates and future developments**

There is general social agreement that lifelong learning including continuing education is increasingly assuming a key role in today’s information and knowledge society. Accordingly, in its *Fourth Recommendation on Continuing Education* of February 2001 the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz*] claimed last time recognition that continuing education was an integral part of the education system, with special emphasis on personal development within the compass of lifelong learning. Growing importance is being attached to cooperation between all those groups working together in the field of continuing education. At the same time, the recommendation emphasises the growing importance of new information and communication technologies as an effective tool for self-organised learning, which is characterised by the individual taking responsibility for his or her learning process.

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
- the further development of the continuing education InfoWeb [[www.iwwb.de](http://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

An increase in participation in continuing education is expected as a result of these measures.

In July 2004, the Federation and the Länder adopted a joint strategy for lifelong learning in Germany. 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 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.

With this long-term concept, Germany also meets the requirements of the European Council of June 2002 for the development of coherent strategies of lifelong learning in the European Union.

In May 2006, the BMBF appointed a Committee on Innovation in Continuing Training [*Innovationskreis Weiterbildung*]. In its ten recommendations for a strategy to shape lifelong learning, the Committee on Innovation aims to increase flexibility and integration between the educational sectors, to expand educational counselling, to ensure a more effective integration through education, as well as to recognise competences. In addition, the promotion of participation in lifelong learning to the general public is to be strengthened.

Within the scope of the national implementation of the Literacy Decade announced by the United Nations for the period up until 2012, the 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.

### **7.3. 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 and
- 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 [R172-173, R175-176, R179, R181, R183, R185, R187, R189-191, R194] and employment release legislation [R174-175, R177-178, R180, R182, R184, R186, R188-189, R192-193]. 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 [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119] contains regulations on continuing education within the school system [e.g. the attainment of school-leaving qualifications] and higher education legislation [R127, R129, R132, R134, R136-137, R140, R142, R144, R146-147, R149, R151-154, R157, R160, R162, R165] regulates the development of academic continuing education. Regulations regarding continuing education offers at *Berufsakademien* are contained, if necessary, in the *Berufsakademie* legislation [R127, R139, R141, R145, R156, R159, R164, R167].

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* - R168], Upgrading Training Assistance Act [*Gesetz zur Förderung der beruflichen Aufstiegsfortbildung* - R171], Vocational Training Act [*Berufsbildungsgesetz* - R82], Handicrafts Code [*Handwerksordnung* - R83], Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* - R85] and Law on the Protection of Participants in Distance Education [*Fernunterrichtsschutzgesetz* - R170].

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 [see also chapter 7.9.]. With the coming into force on 1 January 2002 of the 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*], the Federal Government is to extend promotion under the Upgrading Training Assistance Act.

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 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.

#### **7.4. 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 the action programme of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung*], 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

#### **7.5. Types of institution**

Under various continuing education legislation of some Länder [R172-173, R175-176, R179, R181, R183, R185, R187, R189-191, R194], it is mainly the task of the VOLKSHOCHSCHULEN, the local adult education centres, 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 [see also chapter 7.3].

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 Getting ahead through education [*Aufstieg durch Bildung*] a legal right to funding is to be introduced for young people and adults seeking to obtain a secondary general school certificate [*Hauptschulabschluss*]. In parallel with this, the Länder 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 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 6 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 - R170*]. 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 less than 219,000 people were registered on distance learning courses in 2007. 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 and translator, computer courses. The most popular subject area is *business and commerce* which accounts for about 24.5 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 [see also chapter 7.3].

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.

According to the Framework Act for Higher Education [*Hochschulrahmengesetz* - RI23] and the legislation on higher education of the Länder [*Hochschulgesetze* - RI27, RI29, RI32, RI34, RI36-137, RI40, RI42, RI44, RI46-147, RI49, RI51-154, RI57, RI60, RI62, RI65], 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 cooperation with partners from industry. See chapter 6.18. on the use of online-supported distance learning offers in continuing academic education.

### **7.6. Geographical accessibility**

The promotion and development of widely diversified educational offers covering the needs in the area of continuing education is the responsibility of the public sector. As a matter for local self-government, adult education is the responsibility of the *Kommunen* [local authorities]. In particular the *Volkshochschulen*, which are established and maintained by the local authorities and supported by the Länder, guarantee that the number of courses provided in continuing education covers the demand.

For details on the geographical distribution of schools please refer to chapter 4.5., for the higher education sector please refer to chapters 6.1. and 6.3., because schools and higher education institutions also offer continuing education.

### **7.7. Admission requirements**

Continuing vocational 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.

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 steady employment for at least three years. They must also be at least 19 years old and usually have to complete a half-year preliminary course before entry to the main course. Course members must be in employment 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.

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 6.6.1.]. Master's study courses providing further education require a first higher education degree followed by relevant skilled work experience of at least one year as a rule.

## 7.8. Registration and/or tuition fees

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 28 and 57 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 [see also chapter 2.8.4.].

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

## 7.9. Financial support for adult learners

Grants are provided for adults seeking to obtain school-leaving qualifications under the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* - BAföG - R85] and career advancement training under the Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz* - AFBG - R171]. 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. Training sections which are started after the student has reached the age of 30 can only be supported in certain exceptional cases.

This means that those who take part in career advancement training programmes under the Upgrading Training Assistance Act 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. With the coming into force in 2002 of the amendment of the Upgrading Training Assistance Act, the promotion of professional career advancement was further improved. Due to the amendment, participation in continuing education and the number of business start-ups has significantly increased. From 2008 to 2011, the Federation and the Länder provide more than Euro 150 million per annum for the promotion of further vocational training. In the course of the qualification initiative Getting ahead through education [*Aufstieg durch Bildung*], promotion under the Upgrading Training Assistance Act [*Aufstiegsfortbildungsförderungsgesetz*] is to be extended. Between 2009 and 2012, the Federation and the Länder intend to spend an additional Euro 272 million approximately on planned improvements in career advancement training.

As part of the support programme entitled *Vocational 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 training in accordance with the Vocational Training Act [*Berufsbildungsgesetz* - R82], the Handicrafts Code [*Handwerksordnung* - R83] or one of the health sector professions governed by federal law and who are younger than 25 on commencing the

programme. In 2007, the Foundation was provided with Euro 16.9 million from the Federal Ministry of Education and Research to help it in its work.

With the new financing tool of the so-called *Bildungsprämie* [continuing training savings plans], the Federal Government supports the financing of people's continuing vocational education by way of three components: a continuing education bonus, a loan for more comprehensive continuing training and an amendment of the Capital Formation Act [*Vermögensbildungsgesetz* - VermBG]. For more detailed information, see chapter 2.8.4.

### **7.10. Main areas of specialisation**

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.

An important continuing education sector in terms of size remains continuing general and political education with an especially broad range of subjects, as shown in the tables of statistics taking *Volkshochschulen* as a basis [see chapter 7.17.].

### **7.11. Teaching methods**

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.

### **7.12. Trainers**

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 training qualification plus several years of practical experience. According to a joint recommendation of the Standing Conference and the *Deutscher Städtetag* [Association of German Cities] of 1981, institutions of continuing education generally are to employ full-time tutors.

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.

### **7.13. Learner assessment/progression**

For continuing education in the academic and creative field, the amendment of the Framework Act for Higher Education [*Hochschulrahmengesetz* - R123] 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.

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.

#### **7.14. 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 7.5. The *Volkshochschulen* also offer courses in this area.

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].

Continuing education in the academic field leads to certificates and, in the case of study courses, higher education degrees as well.

#### **7.15. Education/employment links**

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].

#### **7.16. Privately-maintained education**

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.

#### **7.17. Statistics**

Comprehensive statistics for all areas of continuing education covering all maintaining bodies are not available in Germany. Statistical data can therefore be taken only from parts of this whole sector.

For example, statistics released by the German Adult Education Association [*Deutscher Volkshochschulverband*] for the 2007 business year show that 967 *Volkshochschulen* were offering ca. 562,000 courses taken more than 6.5 million times. This is the equivalent of about 15 million teaching periods of continuing education. These courses were run by 634 full-time heads, 250 part-time heads, 3,622 full-time administrative staff, and 3,350 full-time tutors. The number of part-time and freelance tutors amounted to 191,421.

The survey *Weiterbildungsbeteiligung in Deutschland* carried out on behalf of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] shows that take-up of continuing education has increased greatly in recent years. Whereas 25 per cent of Germans aged between 19 and 64 attended continuing education courses in 1985, this figure was 43 per cent in 2006, which corresponds to a drop of 5 percentage points compared with the peak figures recorded in 1997.

The attendance rate for continuing vocational training saw the highest increase, rising from 12 per cent in 1985 to 26 per cent in 2006. The rate of participation in continuing vocational education has thus remained at the level of the year 2003. Attendance thus fell by 3 per cent compared with 2000. Attendance of continuing general and political education courses rose from 26 per cent to 27 per cent compared to 2003.

According to the survey, participation in continuing education depends on the following factors in particular:

- **SCHOOL-LEAVING QUALIFICATIONS:** People with an advanced standard of secondary education are much more likely to take up continuing education than those with a less advanced standard. According to the 2006 figures, 58 per cent of those with an advanced standard of secondary education took up continuing education compared with 30 per cent of those with a less advanced standard [for continuing vocational training the statistics were 37 per cent and 17 per cent respectively].
- **VOCATIONAL QUALIFICATIONS:** The higher their vocational qualifications the more likely people are to take up continuing education. According to the 2006 figures, 62 per cent of people with qualifications from higher education institutions attended continuing education courses as opposed to 23 per cent of those asked who held no vocational qualifications [for continuing vocational training the statistics were 40 per cent and 8 per cent respectively].
- **OCCUPATIONAL STATUS:** In the year 2006, labourers took part in continuing vocational education courses only to an extent of 22%, whereas salaried employees attended to 39% and public servants to 50% [continuing education in total: labourers 34%, salaried employees 54% and public servants 67%].
- **AGE:** Young people take up continuing education more frequently than older people. The overall attendance rate for people under the age of 35 was 46 per cent in 2006 as against 34 per cent of those aged between 50 and 64 [for continuing vocational training the statistics were 27 per cent and 19 per cent respectively]. In comparison to the year



2006, the participation rate in general continuing education rose by 3% and in continuing vocational education by 2% among the 50 to 64-year-olds.

- **SEX:** Slightly fewer women [42 per cent] than men [44 per cent] take up continuing education. Compared with 2005, the gap has remained constant. In continuing vocational education the gap has slightly widened : 29 per cent of men as opposed to 24 per cent of women participated in this in 2006. If one considers only those in gainful employment, the participation figures for continuing vocational education are 35 per cent [men] and 34 per cent [women].
- **NATIONALITY:** Fewer non-German nationals [39 per cent] and German nationals with migrant backgrounds [34 per cent] take up continuing education than German nationals without migrant backgrounds [44 per cent]. In 2006, 28 per cent of German nationals without migrant backgrounds, 20 per cent of German nationals with migrant backgrounds and 18 per cent of non-German nationals took part in continuing vocational training. The survey only included German-speaking foreigners.

### Attendance of continuing education courses by sector and subject in 2006<sup>1</sup>

Continuing education sectors/Continuing education subjects	as a percentage of the population aged from 19 to 64
<b>Continuing vocational training</b>	<b>26</b>
Retraining	1
Occupational promotion	3
In-firm training for a job	4
Adaptation to new occupational tasks	9
Other purpose	9
<b>Continuing general education</b>	<b>27</b>
Health	4
Law	2
Housekeeping	0
Child-care	1
Personal problems	0
Civics	1
Languages	4
Practical knowledge	2
Science and technology	1
Sport	2
Leisure pursuits	1
Art, literature, religion, history or geography	1
Environmental protection/ecology	1
Multicultural issues	0
Esotericism	0
Computer, information technology, internet	6
Other purpose	1
<b>Total percentage</b>	<b>43</b>

<sup>1</sup> Course members are recorded only once for a subject area, irrespective of the number of courses they attend.

Source: TNS Infratest Sozialforschung, Weiterbildungsbeteiligung in Deutschland, 2008

**Volkshochschulen in 2007**  
**Courses and enrolment by programme area**

	Courses		Enrolment	
	Number	per cent	Number	per cent
Politics, social studies, environment	46,617	8.3	729,823	11.2
Humanities, design	90,834	16.2	1,003,586	15.4
Health education	167,230	29.7	2,056,118	31.6
Languages	172,999	30.8	1,865,560	28.7
Work, career	74,171	13.2	719,025	11.1
Basic education, school leaving qualifications	10,434	1.9	126,344	1.9
<b>Total</b>	<b>562,285</b>	<b>100</b>	<b>6,500,456</b>	<b>100</b>

Source: Volkshochschul-Statistik, working year 2007

**Abendschulen and Kollegs in 2007**

Schools	309
Students - total	59,381
at <i>Abendhauptschulen</i>	1,173
at <i>Abendrealschulen</i>	21,317
at <i>Abendgymnasien</i>	19,373
at <i>Kollegs</i>	17,518
Teachers - total	3,800
at <i>Abendhauptschulen</i>	78
at <i>Abendrealschulen</i>	970
at <i>Abendgymnasien</i>	1,309
at <i>Kollegs</i>	1,443

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1, 2008 and Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 186, 2009

**Privately-maintained Abendschulen and Kollegs 2007**

Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school
90	11,279	19.0

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2008

**Participants in distance learning courses by subject area in 2007**

Subject area	Participants <sup>1</sup>	
	Number	per cent
Social sciences	1,223	0.6
Education, psychology	16,995	7.8
Humanities	6,847	3.1
Languages	15,859	7.2
Business and commerce	53,532	24.5
Mathematics, natural sciences, technology	15,562	7.1
Leisure, health, housekeeping	36,460	16.7
School leaving qualifications and similar	39,434	18.0
Business managers, engineers and translators	18,750	8.6
Computer courses	14,188	6.5
<b>Total</b>	<b>218,850</b>	<b>100</b>

Source: Statistisches Bundesamt, Weiterbildung, 2008

## 8. TEACHERS AND OTHER STAFF IN EDUCATION

### 8.1. Initial training of teachers

In the following, information is provided on the training of teaching staff at schools providing general education and vocational schools. The training of teaching staff at higher education institutions and *Berufsakademien* is not discussed in this chapter because there is no provision for special training of teaching staff in the tertiary sector. Requirements for teaching staff in the tertiary sector are defined by the different demands of the post that is to be filled, which are described in chapter 8.2.5.2.

#### 8.1.1. Historical overview

Teacher training did not have an organised structure until the 19th century when the work of the teacher became recognised as an independent profession. However, teachers at secondary schools providing advanced education, who had completed an academic university education, and teachers at *Volksschulen*, who had received structured training lasting two to three years at teacher training institutions [*Lehrerseminare*] only from the 1820s, still regarded themselves and were regarded by the general public as two completely different professions. The foundations of practical training for teachers at advanced secondary schools as the precursor to the later *Vorbereitungsdienst* [preparatory service], had already been laid, before the Second State Examination was widely introduced shortly before the First World War. Teachers at *Volksschulen* took a Second State Examination or a civil service examination after a probationary period.

There were quite considerable differences between the individual German Länder in the development and organisation of teacher training. These differences continued even after the First World War following the failure to implement one of the aims of the Weimar Constitution, namely the introduction of uniform training especially for teachers at *Volksschulen*. Such training continued to take place at teacher training institutions or was moved to newly-founded higher education institutions, so-called teacher training academies [*Pädagogische Akademien*], or was even institutionalised as a six-semester university course. The *Hochschulreife*, the higher education entrance qualification, increasingly became the requirement for training lasting two to three years. Practical training for teachers at advanced secondary schools was then extended and systematised through the establishment of teacher training institutes [*Studienseminare*].

The teacher training policy of the National Socialists was contradictory. Following an initial decision to introduce a standard two-year training course at teacher training academies for all teachers at *Volksschulen*, this form of training was abolished again in 1940 and replaced by five years of practical instruction at teacher training institutions [following completion of the *Volksschule*]. Candidates were selected along party political lines and subjected to extensive ideological indoctrination.

Following the collapse of the National Socialist regime, responsibility for teacher training again rested with the re-established Länder, which initially returned to the teacher training models of the Weimar Republic. The 1950s saw the start of a gradual reform of teacher training for *Grundschulen*, *Hauptschulen* and *Realschulen* aimed at making it more academic in nature and bringing it closer to the training for teaching

careers at *Gymnasien*. Teacher training institutions obtained the status of *Pädagogische Hochschulen*, i.e. higher education institutions for teacher training, but were later integrated into universities in all Länder with the exception of Baden-Württemberg. The ultimate transfer of teacher training to the university sector was combined with a restructuring of teacher training courses which were to cover the following three areas: subject-related studies, educational science and social sciences and subject-related didactics. The new concept resulted in decisive changes for all courses. For teachers at *Gymnasien* educational science, subject-related didactics and teaching practice within schools were included in their higher education courses and for teachers at *Volksschulen* subject-related academic study was extended whereas the time devoted to the once key subjects of educational science, subject-related didactics and artistic and cultural training was reduced.

In the German Democratic Republic [GDR], teacher training was divided between training courses for teachers at primary level [grades 1 to 4], on the one hand, and teachers at secondary level [grades 5 to 12], on the other. Primary level teachers were academically trained at teacher training institutes without *Hochschulreife* [higher education entrance qualification] as an entry requirement, whereas secondary level teachers completed a four-year or five-year course of study which also included teaching practice, educational theory and subject-related didactics [there was no Second State Examination as in the Federal Republic]. The essential objective was to permeate the whole training system with Marxist-Leninist ideology. Following the dramatic political changes in the GDR resulting in German unification, the structure of teaching careers and training were brought closer into line with the prevailing conditions in the Länder of western Germany as part of a reform of the school system. In particular, a preparatory service was established for all teaching careers and the training of primary level teachers outside the higher education sector was discontinued.

### 8.1.2. Ongoing debates and future developments

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. Additionally, 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

The basis for the current reform initiatives are the findings of the 1999 committee set up by the Standing Conference comprising experts from science and from educational administration [*Gemischte Kommission Lehrerbildung*] and the 2001 recommendations of the Science Council on the future structure of teacher training. The positions of the *Gemischte Kommission Lehrerbildung* were supported in a joint declaration by the Standing Conference of the Ministers of Education and Cultural Affairs, the teachers' unions and other unions in the field of education of October 2000 regarding the actual duties and responsibilities of today's teachers [*Aufgaben von Lehrerinnen und Lehrern heute - Fachleute für das Lernen*]. According to this declaration, the core responsibility of teachers as experts for learning is to plan, organise and reflect processes of teaching and learning. It is the responsibility of the teacher to impart basic skills and knowledge of methods which enable the individual to master the process of lifelong learning on his own. Teachers carry out the task of education in school and cooperate closely with the parents in promoting positive values, attitudes and actions of the pupils. They assess the performance of the pupils and give advice to pupils as well as to parents. Teachers are to continually develop their competences by participating in in-service and further training courses. With regard to school development they are increasingly asked to participate in committees and institutions on a regional level as well as to carry out administrative tasks and take over responsibility within the school administration.

In October 2006, the Standing Conference and the teachers' unions and other unions in the field of education passed 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*]. Based on the declaration from 2000, the new joint declaration states that in the face of altered conditions within society and the broader scope of schools' mandate, teachers in their capacity as experts for instruction and education increasingly act as part of a personal network which is supported by communication and cooperation, e.g. with school social workers, *Sozialpädagogen* [graduate youth and community workers], psychologists, parents, and scientists. Against this background, a changed image of the teaching profession emerges, which is characterised by

- early identification of pupils' individual strengths and weaknesses
- a professional approach to the increasing heterogeneity of learning groups
- a constructive approach to the results of internal and external evaluation
- building up and maintaining structures which facilitate an exchange with other educational institutions as well as an involvement of parents, training companies and the school community with the process of academic and social education
- working within a network, in order to combine different expert knowledge for the purposes of instruction and social education
- the orientation of work along the lines of the national *Bildungsstandards* [educational standards] and their evaluation
- deriving measures which promote quality and secure educational opportunities from such evaluations
- different time management, cooperation among colleagues and participation in the school's global development
- the willingness to face the challenges of a life-long learning process

In December 2004, the Standing Conference adopted Standards for Teacher Training: Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*]. In doing so, it oriented itself around the outline of a profession as described in the declaration passed jointly with teachers' unions and other unions in the field of education of October 2000. The standards of educational science contain several indications as to which competences teachers need to acquire in order to successfully organise their changing professional routine. With regard to the improvement of diagnostic and methodical competence, the introduction of the standards for teacher training provides an additional foundation for a teacher training aimed at enhancing professionalism. In October 2008 the Standing Conference adopted 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*]. In conjunction with the 2004 Standards for Teacher Training in the Educational Sciences [*Standards für die Lehrerbildung in den Bildungswissenschaften*], these serve as the basis for the accreditation and regular evaluation of teacher-training courses. For more information on the Standards for Teacher Training: Educational Sciences and the common content requirements for subject-related studies and subject-related didactics in teacher training, see chapters 8.1.6. and 9.5.2.3.

The reform of teacher training includes the implementation of the consecutive structure of study courses with Bachelor's and Master's degrees [BA/MA]. In the so-called *Quedlinburger Beschluss* of June 2005, the Standing Conference of the Ministers of Education and Cultural Affairs adopted guideline definitions for the mutual recognition of Bachelor's and Master's degrees in teacher training courses. The structural requirements for all Länder for the introduction of Bachelor's and Master's study courses of the Standing Conference of the Ministers of Education and Cultural Affairs were supplemented accordingly. In Summer 2008 the Standing Conference and the German Rectors' Conference [*Hochschulrektorenkonferenz*] agreed a joint recommendation on the award of a Master's degree in teacher training which proposes to integrate work carried out in the preparatory service. More detailed information on Bachelor's and Master's degrees in teacher training can be found in chapter 8.1.8.

### **8.1.3. Specific legislative framework**

Training of teachers at all types of schools is regulated by Land legislation. The relevant statutory provisions include laws [R90, R92, R94, R97, R101, R103, R106, R113, R122] and regulations for teacher training, *Studienordnungen* [study regulations] for teacher training courses, *Prüfungsordnungen* [examination regulations] for the *Erste Staatsprüfung* [First State Examination], *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 and examination regulations. *Staatsprüfungen* [First and Second State Examinations] are conducted by the state examination authorities or boards of the Länder. Due to the introduction of Bachelor's and Master's degrees in teacher training, the coming years are bound to see some changes in this regard. A compilation of the statutory



requirements of all Länder for teacher training is available on the website of the Standing Conference [www.kmk.org].

#### **8.1.4. Institutions, level and models of teaching**

Teacher training is basically divided into two stages, a course of higher education and practical pedagogic training. Teacher training courses are offered at universities, *Technische Hochschulen / Technische Universitäten, Pädagogische Hochschulen* [colleges of education] and colleges of art and music. Practical pedagogic training in the form of a *Vorbereitungsdienst* [preparatory service] takes place in teacher training institutes [*Studienseminare*] and training schools.

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.

#### **8.1.5. Admission requirements**

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 7.5.], 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] is the requirement for admission to the *Vorbereitungsdienst* [preparatory service] and it even constitutes entitlement to admission. In the area of vocational teacher training, a *Diplom* examination can replace the First State Examination. For the introduction of Bachelor's and Master's courses of study which convey the educational prerequisites for a teaching position, reference is made to chapter 8.1.8.

#### **8.1.6. Curriculum, special skills, specialisation**

The various careers for which teachers are trained correspond to the levels and types of school in the Länder, as described in chapters 4, 5, and 10. 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 <i>Grundschule</i> 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 <i>Gymnasium</i>
Type 5	Teaching careers in vocational subjects at upper secondary level or at vocational schools
Type 6	Teaching careers in special education

In all Länder training is divided into studies at a university or equivalent institution of higher education and practical pedagogic training [*Vorbereitungsdienst*]. The first period of training includes:

- a specialist component [including subject-related didactics] with the study of at least two subjects or subject areas;
- an educational science component with compulsory study of educational theory and psychology; plus a choice of additional study areas as, for example, philosophy, social sciences/ politics and theology [the so-called *Bildungswissenschaften* or educational sciences];
- teaching practice, sometimes of several weeks' duration, accompanying courses of study.

In addition, teacher training is also to cover issues concerning special education. The agreements on the *Reform of the structure of study in teacher training* [reached by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in 1995] and the framework agreements on the training and examination for the six types of teaching careers [reached by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in 1994, 1995 and 1997] stipulate set minimum standards for the first two components mentioned in the form of *Regelstudienzeiten* [standard periods of study] and hours of attendance per week during a semester. The framework agreements are currently undergoing adjustment to the new structures of training. The framework agreement for teaching careers, type 5, was already adopted in September 2007.

The Standing Conference of the Ministers of the Länder passed Standards for Teacher Training: Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] in December 2004. These standards 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

The standards for teacher training in the educational sciences have been adopted by the Länder as of the beginning of the school year 2005/2006 as a basis for the specific teacher training requirements, including any practical training sections and the so-called *Vorbereitungsdienst* [preparatory service]. In October 2008 the Standing Conference adopted common content requirements for subject-related studies and subject-related didactics in teacher training [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*] which apply to all Länder. By laying down subject profiles [*Fachprofile*], the Standing Conference has agreed a framework for the common content requirements for subject-related courses of study [*Fachstudium*]. Within this framework, the Länder and universities may set priorities and make amendments, and also lay down additional requirements. The profiles include a description of the competences to be acquired

through study, and the key individual content requirements. The subject-related skills of future teachers are to be built up and developed primarily through courses of study. 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*] is intended to provide 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.

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". With regard to teacher training, the recommendation aims at imparting competences enabling teachers to deal with the subject of sustainable development during the first stage of teacher training.

### **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 seven-semester course of study with a total of 120 aggregate hours of weekly attendance during a semester, which devotes particular attention to educational science and practical teaching components. The training incorporates 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 basic educational science course incorporates general and school pedagogy as well as psychology; possible options are philosophy and sociology/political science or theology. The course of study usually includes at least one practical training period of several weeks, and should also incorporate at least one guided didactics/subject-related didactics placement. Placements completed outside the school sector can also be used to complement the training.

The course of study focuses on the key academic areas of the subjects/learning areas being studied, with the aim of enabling the students to deal with complex issues and to develop a multi-disciplinary and interdisciplinary approach to their work. German and mathematics, as well as artistic and cultural subjects, have a special position in many Länder and this is reflected in certain study obligations.

**Teaching career type 2: General teaching careers at primary level and all or individual lower secondary level school types**

Training for a teaching career within this category corresponds largely to that for a type 1 teaching career. Depending on the Land, a teaching qualification can be acquired both for the primary level and for certain lower secondary school types or for the entire lower secondary level. Study of selected subjects at an academic level is geared partly to the relevant type of school or school level.

**Teaching career type 3: Teaching careers at all or individual lower secondary level school types**

The courses for teaching careers included in this group lead to teaching qualifications for all or for specific lower secondary level school types. As a rule a 7-9 semester course of study with a total of between 120 and 160 aggregate hours of weekly attendance during a semester of at least two subjects together with appropriate incorporation of subject-related didactics and an accompanying course in educational science. Students should also complete at least one guided didactics/ subject-related didactics placement. Placements completed outside the school sector can also be used to complement the training.

**Teaching career type 4: Teaching careers for the general education subjects at upper secondary level or for the *Gymnasium***

Training for this type of teaching career involves a course of study generally lasting 9 semesters [occasionally 12 semesters in the case of artistic subjects] with a total of 160 aggregate hours of weekly attendance during a semester of at least two subjects, with subject-related didactics also to be included. The course of study is designed to incorporate all academic aspects of the subjects being studied and should develop the student's ability to tackle complex issues and to work in a multi-disciplinary and interdisciplinary manner. At least one period of practical training lasting several weeks is also required, as is at least one guided placement in didactics/subject-related didactics. Placements completed outside the school sector can also be used to complement the training.

The principles for the *Erste Staatsprüfung* [First State Examination] for a teaching career at *Gymnasien* and the general regulations on examination requirements for virtually all disciplines which can be chosen as examination subjects have been laid down in agreements reached by the Standing Conference of the Ministers of Education

and Cultural Affairs of the Länder. They contain fairly specific requirements which have been incorporated into the examination regulations of the Länder.

#### **Teaching career type 5: Teaching careers in vocational subjects at upper secondary level or at vocational schools**

The framework agreement of the KMK governing the training and examination of teachers in vocational subjects at upper secondary level or at vocational schools was revised in September 2007. The new version takes account of the resolutions adopted by the KMK regarding the recognition of Bachelor's and Master's degrees in teacher training [see chapter 8.1.8.]. Accordingly, teacher training incorporating a teaching qualification in subjects offered by vocational schools, both for subject-specific theory and general subjects, depending on the Land and the study structure, usually involves a 9- to 10-semester course of study. The credit points awarded amount to 270 or 300 as specified in the European Credit Transfer System [ECTS]. Students must also complete a period of work experience lasting at least 12 months which must be relevant to the vocational subject area chosen.

The course of study covers the following:

- Educational science with focus on vocational or economic pedagogics as well as subject-related didactics in the respective vocational subject area and the second teaching subject and practical training at school account for 90 ECTS points.
- Subject-related studies within the vocational course, as well as subject-related studies for the second teaching subject account for 180 ECTS points.

In place of the second teaching subject, it is possible to choose a second vocational subject area or a subject area relating to special education.

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**

The qualification to become a special education teacher can be attained either by passing the First and Second State Examinations following a first degree course of study or by embarking on an additional course of study following teacher training for a different type of teaching career which is also concluded with a state examination. In the Länder the two forms of training exist side by side or as alternatives.

Under a resolution reached by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder, the *Regelstudienzeit* [standard period of study] for a first degree course of study is a maximum of 9 semesters with a total of 160 aggregate hours of weekly attendance during a semester. The course includes the study of educational science and subject-related studies in at least one subject or subject area and in special education. About half of the course is devoted to the study of special education while the other half is devoted to educational science and subject-related

studies at an approximate ratio of 2:3. Didactic studies and teaching practice are an integral part of the course.

Two subject areas relating to special education are to be selected. According to the agreement of the Standing Conference, the subject areas relating to special education are as follows:

- 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 the hard of hearing,
- education for the visually handicapped,
- education for those with speech defects,
- education for those with behavioural problems.

Weighting in the course of study and examination can be different.

### **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. Generally lasting two years and with the particular emphasis depending on the Land and the type of teaching career, it involves sitting in on lessons, guided and independent teaching at training schools and studies in educational theory and subject-related didactics at teacher training institutes [*Studienseminare*] which reappraise and consolidate experience gained through practical training.

The duration of preparatory service has been reduced to 18 months, and in some instances even to 12 months, in some Länder by means of awarding credits for semesters of practical pedagogical training, other courses in teaching practice etc.

#### **8.1.7. Evaluation, certificates**

As with all courses of study in higher education, certain certificates are required for admission to examinations and intermediate examinations have to be taken in teacher training courses. The details are regulated by *Studienordnungen* and *Prüfungsordnungen* [study and examination regulations]. The teaching courses conclude with the examination known as the *Erste Staatsprüfung* which entitles the holder 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. The examination usually consists of the following:

- a dissertation in the first or second subject or in educational science;
- a written and oral examination in the subjects studied, mainly on academic aspects of the subject, but possibly also on subject-related teaching methodology;
- an examination in educational sciences;

- where appropriate, a practical examination in artistic/cultural or technical subjects and sport.

The preparatory service concludes with the Second State Examination. This is the prerequisite for permanent employment in a teaching career, but does not guarantee a teaching position. 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.

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 8.2.7.].

For the introduction of the consecutive structure of study courses with Bachelor's and Master's degrees in teacher training, see chapter 8.1.8. Regarding evaluation of teacher training study courses and examinations based upon the standards for teacher training and the content requirements for subject-related studies and subject-related didactics in teacher training, see the relevant information in chapter 9.5.2.5.

### **8.1.8. Alternative training pathways**

#### **Bachelor's and Master's degrees in teacher training**

In June 2005, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*] passed 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*]. The guidelines specify that educational careers based on Bachelor's and Master's structures in teacher training will be acceptable and their degrees accredited 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.

In February 2007, the KMK resolved to enhance the requirements for the mutual recognition of consecutive teacher training courses relating to teaching careers at the primary level and the lower secondary level [teaching career types 1, 2 and 3 and, where applicable, 6] as follows: The Länder recognise accredited teacher training courses for teaching positions in the higher service that have been completed with at least 210 ECTS points for admission to the preparatory service, providing they qualify for admission in the Land, in which the higher education institution last attended is located. Admission into the teaching profession is subject to a minimum period of one and a half years of practical training, of which at least one year must be spent in preparatory service.

In 2008 the Standing Conference and the German Rectors' Conference [*Hochschulrektorenkonferenz*] adopted a joint framework for awarding credits for part of the preparatory service in the Master's degree course in teacher training. Based on a qualification framework specific to each Land, higher education institutions and institutions of the second phase of teacher training are to work together by common accord to develop training and examination formats accounting for up to 60 ECTS points for a one-year training segment, which form the basis for awarding credits for preparatory service in a degree course. The periods of practical training in schools completed as part of the Master's degree course should be taken into account nationally when determining the length of the preparatory service.

In accordance with the resolution of the Standing Conference on *Common structural guidelines of the Länder as set out in Article 9, Section 2 of the Framework Act for Higher Education [HRG] for the accreditation of Bachelor's and Master's study courses*, Bachelor's and Master's courses of study conveying the educational prerequisites for a teaching position are to be accredited. 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 designations 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.]

In order to maintain state responsibility for content requirements in teacher training, a representative of the highest Land education authority is involved in the accreditation procedure. Any accreditation of individual curricula requires the approval of this representative. 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*].

In April 2006, the Standing Conference resolved that achievements in study courses or examinations which have been attained at *Fachhochschulen* can be credited to Bachelor's and Master's study courses at universities or equivalent higher education institutions which impart the educational requirements for a teaching position at the upper secondary level in vocational subjects or for vocational schools.

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 several Länder, consecutive study courses have already been introduced in teacher training, in others, the transition is currently taking place.

### **Higher education graduates without formal teacher training**

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 2007 2.3 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.

## **8.2. Conditions of service of teachers**

### **8.2.1. Historical overview**

Up until the beginning of the 20th century the social position of teachers at *Volksschulen* was characterised by low public esteem and poor pay. Their work was supervised by the clergy and they often had to take on a wide range of additional church and community duties. They were paid by the local community and their rates of pay varied greatly from place to place. Most teachers taught in rural schools consisting of one class of eighty or more children. The financial position of teachers at *Gymnasien* was admittedly far more favourable but their pay also varied from region to region and was lower for municipal civil servants than for government civil servants. It was not until the start of the 20th century that they achieved the pay parity with civil servants in senior service for which they had fought over many years and received the official title of *Studienrat*.

In the Weimar Republic the social position of teachers was characterised by economic crises [with loss of income and even pay cuts and high unemployment among teachers]. The National Pay Act of 1920 introduced a certain degree of uniformity in teachers' pay [albeit with a clear distinction between teachers at *Volksschulen* and at *Gymnasien*].

When the National Socialists came to power there were numerous politically-motivated dismissals and new appointments. The various teachers' associations – often putting up

resistance – were brought together under the National Socialist Teachers' Association, which assumed in particular the task of the ideological training of teachers. In addition to party-political indoctrination, the working conditions for teachers under the National Socialist government were characterised by a further deterioration in their economic situation.

The financial position of teachers started to improve from 1950 onwards in the Federal Republic of Germany. In particular, the salary groups of teachers at *Volksschulen* improved. Legislation on pay was not harmonised nationwide until 1971. The attraction of relatively high pay helped to reduce the shortage of teachers in the 1960s but was followed in the 1980s by a surplus of applicants. The federalism reform adopted in 2006 [Federalism reform I], transferred responsibility for remuneration and pensions of civil servants [e.g. teachers, professors and junior professors] to the Länder.

In the Länder in western Germany prior to unification, teachers have civil service status as a rule. In the Länder in eastern Germany, on the other hand, teachers hold salaried employee status for the most part. Since the majority of teachers in Germany have civil servant status [about 75.3 per cent of teaching staff and other personnel employed in the school sector in 2007] and this situation will not change markedly in the next few years, the following description refers primarily to that group of people [see also chapter 8.2.6].

### **8.2.2. Ongoing debates**

Since the 1990s, there has been a need for more teachers in the Länder in western Germany in particular which coincides, depending on the subject and type of school, with a shortage of newly qualified teachers who can apply for the teaching posts offered [see also chapter 8.2.4.]. Because the demand for teachers is particularly high in the sector of vocational education, an internet information portal for the recruitment of teachers at vocational schools has been set up [[www.karriere-mit-zukunft.de](http://www.karriere-mit-zukunft.de)].

Furthermore, demoscopic surveys provide dramatic evidence of a severe loss of image on the part of the teaching profession. The Länder are counteracting this decline of the image of the teaching profession with, for example, special advertising campaigns, the reduction of mobility restrictions between the Länder and programmes enabling teachers to gain subsequent qualifications in certain subjects.

In addition, there is discussion as to whether teaching staff should retain their civil-servant status or whether it would make more sense for them to become salaried employees. However, in the latter case, they would lose their employment security resulting from their civil-servant status, which is a key attraction for the teaching profession.

### **8.2.3. Specific legislative framework**

The legal position of teachers with civil servant status at public-sector schools is regulated by the civil service legislation of the Länder [R30-45], which so far has been guided by the provisions of the Civil Servants Framework Act [*Beamtenrechtsrahmengesetz* – R10]. The federalism reform of 2006 [Federalism reform I] transferred responsibility for careers, remuneration and pensions of civil servants [e.g. teachers, professors and junior professors] to the Länder. Most of the

Länder have now made use of their legislative competence. Provisions on the salaries and old-age pensions received by teachers are contained in the civil servants' remuneration acts [*Beamtenbesoldungsgesetze*] and civil servants' pensions acts [*Beamtenversorgungsgesetze*] of the Länder and also, for the time being, to a lesser extent in the Federal Remuneration Act [*Bundesbesoldungsgesetz*] and the Federal Pensions Act [*Beamtenversorgungsgesetz*]. Due to Federalism reform I , the Federation obtained the legislative power to regulate the status-related rights and obligations of the local authorities and of the Länder on a uniform basis. Accordingly, the Civil Servants Framework Act has been replaced by a Civil Servants Status Act [*Beamtenstatusgesetz*] which enters into force in April 2009. The Civil Servants Status Act contains, among others, provisions 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 [[www.kmk.org](http://www.kmk.org)].

#### **8.2.4. Planning policy**

In the years to come it will probably not be possible to meet the demand for the recruitment of teaching staff. 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.

In 2003, the Standing Conference of the Ministers of Education and Culture published a study on teacher demand and teacher supply in the Federal Republic of Germany [*Lehrereinstellungsbedarf und -angebot in der Bundesrepublik Deutschland*], which combines an assessment of the demand for teachers with an advance calculation of students completing the *Zweite Staatsprüfung* [Second State Examination] for the various types of teaching career. In this way, on the one hand concrete statements on options for meeting the emerging demand for teachers shall be formulated, and on the other hand, advice concerning the chances of employment is offered to those with an higher education entrance qualification and to students at universities. The model calculation applies to the years 2002 to 2015.

The results vary widely for the six different teaching careers. For teaching careers at the *Grundschule* or at primary level and for the teaching careers at upper secondary level [general subjects] or at the *Gymnasium*, as well as for the teaching career in special education, there will quite probably be a sufficient number of teachers available. In the other teaching careers, a more or less significant demand for teachers is to be expected: At upper secondary level [vocational subjects] or vocational schools, the demand for teachers will probably be met only to 65 per cent. In teaching careers at all or individual lower secondary school types the demand for the given period of time will probably be met only to 60 per cent.

The Länder have, in some cases for years, adopted 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
- extension of the 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

## **8.2.5. Entry to the profession**

### **8.2.5.1. Primary and secondary education**

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 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 three Länder [Berlin, Mecklenburg-Vorpommern and Sachsen,] teachers are only recruited as salaried employees. In Thüringen, new teachers are taken on as salaried employees in all types of school for both fixed-term and permanent posts. There are no plans in Thüringen at present to grant teachers civil servant status.

### **8.2.5.2. Tertiary education**

#### **Teaching staff at institutions of higher education and *Berufsakademien***

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, scientific 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,

and depending on the requirements of the post

- 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 Baden-Württemberg, 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.

## **8.2.6. Professional status**

### **8.2.6.1. Primary and secondary education**

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 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], he or she is appointed as a permanent civil servant.

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* 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.

### **8.2.6.2. Tertiary education**

The following provisions are applicable for professors and junior professors:

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 – WissZeitVG – R125*] 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].

### **8.2.7. 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.

### **8.2.8. Supporting measures for teachers**

The organisation of the induction period for newly qualified teachers has been a central topic of the *Gemischte Kommission Lehrerbildung*. 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 8.1.4.] or institutions for in-service teacher training for advice.

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.

### **8.2.9. Evaluation of teachers**

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. Due to absence of legal provision, the professional performance of teachers who are employed as salaried employees is not regularly assessed.

### **8.2.10. In-service and further training**

#### **8.2.10.1. Primary and secondary education**

##### **Historical overview**

In-service training for teachers has a long tradition in Germany. As early as the 19th century teachers' associations and universities made it their task to extend the pedagogic and subject-related knowledge of teachers and to adapt it to social trends. One of the objectives even at that time was to enable teachers [especially those at *Volksschulen*] to obtain qualifications for other types of school and more senior teaching posts. The state did not make in-service teacher training its business until the 20th century, and during the National Socialist period and in the German Democratic Republic [GDR] in-service teacher training was also misused for ideological purposes.

With the increasing independence and autonomy of schools and the greater efforts to improve the quality of the lessons and internal school development, the demand for in-service training programmes has increased in recent years. In order to meet this demand, the offer of centralised and decentralised in-service training has increased in the individual Länder.

In 1999, in its closing report on teacher training perspectives, the *Gemischte Kommission Lehrerbildung* recommended that greater weight be attached to the further training of teachers. The significance of in-service and further training for teachers was confirmed in October 2006 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*] of the Standing Conference of the Ministers of Education and Cultural Affairs, the teachers' unions and other unions in the field of education. The Ministers of Education and Cultural Affairs want to advocate a systematic provision of in-service training and continuing education for teachers in all Länder which is based on the current reform process and is supported by professional school management. In many Länder currently in-service training measures with particular regard to diagnostic and methodical competence are being implemented and offered to improve professionalism in teaching. In 2004, the Standing Conference adopted standards for teacher training [cf. chapter 9.5.2.3.]. The standards refer to competences in the educational sciences, which are also the objectives of lifelong learning in the teaching profession and thus of further and continuing education.

Particular importance is attached to further training in the Länder in eastern Germany where, due to the decline in pupil numbers since the mid-nineties, far less newly qualified teachers can be recruited than in the west German Länder and there is a particular need for requalification in certain subjects and teaching careers.

### **Specific legislative framework**

The goals of in-service teacher training have been laid down by most Länder in their laws [R90, R92, R94, R97, R101, R103, R106, R113, R122] and regulations for teacher training or school legislation [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119]. 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.

### **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 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 for teachers**

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 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 measures for in-service training serve to improve the close link between the elementary sector and the *Grundschule* [primary school] and are aimed at an early school entrance. 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 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 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].

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.

## **Openings, training-employment relationship**

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.

### **8.2.10.2. Tertiary education**

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 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.

### **8.2.11. Salaries**

#### **8.2.11.1. Primary and secondary education**

The federalism reform of 2006 [Federalism reform I] transferred responsibility for the remuneration of civil servants [e.g. teachers, professors and junior professors] to the Länder. Most of the Länder have now made use of their legislative competence. Provisions on the salaries received by teachers are contained in the civil servants' remuneration acts [*Beamtenbesoldungsgesetze* – R46–R61] of the Länder and also, for the time being, to a lesser extent in the Federal Remuneration Act [*Bundesbesoldungsgesetz* – R7].

For the remuneration of teachers with salaried employee status, until 2006 the provisions of the *Bundes-Angestellentarifvertrag* [Federal Employees' Collective Agreement - BAT] applied for the Länder in western Germany and the *Bundes-Angestellentarifvertrag-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 Berlin and Hessen, the teachers have been transferred from the salary groups of the BAT [*Bundes-Angestellentarifvertrag* - 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.

Teachers in the Länder in eastern Germany with civil servant status are remunerated in accordance with the Second Transitional Ordinance on Remuneration [*Zweite Besoldungs-Übergangsverordnung* - R8], which does not expire until the end of 2009. Due to economic and financial conditions in the Länder in eastern Germany, the basic salary in teacher salary groups there is 92.5 per cent of the amount paid in the western Länder. Teachers with salaried employee status in the Länder in eastern Germany will also receive 92.5 per cent of the salary paid in the western Länder until the end of 2009.

As civil servants, teachers 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 8.1.6. as a basis, the general allocation of salary groups and possibilities of promotion are outlined below:

- Teachers at *Grundschulen* A 12
- Teachers at *Hauptschulen* A 12
- Teachers at *Realschulen* A 13
- Teachers at *Förderschulen* A 13
- Teachers at *Gymnasien, Studienrat* A 13 [plus post allowance]
- with scope for promotion to *Oberstudienrat* A 14
- or *Studiendirektor* A 15
- Teachers at vocational schools, *Studienrat* A 13 [plus post allowance]
- with scope for promotion to *Oberstudienrat* A 14
- or *Studiendirektor* A 15

As described in chapter 8.1.6., 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, *Studienrat* A 13 [plus post allowance]
- with scope for promotion to *Oberstudienrat* A 14
- or *Studiendirektor* 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 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 2008 the special payment amounts to between 30 and 65 per cent of one month's basic salary, or a fixed amount of between Euro 500 and Euro 1,500. In some Länder the annual special payment has been abolished; in Baden-Württemberg and Thüringen 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 is 28 years old. His gross annual salary in the year 2006 is Euro 35,363.
- b) The *Grundschule* teacher is 45 years old and has 15 years of professional experience. His gross annual salary in the year 2006 is Euro 44,005.
- c) The *Grundschule* teacher receives the maximum salary. His gross annual salary in the year 2006 is Euro 45,883.

#### **Teacher at lower secondary level**

- a) The teacher at lower secondary level is 30 years old. His gross annual salary in the year 2006 is Euro 36,689.
- b) The teacher at lower secondary level is 45 years old and has 15 years of professional experience. His gross annual salary in the year 2006 is Euro 45,160.
- c) The teacher at lower secondary level receives the maximum salary. His gross annual salary in the year 2006 is Euro 47,145.

#### **Teacher at upper secondary level**

- a) The teacher at upper secondary level is 30 years old. His gross annual salary in the year 2006 is Euro 39,679.
- b) The teacher at upper secondary level is 45 years old. His gross annual salary in the year 2006 is Euro 48,645.
- c) The teacher at upper secondary level receives the maximum salary. His gross annual salary in the year 2006 is Euro 50,827.

### **8.2.11.2. Tertiary education**

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* - R124] was adopted. The law implemented a salary system that is more performance oriented and promotes competition.

The federalism reform of 2006 [Federalism reform I] transferred responsibility for the remuneration of civil servants [e.g. teachers, professors and junior professors] to the Länder. Most of the Länder have now made use of their legislative competence. Provisions on the salaries received by professors and junior professors are contained in





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 2008/2009 school year serve as an example and are confined to types of school to be found in the majority of Länder:

• <i>Grundschule:</i>	27 to 29	periods per week
• <i>Hauptschule:</i>	26 to 28	periods per week
• <i>Realschule:</i>	24 to 28	periods per week
• <i>Gymnasium:</i>	23 to 27	periods per week
• <i>Gesamtschule:</i>	23 to 27	periods per week
• <i>Förderschule:</i>	25 to 28	periods per week
• Vocational schools:	23 to 28	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 two 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.

### 8.2.12.2. Tertiary education

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 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.

### 8.2.13. Promotion, advancement

The only relevant criteria for promotion are aptitude, qualifications and record of achievement, and not length of service [see chapter 8.2.9.]. Under Section 25 of the Civil Servants' Remuneration Act [*Bundesbesoldungsgesetz* - R7], 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.

For details on opportunities for advancement for teachers at general educational schools please refer to chapter 8.2.11.1. 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 8.3. and 8.4.].

#### **8.2.14. 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].

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 already 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. In June 2005, the Standing Conference adopted guidelines for the mutual recognition of Bachelor's and Master's degrees in study courses conveying the educational prerequisites for teaching positions. 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.

#### **8.2.15. 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 without the consent of his employer he takes up permanent residence abroad;
- 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, for example, a drop in the number of pupils; 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.

#### **8.2.16. 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.

Provision for teachers with civil servant status and for their surviving dependents has hitherto been governed by the Civil Servants' Pensions Act [*Beamtenversorgungsgesetz – Rg*] 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. However, the provisions of the Federal Pensions Act [*Beamtenversorgungsgesetz*] still apply in the majority of the Länder at the present moment in time. The Länder are expected to adopt their own rules in this area in the years ahead. At present, the following rules apply to pensions for Land civil servants generally:

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.

### **8.3. Administrative and/or management staff in the school sector and the tertiary sector**

#### **8.3.1. Requirements for appointment as a school head**

##### **Primary and secondary education**

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.

##### **Higher education**

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.

#### **8.3.2. Conditions of service**

##### **Primary and secondary education**

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 2.6.4.2.]. 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 <i>Grundschulen</i> | A 13/A 14                |
| • Deputy head/head of <i>Hauptschulen</i> | A 13/A 14                |
| • Deputy head/head of <i>Realschulen</i>  | A 14 plus allowance/A 15 |
| • Deputy head/head of <i>Gymnasien</i>    | A 15 plus allowance/A 16 |
| • Deputy head/head of vocational schools  | A 15 plus allowance/A 16 |

##### **Higher education**

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.

## **8.4. Staff involved in assuring the quality in the education system**

### **8.4.1. Requirements for appointment as an inspector**

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.

### **8.4.2. 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 chapters 2.6.2. and 9.4.1.1.

## **8.5. Educational staff responsible for support and guidance**

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 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 additional 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 4.15.

The responsibilities of counselling in the higher education sector are divided among professors/junior professors and the student counselling offices [see chapter 6.16.1.]. The task of supervision in the sector of higher education lies with the relevant ministries in the Länder [see chapter 9.4.2.1.].

## 8.6. Other educational staff or staff working with schools

### 8.6.1. Pre-school education

Pedagogic staff in the German pre-school sector do not have the training and status of teachers. The pedagogic staff in the pre-school sector consists mainly of *Erzieher/Erzieherinnen* [state-recognised youth or child-care workers]. As a rule, they are trained at *Fachschulen* for youth and community work that, according to the International Standard Classification of Education [ISCED], are assigned to the tertiary level. The training lasts two to three years in all, comprising classes at the *Fachschule* on a full-time basis and vocational practice at youth and community work establishments. The entry requirement for training is a *Mittlerer Schulabschluss* and either a relevant vocational training 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. 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].

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.

Staff at pre-school establishments are taken on by the relevant maintaining bodies [local authorities, church organisations and non-public bodies] as salaried employees. A wide range of further training options is also available to pedagogic staff [*pädagogische Fachkräfte*] to enable them to extend their professional skills, to master new demands in their occupations, to obtain further qualifications and to specialise in new areas.

In many Länder measures for the improvement of the qualification of pedagogic staff [*pädagogische Fachkräfte*] are currently being implemented. As part of the Joint Framework of the Länder for Early Education in Children's Day-Care Centres [*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*], the education requirements in day-care centres for children should be specified in greater detail. This applies in particular to the transition from the pre-school to the primary sector. Early education in day-care centres for children and education in the primary sector should be systematically linked. In this context, key areas of the measures for further developing the training of pedagogical staff are as follows:

- the reorganisation of the training of pedagogic staff taking particular account of the development, education and learning processes of young children and also theoretical/practical components
- more intensive further training of pedagogic staff



- the greater cooperation of those involved in education
- the evaluation of existing support measures with the aim of quality assurance

In addition, further training is to be intensified with regard to questions of intercultural education and the promotion of linguistic competence.

Within the scope of the qualification initiative *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. The initiative reinforces the various measures taken by the Länder which aim to improve the training of pedagogical staff inter alia by offering additional continuing training courses.

### **8.6.2. Non-teaching staff at 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 *Ganztagschulen* [all-day schools] employ - depending on their size and the extent of extra-curricular activities - pedagogic staff [*pädagogische Fachkräfte*] or *Sozialpädagogen* [graduate youth and community workers] and paid assistants [see chapter 4.9.3.]. 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](http://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*] 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 [*Ganztagschulen*] 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.

### **8.6.3. Instructors in the dual system of vocational training**

Within the *duales System* [dual system] of vocational training, both the teaching staff in the *Berufsschulen* themselves and 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 training teaching staff for *Berufsschulen* see chapter 8.1.6.].

## **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* - R82, Section 22 of the Handicrafts Code - *Handwerksordnung* - R83] 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 have the required pedagogical knowledge of professional and work-related issues. After the amendment of the *Ausbilder-Eignungsverordnung* [Instructor Aptitude Ordinance - R84] in 2003, in-company instructors are no longer required to provide evidence of this knowledge by means of a particular qualification certificate. Instead, the chambers monitor whether the necessary personal and technical qualifications as well as the suitability of the company for training are provided. As before, the chambers also may hold examinations for the improvement of personal qualifications featuring the contents described below. In all-crafts professions [*zulassungspflichtige Handwerkerberufe*], evidence of the necessary knowledge, skills and competences in the field of vocational and labour pedagogy is still required. From 1 August 2009, under the *Ausbilder-Eignungsverordnung*, evidence of the required vocational and labour-pedagogical skills, knowledge and competences will again have to be provided by means of a qualification certificate.

## **Contents of the training**

The content of training is laid down in general terms in the instructor aptitude ordinance. Training is usually provided in courses taken alongside full-time employment with a total duration of 120 hours. Participation in these courses as a means of preparing for the instructor aptitude examination is not, however, compulsory.

The training objective for in-company instructors is the conveyance of pedagogic knowledge within the following vocational and work areas:

- general concepts of in-company training [e.g. legislative framework for vocational training, task, status and responsibilities of the in-company instructor]
- planning of the training course
- involvement in the enlistment of trainees
- training at the workplace
- promotion of the learning process [this includes issues concerning the didactic presentation of course content and the methodological structure of the teaching provided]
- training in a group
- training certification

## **Assessment of performance and leaving certificates**

The examination requirements are stipulated by the bodies responsible [e.g. chambers of industry and commerce], which also set up an examining board.

The final examination consists of a written paper in several of the named subject areas and a practical examination, which is made up of a presentation or the implementation of a training unit and an oral examination. Every candidate is awarded a certificate

detailing whether they have proved that they possess the necessary pedagogical knowledge of professional and work-related issues. chapter 8.7. contains an overview of the number of instructors in accordance with training areas.

### **Responsibility for the examination**

Responsibility for the examination of in-company instructors lies with the bodies responsible within the dual system of vocational 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.

## 8.7. Statistics

### Numbers of teachers by education sector in 2007

Primary sector	163,915
Lower secondary level	298,665
Upper secondary level/General education schools	66,329
Upper secondary level/Full-time vocational schools	70,605
Upper secondary level/Part-time vocational schools	48,934
Special schools	64,550
<b>Total</b>	<b>712,998</b>

Source: Statistische Veröffentlichungen der Kultusministerkonferenz Nr. 186, 2009

### Full-time scientific and creative arts staff<sup>1</sup> in higher education in 2007

	Total	of which professors
Universities and colleges of art and music	152,640	23,109
<i>Fachhochschulen</i> including <i>Verwaltungsfachhochschulen</i>	21,007	14,424
<b>Total</b>	<b>173,647</b>	<b>37,533</b>

<sup>1</sup> Professors, lecturers and assistants, scientific and creative arts staff as well as teaching staff for special tasks

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.4, 2008

### Instructors in the dual system of vocational training, as per 2006

Trade and industry	429,371
Agriculture	21,111
Civil service	24,899
Liberal professions	86,690
Home economics	3,701
<b>Total</b>	<b>565,772</b>
Master craftsmen [at least, according to statistics for 2006]	190,153

Source: Statistisches Bundesamt, Fachserie 11, Reihe 3, 2007 and Berufsbildungsbericht 2008

## 9. EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATION SYSTEM

### 9.1. Historical overview

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 exist. 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*], 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. Evaluation instruments in the narrow sense have been in the process of development for several years and are now to be introduced throughout the country. In June 2002, the Ministers of Education and Cultural Affairs adopted a resolution to introduce national *Bildungsstandards* [educational standards]. In 2003 and 2004, educational standards were adopted for the primary sector, the *Hauptschulabschluss* and the *Mittlerer Schulabschluss*. 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 in order to review the efficiency of individual schools,
- and the joint education reporting of the Federation and the Länder.

For further information on the procedures and tools of the educational monitoring, see chapter 9.5.1.2.

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 - RI23*] 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 established 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 9.5.2.2.

The 2004 Standards for Teacher Training in the Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] and the December 2008 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 chapter 9.5.2.3.

In October 2003, the Standing Conference first published a report on the education system in Germany, *Bildungsbericht für Deutschland: Erste Befunde* [Education Report for Germany: First Findings], which mainly focuses on schools providing general education. The first joint education report of the Federation and the Länder, *Bildung in Deutschland* [Education in Germany], which mainly focuses on education and migration, was presented in 2006. The second national education report concentrates on the transition from school into vocational education and training, higher education and the labour market, and was presented in June 2008. The joint education reporting of the Federation and the Länder is part of the new joint task pursuant to Article 91b, Paragraph 2 of the Basic Law [*Grundgesetz - RI*], as well as of the comprehensive strategy of the Standing Conference of the Ministers of Education and Cultural Affairs for educational monitoring. For more detailed information on joint education reporting by the Federation and the Länder, see chapter 9.5.1.4.

## 9.2. Ongoing debates and future developments

Quality assurance in schools and institutions of higher education is also central to the work of the Standing Conference in 2008. Particularly the close link between social background and competence acquisition is to be overcome in the school sector. Special efforts are to be directed at improving the performance of pupils with weak competences and children and young people with migrant backgrounds. In October 2007, the Standing Conference resolved to develop the Uniform Examination Standards for the *Abitur* examination into *Bildungsstandards* [educational standards] for the *Allgemeine Hochschulreife*.

For the further development of quality assurance in the higher education sector, in December 2007 the Standing Conference resolved to enhance the established accreditation of Bachelor's and Master's study programmes through the implementation of a system accreditation scheme. In June 2007, the Länder initiated a "Quality Offensive for Excellence in Teaching" [*Qualitätsoffensive exzellente Lehre*]. Taking account of the

incentives already created by the Länder, the initiative aims at the development of concrete proposals for the improvement of teaching at higher education institutions.

### **9.3. 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 [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119] 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 Training [*Bundesinstitut für Berufsbildung*]. The Vocational Training Act [*Berufsbildungsgesetz* – R82] places a high value on quality assurance and quality development.

#### **Higher Education**

Under Section 59 of the Framework Act for Higher Education [*Hochschulrahmengesetz* – R123] and the higher education legislation in place in the Länder [R127, R129, R132, R134, R136-137, R140, R142, R144, R146-147, R149, R151-154, R157, R160, R162, R165], 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.

In the course of the federalism reform of 2006 [Federalism reform I], the responsibilities for the structure and administration of higher education institutions were transferred to the Länder in 2006. Henceforth, the Federation is only responsible for the admission to higher education institutions and higher education degrees. Here too, the Länder may enact laws at variance with the legislation of the Federation.

#### **Continuing Education**

In their laws and statutory provisions for the promotion of continuing education [R172-173, R175-176, R179, R181, R183, R185, R187, R189-191, R194], 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 [*Fernunter-*

*richtsschutzgesetz* - R170], 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.

#### **9.4. Evaluation of institutions**

##### **9.4.1. Evaluation in the school sector**

###### **9.4.1.1. 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 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 occasions [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.

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 successfully implemented. The introduction of new curricula is often preceded by a test phase. 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 make a contribution to the evaluation and further development of the school system. For the current shift from traditional means of quality development and quality assurance to a general system of quality indicators and *Bildungsstandards* [educational standards] of nationwide applicability, please refer to chapter 9.5.1.



#### 9.4.1.2. 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 traditional range of instruments of the school supervisory authority and project supervision. An assessment of the measures for quality assurance and quality development can be found in the 2003 *Bildungsbericht für Deutschland*, which was carried out on behalf of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*]. This revealed that the Länder have taken a number of evaluation measures which combine various quality assurance and quality development procedures. These procedures include

- the development or further development of framework curricula,
- comparative tests, especially in core subjects
- the extension of external evaluation
- the development of standards
- quality management in schools

These measures are embedded in overall strategies of the 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 systems 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 provide schools with indicators of school and teaching practice quality. The schools in the Länder are evaluated by external evaluation agencies and inspection systems in accordance with these criteria. 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*].

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 individual evaluation methods and criteria based on the requirements specific to the Land [e.g. curricula, timetables]. The tasks 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 amended Vocational Training Act [*Berufsbildungsgesetz* - R82] puts great emphasis on quality assurance within the dual system of vocational 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. The vocational training committees and the Land committees shall, within the framework of their duties, work towards a continuous improvement of the quality of vocational training. Moreover, procedures are to be drawn up for the external evaluation of quality assurance in continuing vocational training and education.

#### **9.4.2. Evaluation in the higher education sector**

##### **9.4.2.1. Higher education supervisory authorities**

Under Section 59 of the Framework Act for Higher Education [*Hochschulrahmengesetz - RI23*] and the higher education legislation in place in the Länder [*Hochschulgesetze*], 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 9.3.]. 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 already 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.

##### **9.4.2.2. Evaluation in the higher education sector**

Since 1994, various structures have been established for supporting both internal and external evaluation and these now cover the institutions of higher education in all sixteen Länder. Meanwhile, 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.

External evaluation is performed by regional evaluation agencies at Land level or by networks or associations of higher education institutions covering all Länder. At both the level of the institutions of higher education and at ministry level, various international cooperations 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.

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 2.8.3.].

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.

In its resolution on quality assurance in teaching at higher education institutions from September 2005, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz*] 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]. In October 2008 the Standing Conference and the *Stifterverband für die deutsche Wissenschaft*, the business community's innovation agency for the German science system, together launched a competition to award and promote convincing concepts developed by universities and equivalent higher education institutions and *Fachhochschulen* for the development of strategies in teaching and learning.

### **9.4.3. Evaluation in further education**

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 [see chapter 7.16.] 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 [*Bundesagentur für Arbeit*]. The employment agencies entrusted external certification bodies with the task of inspecting maintaining bodies for continuing education. 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 - R168*]. 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 - R170*]. 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 course is to be approved. 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. 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 [*Bundesagentur für Arbeit - BA*] 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.

Furthermore, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung*] promotes comparative tests of continuing education media, continuing education measures and continuing education advice by *Stiftung Warentest*, Germany's independent consumer-product testing agency.

## **9.5. Evaluation of the education system**

### **9.5.1. Quality-assurance measures in schools**

In June 2006, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz - KMK*] 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.

Other essential elements of quality assurance in the school sector are represented by the Standards for Teacher Training: Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] and the content requirements for subject-related studies and subject-related didactics in teacher education and training [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*] detailed in chapter 9.5.2.3.

#### **9.5.1.1. Participation in national and international comparative studies of pupil achievement**

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 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 new joint task pursuant to Article 91b, Paragraph 2 of the Basic Law [*Grundgesetz - RI*] 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 provide OECD states with indicators concerning the knowledge, skills and abilities of 15-year old pupils in the areas of reading, mathematics and sciences. In addition, cross-curricular competences necessary for methodical, self-regulated and cooperative

learning or working are determined. The results are interpreted taking account of sociodemographic features, as well as the learning opportunities and interaction processes in schools. The survey covers three overlapping cycles [PISA 2000, PISA 2003, PISA 2006]. The so-called *national options* [PISA-E] involve the recording of additional subject areas and problems and a considerable extension of the sampling. These qualitative and quantitative extensions mean that the study can be used for comparison between the Länder.

After the publication of the results of the PISA 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 pre-school education
- measures to strengthen the link between the pre-school 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 youths 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 December 2004, in its statement on the occasion of the publication of the results of PISA 2003, the Standing Conference emphasised the continued importance of the areas of action. Its work will focus on the following areas in the field of quality development:

- improvement in lessons for specific support in all areas of competence
- early, specific support of children and young people from difficult social backgrounds or from migrant families
- further development of teacher training and further training

The findings of the second PISA Länder comparison [PISA 2003-E] presented in November 2005 have confirmed the demand for joint Länder projects in these areas.

In December 2007, the results of PISA 2006 were published. The Standing Conference and the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] welcomed the positive trend in a joint declaration and also rated the reform measures that had been initiated after publication of the results of PISA 2000 as a success. At the same time, they underlined that the significant differences between weak and good pupils and the close link between social background and competence acquisition still requires greater endeavour. The generally positive trend noted in the education system since PISA 2000 was backed-up by the results of the PISA 2006 comparison between the Länder, which was published in November 2008.

In addition to the PISA investigations that refer to the secondary level, Germany also participated in the *Progress in International Reading Literacy Study* [PIRLS] for grade 4 pupils in 2001; its results were published in April 2003. In the synopsis of the seven areas of action, named by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder as a consequence of the PISA results and of the results of the PIRLS study, new assessments of the importance attached to individual areas as well as to additional priorities have been revealed. However, in this context, the seven areas of action lose none of their significance for quality assurance in the school system. In November 2007, the results of the PIRLS/IGLU 2006 study were published. The Standing Conference and the BMBF jointly emphasised the positive trend in the achievements of pupils. At the same time, they pointed out the necessity for further reform in order to effectively counter the link between social background and success at school in the primary sector as well. The results of the PIRLS/IGLU 2006 comparison between the Länder, which were published in December 2008, also confirmed the efforts by the Länder to gear the development of teaching practice towards the promotion of pupils on an individual basis. Germany will also be taking part in the next PIRLS/IGLU study in 2011.

In coordination with the Federation, the Standing Conference also participated in the *Trends in International Mathematics and Science Study* [TIMSS] in 2007. Germany will again be taking part in TIMSS in 2011.

#### **9.5.1.2. 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 national *Bildungsstandards* [educational standards] for the *Mittlerer Schulabschluss* after grade 10 in the subjects German, mathematics and first foreign language [English, French] 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, for the first time, quality development in the general education schools of all Länder can be checked against jointly agreed criteria in the form of general standards. In October 2007, the Standing Conference resolved to develop the Uniform Examination Standards for the *Abitur* examination [*Einheitliche Prüfungsanforderungen in der Abiturprüfung*] initially in the subjects of German, mathematics and first foreign language [English/French] and furthermore for the natural sciences [biology, chemistry, physics] into educational standards for the *Allgemeine Hochschulreife*.

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 central review of the achievement of educational standards in a comparison between the Länder is the main task of the Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen* –IQB]. Within this framework, the IQB develops standardised assignments for the educational standards of the Standing Conference. So-called anchor assignments [*Ankeraufgaben*] which are standardised within the framework of international studies ensure international connection of the educational standards. From 2009 onwards the Länder will be examining the attainment of the educational standards by pupils at primary school and lower secondary level in a comparison between the Länder based on the IQB assignments. The Institute for Educational Progress was set up at the Humboldt-University zu Berlin in June 2004 by the Standing Conference and is to contribute towards improving comparability and permeability in the education system. In June 2008 the Standing Conference decided to fund the Institute for an unlimited period and to employ additional staff. The IQB is to be evaluated on a regular basis.

### **9.5.1.3. 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. In the future, these comparative studies are to be conducted in the Länder 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. Comparative studies in connection with the educational standards can be conducted in grades for which standardized assignments based on the educational standards are available. The cross-Länder comparative studies for primary school and lower secondary level [VERA 3 and VERA 8] will be implemented in 2009. The surveys on learning levels are to be carried out annually and are regularly to provide important information for the targeted promotion of pupils and schools.



#### **9.5.1.4. Joint education reporting by the Federation and the Länder**

Another important element both of the comprehensive strategy for educational monitoring and of the new joint task pursuant to Article 91b, Paragraph 2 of the Basic Law 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 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. The first joint education report of the Federation and the Länder, *Bildung in Deutschland* [Education in Germany], which mainly focuses on education and migration, has been drawn up by an independent scientific consortium with the participation of the Statistical Offices of the Federation and the Länder and was presented in June 2006. The second National Education Report has been compiled by the same group of authors and was published in June 2008. It concentrates on the transition from school into vocational education and training, higher education and the labour market.

#### **9.5.2. Quality-assurance measures in tertiary education**

##### **9.5.2.1. Reform of the study structure and evaluation of teaching**

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*] 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. As a result, the first structures for evaluation have been created over the last few years. Attempts to evaluate higher education institutions should be viewed against the overall background of renewal of the higher education sector, the main elements of which include a reform of the structure of study, greater financial autonomy for higher education institutions and improved management.

Reform of the structure of study courses is aimed, inter alia, at streamlining study and reducing its duration. This can be achieved by setting guideline data and key figures for courses, especially *Regelstudienzeiten* [standard periods of study], hours of attendance, time allowed for completion of dissertations, number of certificates required for admission to examinations and examinations required in one particular subject. Reform measures also include the improvement of examination organisation and procedures: final examinations taken alongside courses of study and what are known as free attempts [*Freiversuche*], i.e. when a final examination which was not passed the first time is considered not attempted if it was taken within the standard period of study. As a further measure to support reform of the structure of study, efforts are being made to bring about a qualitative improvement in teaching, for example, by taking into account didactic qualifications when appointing professors and by examining teaching loads and regulations on the compulsory attendance hours of teaching staff.

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. *Prüfungsordnungen* [examination regulations] for *Staatsprüfungen* [state examinations] are issued by the relevant ministries [cf. chapter 8.2.12.2.].

#### **9.5.2.2. 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 increase the diversity of the study offer, 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. Accreditation is a pre-requisite for the state approval of a new study course and is essentially performed by external peer review. Periodically, the study courses are re-accredited.

The Standing Conference 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 prerequisites 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 [*Stiftung Akkreditierung von Studiengängen in Deutschland*] also acts a central documentation service for the accreditation system and administrates the data base of the study courses accredited in Germany.

In accordance with the principles for the future development of quality assurance for all Länder and institutions of higher education, also adopted by the Standing Conference of the Ministers of Education and Cultural Affairs in 2002, in the long run 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 conveying the educational prerequisites for a teaching position are also subject to the accreditation process [cf. chapter 8.1.8. and 9.5.2.3.].

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 responsibility for quality assurance in terms of the given criteria is thus transferred to the higher education institution. 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.

### **9.5.2.3. Quality assurance and quality development in teacher education and training**

The evaluation of teacher training courses and state examinations for teachers presents particular problems. The *Gemischte Kommission Lehrerbildung* as well as the Science Council have pointed out that teacher training in the Länder until now has not been subject to serious empirical evaluation and an analysis of its effectiveness. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder has taken the criticism by both committees as a suggestion to become active in this area, and has commissioned a report on the question of the possibilities for an evaluation of the first and second phase of teacher training. The report suggests that the effectiveness and further development of teacher training should be established and evaluated on the basis of previously defined criteria, so-called standards. These standards should be oriented towards a concept of an ideal teacher, be formulated with regard to subject areas and types of school, be a standard of quality and be realisable in teaching practice and critical reflection upon teaching within the given context.

In December 2004, on the basis of this report and the current discussion, the Standing Conference adopted Standards for Teacher Training: Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*]. The educational sciences include the scientific disciplines concerning educational processes, education systems and their

basic conditions. The standards describe requirements for the actions of teachers. They refer to competences and thus to the abilities, skills and attitudes that a teacher must possess in order to meet professional requirements. They formulate competences in educational sciences that are particularly important for initial teacher training and everyday working life and that can be linked to further and continuing education. The Standards for Teacher Training: Educational Sciences were adopted by the Länder at the start of the 2005/2006 academic year as the basis for the specific requirements of teacher training courses, including practical training components and the *Vorbereitungsdienst* or preparatory service in the Länder. In October 2008 the Standing Conference adopted common content requirements for subject-related studies and subject-related didactics in teacher training [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*] which apply to all Länder. The common content requirements provide a framework within which the Länder and universities may set priorities and define their own specialisations, and also lay down additional requirements. The requirements for subject-related studies and subject-related didactics should, in conjunction with the Standards for Teacher Training, form a basis for the accreditation and regular evaluation of teacher-training courses. At the same time they are an important element of efforts towards quality assurance and quality development in school education and training.

### **9.5.3. Quality assurance measures in continuing education**

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.

### **9.6. Research on education**

Educational research projects in Germany are mainly conducted in university and non-university research establishments. Non-university research establishments include institutes of the Land that have been established by and are subordinate to individual Land governments as well as research institutes that are maintained by the Federal Government alone, for example the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung - BIBB*], and institutes that are jointly funded by the Federal Government and the Länder, including for example

- the Max-Planck-Institute for Human Development in Berlin [*Max-Planck-Institut für Bildungsforschung*]
- the German Institute for International Educational Research in Frankfurt [*Deutsches Institut für internationale pädagogische Forschung - DIPF*]
- the Leibniz Institute for Science Education in Kiel [*Leibniz-Institut für die Pädagogik der Naturwissenschaften - IPN*]

- the German Institute for Adult Education – Leibniz Centre for Lifelong Learning in Bonn [*Deutsches Institut für Erwachsenenbildung – Leibniz Zentrum für Lebenslanges Lernen – DIE*]

In a broader sense, projects of supra-regional importance, linked to accompanying scientific research, can also be counted amongst educational research. Until the year 2006, pilot experiments were conducted by the Commission of the Federation and the Länder for Educational Planning and Research Promotion [*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung – BLK*] as agreed between the Federation and Länder within the framework of the joint task *Educational planning*. As the federalism reform in 2006 [Federalism reform I] abolished the joint task, responsibility for the pilot experiments is transferred to the respective participating Länder. The agreed pilot experiment programmes will be completed by the Länder under unmodified financing conditions and with additional assumption of the previous Federal portion. In 2008, the following pilot experiment programmes, joint projects and individual pilot experiments were conducted:

- quality enhancement of the training and education provided in day-care centres for children and primary schools and organisation of the transition
- further development of the range of dual courses available in the tertiary sector
- self-determined and cooperative learning in initial vocational training
- SINUS Transfer Primary School [*SINUS-Transfer-Grundschule*] – transfer of the results of the programme Increasing Efficiency of Teaching Mathematics and the Sciences [*Steigerung der Effizienz des mathematisch-naturwissenschaftlichen Unterrichts – SINUS*] to a transfer programme for the primary school
- Transfer 21 – transfer and expansion of the programme Education for Sustainable Development [*Bildung für eine nachhaltige Entwicklung*]
- Support of Children and Young People with Migrant Backgrounds [*Förderung von Kindern und Jugendlichen mit Migrationshintergrund*]
- All-day Learning [Lernen für den GanztTag]

Moreover, projects in the specific BLK focus of “distance learning” as well as projects to further the use of new media in higher education teaching and in the school sector were completed.

The Federal Government promotes empirical educational research institutionally, as part of departmental research, by working to improve the framework conditions for educational research, as well as through the furthering of projects and programmes in coordination with the Länder pursuant to Article 91b, Paragraph 2 of the Basic Law [*Grundgesetz – R1*]. The institutional support for empirical research in education is carried out via the German Research Society [*Deutsche Forschungsgemeinschaft – DFG*] and the Max Planck Society [*Max-Planck-Gesellschaft – MPG*] among others. In departmental research, thematic focuses as well as measures for quality development and quality assurance, such as external appraisal and separation of appraisal and decision, contribute to strengthening empirical educational research. In order to improve the framework conditions of educational research, the next generation of academics is to be systematically promoted, in particular by awarding doctoral grants in consultation with the German Research Foundation. International exchange is to be

strengthened, for example through informative events or the Office for the Internationalisation of Empirical Educational Research which has been set up at the German Institute for International Educational Research. In order to improve the informational infrastructure, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF], in consultation with the Länder, promotes a research data centre at the Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen* – IQB], thus enabling scientists to access data from national and international performance comparisons. Further, in the future, the use of data from projects promoted by the BMBF for scientific analyses is to be possible to a significantly larger extent.

In November 2007, the Federation and the Länder presented a framework programme for the reinforcement of empirical educational research by the Federation, and the research interests of the Länder. The framework programme is to improve the position of pupils in international comparative studies of pupil achievement and to decouple the link between social background and competence acquisition. One of the focal points of the framework programme is a national educational panel that is to cover educational processes in the course of life, so that specific measures for improvement can be developed. The programme was coordinated between the Federation and the Länder and is to be implemented in close cooperation. From the angle of the Länder, results of future educational research shall help master central challenges of the education system. In a position paper, the Länder have listed the areas of school education, higher education, vocational education and training and continuing education that, from their perspective, are in urgent need of further research. The idea is to stimulate relevant research within the scope of the new joint task [Article 91b, Paragraph 2 of the Basic Law] with the aim of acquiring validated and applicable control knowledge to increase educational quality and at the same time ensure equality in education.

As regards the collaboration between the public sector and educational research, the Institute for Educational Progress which was set up by the Länder at the Humboldt-University zu Berlin and the Scientific Advisory Committee for the support of the Federation and the Länder in implementing the new joint task [Art. 91b, Paragraph 2 of the Basic Law] are to be mentioned. As a scientific establishment, the IQB supports the Länder in the assurance and ongoing improvement of the outcomes of school education processes. In particular, the institute shall make a key contribution to the review and further development of the *Bildungsstandards* [educational standards]. The assignments of the Scientific Advisory Board are the following:

- to monitor projects to establish the performance of the German educational system in international comparison
- to monitor projects in educational research conducted in the interest of both the Federation and the Länder
- to support the joint education reporting by the Federation and the Länder
- to support the development of recommendations on the basis of the new joint task

Within the compass of the investment programme Future Education and Care [*Investitionsprogramm Zukunft Bildung und Betreuung* – IZBB] the Federation, in close cooperation with the Länder, supports the empirical panel study on the development of all-day schools [*Studie zur Entwicklung von Ganztagschulen*] and other cross-Länder

research projects on issues which are particularly relevant to the content structure and successful development of all-day education offers. Of special importance are the promotion of up-and-coming academics and the close relationship between research and teaching. More information may be found on the Federal Ministry of Education and Research's all-day schools internet portal [www.ganztagschulen.org].

The aim of research on vocational education and training is to identify the key challenges for innovation in the German vocational education and training system, and to develop courses of actions for the structural improvement of vocational education and training. Under Article 84 of the Vocational Training Act [*Berufsbildungsgesetz* - BBiG - R82], therefore, research on vocational education and training has the following objectives:

- clarifying the bases of vocational education and training,
- observing German, European and international developments,
- identifying requirements relating to the objectives and content of vocational education and training,
- preparing future developments of vocational education and training with regard to changed requirements,
- promoting instruments and procedures to provide vocational education and training, as well as knowledge and technology transfer.

In 2006, to enhance the attractiveness of the system of vocational education and training and to increase young people's chances of integration, the Federal Ministry of Education and Research launched an initiative for research on vocational education and training. The objective of the planned research project is to provide information, data and proposals in the form of expert's reports and empirical studies. Amongst others, topics of research include demographic trends and their effect on vocational education and training and the furthering of quality assurance in vocational education and training. The results of this research are intended to provide support to educational reforms. On top of the activities carried out by the Federal Ministry of Education and Research, the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB] contributes through scientific research to research on vocational education and training. To intensify cooperation with university and non-university research, a Research Data Centre [*Forschungsdatenzentrum*] for empirical data from the field of research on vocational education and training is currently being developed in the BIBB [www.bibb-fdz.de].

In the Länder, as part of the promotion of the development of schools and teaching practice, the institutes of the Land for school pedagogy and educational research are responsible for educational research and for carrying out pilot experiments in the school sector. In Bayern, the *Bayerische Staatsinstitut für Hochschulforschung und Hochschulplanung* [Bavarian State Institute for Research and Planning in Higher Education - IHF] is responsible for educational research in the higher education sector.

The SOFIS database [*Sozialwissenschaftliches Forschungsinformationssystem* - Social Sciences Research Information System] provides an up-to-date overview of the educational research projects which are planned, currently conducted and completed in the last ten years in Germany. The database, which has been compiled by the *Leibniz-Institut für Sozialwissenschaften* [Leibniz Institute for the Social Sciences], annually

collects 6,000 to 7,000 new or updated documents. Educational research forms one component of this database, which contains comprehensive information on research in the social sciences. A portion of the SOFIS database, namely project-descriptions from the past three years, is accessible online [[www.gesis.org](http://www.gesis.org), links to services, expert information, literature and data bases].



## 10. SPECIAL EDUCATIONAL SUPPORT

### 10.1. Historical overview

Special education in Germany can look back on a history spanning two hundred years. Over this time it has undergone a process of expansion and diversification. The first to benefit from special tuition were blind and deaf-mute children in schools and homes which were established in the 19th century through private philanthropic initiatives or church charities.

Public-sector schools were first established when at the turn of the century the school legislation of the Länder made school attendance obligatory for the disabled. When general compulsory schooling was introduced it also became clear how many pupils could not follow general lessons. Thus, the period between 1880 and 1920 saw the emergence of schools for those with sensory impairments alongside the established institutions for the blind and for the deaf-mute and also the emergence of what were known as *Hilfsschulen* as institutions for *children of limited learning ability*. In practice they became catch-all establishments for children with a wide range of learning and behavioural problems and disabilities. The educational opportunities for people with severe mental and physical disabilities remained quite inadequate in the first half of the twentieth century. Even the modest progress made was destroyed again during the National Socialist period.

Following the Second World War, schools for children with learning difficulties, schools for children with behavioural problems and schools for the mentally handicapped emerged from the *Hilfsschulen*. In the 1960s and 1970s attempts were made to enable all handicapped children and young people to exercise their right to education and to meet the wide range of needs as far as possible. This involved the comprehensive expansion of special education including the establishment of a larger number and greater variety of *Förderschulen*, or special schools [in some Länder, the terms for special schools are *Sonderschulen*, *Förderzentren* or *Schulen für Behinderte*]. Resolutions adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in 1960 and 1972 ensured that developments were broadly similar in all Länder. Various types of *Förderschulen* for children and young people with physical and mental disabilities also existed in the German Democratic Republic [GDR].

### 10.2. Ongoing debates and future developments

Recent years have seen a growing number of different organisational forms of support which have pursued the common aim of integration, not just as an end but as a means. Thus, various methods are used to provide opportunities for disabled children to receive instruction together with non-disabled children [see also chapter 10.5.]. 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 physical disabilities and social disadvantages 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 equality legislation, offers of integration into mainstream schools for pupils with special educational needs are currently being extended in the Länder.

Integration measures in the primary sector are intended to improve the prerequisites for successful attendance of general education schools.

In September 2008 the Standing Conference and the German Olympic Sports Confederation [*Deutscher Olympischer Sportbund* - DOSB] adopted joint recommendations on sport for children and young people with disabilities [*Gemeinsame Handlungsempfehlungen - Sport für Kinder und Jugendliche mit Behinderung*]. These are intended to support the integration and equal treatment of children and young people with disabilities, and refer to the special requirements of *Förderschulen* [special schools], but also to pupils with disabilities or chronic illnesses in general education schools.

### **10.3. Definition and diagnosis 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, therapeutical 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 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.

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.

#### **10.4. Financial support for pupils' families**

Within the scope of measures for the integration of disabled persons under Book Twelve of the Social Code [*Sozialgesetzbuch XII – Sozialhilfe* –], pupils with special educational needs may receive financial assistance in order to provide them with an adequate school education, especially with regard to the period of compulsory schooling and the attendance of a general education school at secondary level.

For the transport of children with special educational needs to and from school, please refer to the comments on the primary sector in chapter 4.7.

#### **10.5. Special educational support within mainstream education**

Cooperation between *Förderschulen* and mainstream schools exists independently of the more recent attempts at inclusive teaching described above [see chapter 10.2.]. 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. 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. Pupils at special schools for children with learning difficulties can be admitted to a *Grundschule* or *Hauptschule* if there is a chance that they will be able to cope with lessons and achieve success. Schools for children with speech defects and children with behavioural problems are conceived as transitional schools and their aim is to alleviate the speech and behavioural problems to such an extent that the pupils can return to a mainstream school.

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.

##### **10.5.1. Specific legislative framework**

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 [R14-29]. More detailed provisions are set out in the school legislation of the Länder [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119].

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 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 current situation is documented in 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].

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*. In addition to these general recommendations, further recommendations for the individual types of special education were developed which focus on:

- 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 10.8. 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*].

### **10.5.2. General objectives**

Preventive measures aim to prevent an existing disability from having a more far-reaching impact. Children and young people facing the threat of disability receive preventive assistance to help counteract the emergence of a disability. Particular importance is attached to interdisciplinary cooperation in the early stages of assistance.

The aim of special educational support at mainstream schools is to enable children and young people with special educational needs to exercise their right to an appropriate form of education and training, and at the same time 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.

### **10.5.3. 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.

## **10.6. Separate special educational support**

Alongside the organisational forms of special educational support at mainstream schools and in cooperative forms mentioned in chapter 10.5.3., the following organisational forms of special educational support exist side by side:

### **Special educational support at special schools**

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]. According to the *Recommendations on the Organisation of Special Schools* [*Empfehlung zur Ordnung des Sonderschulwesens*, Resolution by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder dated March 1972], there are ten different types of *Förderschulen* or *Sonderschulen*:

- schools for the blind
- schools for the deaf
- schools for the visually impaired
- schools for the hearing impaired
- schools for the mentally handicapped
- schools for the physically disabled
- schools for the sick
- schools for children with learning difficulties
- schools for children with speech defects
- schools for children with behavioural problems

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* [see chapter 3.13].

#### **10.6.1. Specific legislative framework**

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 [R14-29]. More detailed provisions are set out in the school legislation of the Länder [R87, R89, R91, R93, R95, R98, R100, R102, R104-105, R107, R109, R115, R117-119].

#### **10.6.2. General objectives**

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.

#### **10.6.3. Geographical accessibility**

As in the case of general education schools, school development planning is a task of the local authority maintaining bodies [see chapter 4.5]. For some types of special education, the low number of pupils necessitates the establishment of *Förderschulen* whose catchment area is the whole of Germany.

#### **10.6.4. Admission requirements and choice of school**

Disabled children and young people 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 him either with the *Grundschule* or 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.

### **10.6.5. 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.

Schools for children with learning difficulties are organised in grades according to age or performance levels. Schools for the mentally handicapped comprise four grades, the last of which is known as a *work grade* [*Werkstufe*]. 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.

### **10.6.6. Organisation of the school year**

The number of lessons stipulated in the timetables of mainstream schools is supplemented by special education measures. Some educational courses at *Förderschulen* also last a year longer than those at mainstream schools. For the organisation of the school year, see the comments on the primary sector in chapter 4.9.I.

### **10.6.7. Curriculum, subjects**

Apart from *Förderschulen* for children with learning difficulties and the mentally handicapped, 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 individual types of disability. Schools for children with learning difficulties and for the mentally handicapped 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 4.10.

### **10.6.8. Teaching methods and materials**

*Förderschulen* are often all-day schools or boarding schools. Comprehensive assistance for the disabled pupil 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.

### 10.6.9. Progression of pupils

Continuous assessment of performance takes place in *Förderschulen* in a similar form to that of mainstream schools [cf. chapters 4.12. and 5.15.]. In the case of the mentally handicapped and the very severely disabled, assessment is confined to reports on personality development.

At the end of the school year the *Förderschule* examines 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 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.

### 10.6.10. Educational/vocational guidance, education/employment links

In taking the decision on a child's school career, the school concerned and the school supervisory authority cooperate with various agencies within and outside the school system, including school psychological services, the public health office, the youth welfare office and education counselling agencies [for example, in the case of behavioural problems and domestic disputes].

Particular importance is attached to the integration of disabled young people into the workforce. Compulsory schooling does not end with a general education; rather, it includes vocational training or pre-vocational training, sometimes at vocational *Förderschulen*. Pupils are prepared for making a decision on their choice of career at schools providing general education [in such subjects as *Arbeitslehre* and through visits to companies and work placements]. Schools cooperate in this area with the careers guidance departments of public employment agencies.

The aim is for the disabled to be trained in a *anerkannter Ausbildungsberuf* [recognised occupation requiring formal training] under the *duales System* [dual system], in so far as their learning abilities allow. The school part of vocational training takes place at general *Berufsschulen* or at establishments for the disabled. The first stage of training is usually completed on a full-time basis as a *Berufsprüfungsjahr*, i.e. basic vocational training year. It can be preceded by a *Berufsvorbereitungsjahr*, a year of pre-vocational training. Practical training takes place in companies, at inter-company training centres or in vocational training workshops for the disabled.

Alongside training within the dual system training opportunities are also available at full-time vocational schools. Pupils with appropriate school-leaving qualifications are also offered the opportunity to continue their education [at the *Fachoberschule* or *Fachschule*]. These institutions providing vocational training for the disabled usually have a large catchment area and offer student accommodation.

If training in a recognised occupation requiring formal training is not possible, disabled young people receive a preparatory training geared to their individual capabilities and skills either for an occupation that will enable them to lead an independent life, or for employment in a workshop for the disabled with the aim of facilitating future permanent integration into a work environment.



### **10.6.11. Certification**

In so far as the type of disability or illness allows, *Förderschulen* award qualifications equivalent to 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*. The conditions enabling eligible *Förderschulen* pupils to obtain the *Hauptschulabschluss* in addition to the school-specific qualification, 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 adopted by the Standing Conference in October 2007.

For pupils who were not taught using the curricula of mainstream schools, such as the mentally handicapped, the teachers' conference deems that an educational course has been successfully completed when the pupil has passed through all the stipulated school levels successfully.

### **10.6.12. Privately-maintained educational establishments**

With 15 per cent of the total number of pupils, the private sector plays quite an appreciable role in special education [see chapter 10.8.]. Churches, welfare organisations and other non-public bodies run *Förderschulen*, often in conjunction with residential homes. These schools are also subject to state supervision. In their teaching methods, rehabilitation measures and child care and supervision they sometimes pursue their own way to promote special educational support.

## **10.7. Special measures for children and young people with migrant backgrounds**

For specific measures of support for children and young people with migrant backgrounds, please see the chapters on primary and secondary education as these children generally attend the *Grundschule* or the general schools at secondary level. Please see chapter 3.13 for more information on measures for the improvement of language skills amongst children with migrant backgrounds as early as in the pre-school sector.

## 10.8. Statistics

### Pupils with special educational support in general education schools in 2007

Focus of special education	Pupils with special educational support in			Attendance rate in per cent <sup>1)</sup>
	Mainstream schools	Special schools	Mainstream schools and special schools in total	
Learning	38,831	179,554	218,385	2.7
Sight	1,898	5,083	6,981	0.1
Hearing	3,651	11,131	14,782	0.2
Speech	13,271	37,533	50,804	0.6
Physical and motor development	5,876	24,740	30,616	0.4
Mental development	2,406	74,412	76,818	1.0
Emotional and social development	18,173	34,427	52,600	0.6
Sick	166	10,301	10,467	0.1
Types of special education not assigned to any other disability category	417	23,218	23,635	0.3
All types of special education	84,689	400,399	485,088	6.2

<sup>1)</sup> Percentage of all pupils of compulsory schooling age (Years 1-10 including special schools)

Source: Sekretariat der Kultusministerkonferenz

### Special schools in 2007

	Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school in per cent
Publicly-maintained <i>Förderschulen</i>	2,726	331,256	82.7
Privately-maintained <i>Förderschulen</i>	634	69,143	17.3

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1, 2008

## 11. THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION

### 11.1. Historical Overview

In accordance with the extended meaning of the term culture, cultural policy not only comprises the legislation and administration of culture in the narrower sense but also all aspects of the fields of education and science. The first officially and politically binding concept for foreign cultural policy in the history of the Federal Republic of Germany was the Federal Government's statement on the report of the Enquete Commission in 1977. The Enquete Commission had been assigned by the German *Bundestag* in 1970 to develop recommendations for improving the representation of German culture and the German education system abroad. Special importance was attached to an examination of the objectives, contents, organisation and financing of foreign cultural policy.

After detailed discussion of the report of the Enquete Commission, the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] presented an in-depth statement in March 1979. Basically, the Standing Conference agreed with the statement of the Federal Government, yet emphasised that the cultural affairs at national level may not be separated from its representation at international level, and deduced from this the right of the *Länder* to participate in the process of shaping the international relations in these areas.

During the last two decades, international cooperation in the areas of education and culture has become more and more intensive. Therefore, during the nineties, a renewed public debate on foreign cultural and educational policy has begun which continues to this day. Since the middle of the nineties the Federal Government annually presents a report on the state-of-the-art in cultural and educational foreign policy. In 2000, the Federal Foreign Office [*Auswärtiges Amt*] with the *Concept 2000 of Foreign Cultural Policy* redefined the main thrust of foreign cultural policy, in order to better accommodate to the changes in international politics after the breakdown of the Communist states and to the conditions of globalisation. In accordance with this, foreign cultural and educational policy is understood more as being a contribution towards preventing crises, protecting human rights and promoting democracy. For the *Länder*, the Standing Conference has stated that it essentially agrees with the concept of the Federation. From the point of view of the *Länder*, it is prerequisite for the implementation of the concept, though, that no discrepancy arises between the new orientation of foreign cultural policy and the available financial means. More than half of the cultural budget of the Federal Foreign Office is provided for the area of education [exchange in the sector of higher education and science, German schools abroad, exchange in the school sector, promotion of cooperation in vocational education and training].

### 11.2. Ongoing debates and future developments

Within the scope of German foreign cultural and educational policy, currently special importance is being attached to the promotion of the cultural dimension in a Europe that is continuing to grow together. A common awareness of the variety and the shared identity of European cultures is to emerge. Cultural exchange, mobility in school

education, higher education and research, promotion of the German language abroad as well as an interest in learning European foreign languages are viewed as conditions for the development of this shared identity. In this regard, the German-French cooperation on the basis of the Agreement on German-French Cooperation [*Vertrag über die deutsch-französische Zusammenarbeit*] from January 22, 1963, which has received several new stimuli since the 40th anniversary of the Agreement in 2003, is of particular importance. More detailed information on German-French cooperation is available in chapter 11.5.1.

Major impulses for the internationalisation of German higher education institutions come from the Bologna Process. In May 2007, the ministers responsible for higher education in what have meanwhile become the 46 Bologna signatory states convened again in London. The implementation of the final communiqué requires further action in a number of areas until the 2009 Bologna follow-up conference to be held in Leuven. More detailed information on the realisation of the Bologna Process in Germany is available in chapter 11.4.2.

European cooperation in education has become much more dynamic as a result of the European Councils of Lisbon, Stockholm and Barcelona, the joint report of the European ministers for education on the future objectives of the European education systems, as well as the working programme for its implementation by 2010 [for further information on the German contribution to cooperation in vocational training as part of the “Copenhagen Process”, see chapter 11.4.2.]. The Länder are represented by one delegate on the Council of the European Union [Education, Youth and Culture], so that they are directly involved in educational cooperation between Member States of the European Union. One of the main topics of European educational cooperation is the European Qualifications Framework [EQF]. In April 2008 the European Parliament and the Council of the European Union adopted a Recommendation on the establishment of the EQF. The EQF is a European reference framework which is intended to serve as a translation device between the different qualifications systems of the Member States and enable them to relate their qualifications to each other. The EQF aims to create transparency and comparability and hence promote the international mobility of citizens and encourage lifelong learning. It describes in eight levels the learning outcomes required for the qualifications in the form of knowledge, skills and competences. By 2010 the Member States should relate their national qualifications systems to the European Qualifications Framework and, where appropriate, develop national qualifications frameworks in accordance with national legislation and practice. In this respect, the Federation and the Länder set up a joint task force in January 2007 to draw up a German Qualifications Framework for Lifelong Learning [*Deutscher Qualifikationsrahmen für Lebenslanges Lernen – DQR*] designed to present a first and comprehensive profile of the skills acquired in Germany. The DQR aims to give due consideration to the specific characteristics of the German educational system and to achieve appropriate evaluation and comparability for German qualifications in Europe. This initially takes in all formal qualifications within the German education system, including school, vocational training, higher education and continuing education. A future objective is to give due consideration to the results of non-formal and informal learning also. The DQR must be compatible with the Qualifications Framework for German Higher Education Degrees [*Qualifikationsrahmen für deutsche Hochschulabschlüsse*] which was developed in the course of the Bologna Process by the German Rectors’ Conference [*Hochschulrektorenkonferenz – HRK*], the Standing

Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* – KMK] and the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF].

Within the scope of foreign cultural and educational policy, a further focus of the Federation and the Länder is strengthening the relations to the Islamic world and the engagement with Islam in German education. To improve mutual understanding between the western and the Islamic world, the Federal Foreign Office has implemented a special programme in order to promote the European-Islamic Cultural Dialogue in 2002 which was also continued in 2008. Within the framework of this special programme, amongst other things, the exchange of teachers from Islamic countries is being promoted [see chapter 11.6.2.]. Teachers attend a two-week seminar in Germany. In 2008 the Federal Ministry for Foreign Affairs [*Auswärtiges Amt*] launched the initiative *Aktion Afrika* which is intended to develop the partnership between Germany and African countries in the key areas of cultural exchange, education and sport. Within this framework the programme for teachers was supplemented by a second seminar for experts in education from Islamic Francophone West African countries. Since 2003, an internet portal has been online that was developed especially for the purpose of promoting engagement with the Islamic world [www.qantara.de].

### **11.3. National policy guidelines/specific legislative framework**

#### **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 Maastricht Treaty, ratified in December 1992, resulted in an amendment of the Basic Law to accord the Länder more rights of participation in EU affairs through the *Bundesrat*. According to this new Article 23 and the Law on Cooperation between the Federation and the Länder in issues of the European Union of March 1993 [EUZBLG – R12], 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*.

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. The coordinating committee for this area is the Committee for European and International Affairs [*Kommission für europäische und internationale Angelegenheiten*]. In the field of “European Affairs“, 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. In the field of “International Affairs“, 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.

#### **Guidelines of foreign cultural and educational policy**

The Report of the Federal Government on Foreign Cultural Policy 2007/2008 names the following focuses for foreign cultural and educational policy:

- promotion of German interests in terms of cultural and educational policy
- prestige advertising for Germany and communication of a contemporary image of Germany
- strengthening of the European integration process
- using dialogue on values to prevent conflicts world-wide

According to a Position Paper by the Standing Conference of the Ministers of Education and Cultural Affairs of June 2000, in the area of further development of the European Community Treaties, the Länder are guided by a twofold objective:

- on the one hand, to create the necessary contractual basis to promote the process of European integration through Community action programmes in the field of education
- on the other hand, to clearly differentiate between the competences of the European Union and the competences of its Member States, and to respect the full responsibility of the individual Member States in the field of education

According to a position paper of the Standing Conference of December 2007 on policies in the fields of education, science and culture with regard to projects of the European Union [*Positionspapier der Kultusministerkonferenz zur Bildungs-, Wissenschafts- und Kulturpolitik im Hinblick auf Vorhaben der Europäischen Union*], the formation of opinion within the Standing Conference is geared to the following framework conditions:

- Quality assurance and quality development in the areas of school and higher education

- Furthering and securing mobility in teaching and learning
- Maintenance and promotion of cultural diversity in Germany and
- Representation of Länder interests in national and international context.

In its agreement, the Standing Conference expresses support for European cooperation in education, science and culture affairs in a Europe that safeguards its cultural wealth and the diversity of educational systems in line with the respective traditions of the Member States. Furthermore, it emphasises the significance of policies in the fields of education, science and culture as core elements of the sovereignty of the Länder, as well as the autonomy of cooperation in this area which cannot be subordinated to economic, social or employment policies.

#### **11.4. National programmes and initiatives**

##### **11.4.1. Bilateral programmes and initiatives**

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 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. With regard to the cooperation between two states in the field of school education, the PAD also participates in numerous commissions and committees.

In 2008 the Federal Ministry for Foreign Affairs [*Auswärtiges Amt*] launched the “Schools: Partners for the Future” [*Schulen: Partner der Zukunft* - PASCH] initiative. Its goal is to create a worldwide network of at least 1,000 partner schools. The Federal Ministry for Foreign Affairs coordinates the partner schools initiative and is implementing it in cooperation with the Central Agency for Schools Abroad [*Zentralstelle für das Auslandsschulwesen*], the Goethe-Institut, the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* - DAAD] and the PAD. In 2008 the Federal Ministry for Foreign Affairs provided the PAD with additional funding, which enabled it to expand the circle of partner countries and increase the number of participants in school partnerships between German and foreign schools, the further training programmes for German teachers abroad, the international award programme for foreign pupils [*Internationales Preisträgerprogramm*] and the exchange programme for foreign-language teaching assistants [*Programm für den Austausch von Fremdsprachenassistenten*]. Within the framework of the partner schools initiative in particular the PAD carries out a programme to develop long-term school partnerships promoting German-language teaching at schools abroad, and to promote knowledge about modern-day Germany and the German society. Partner schools include German schools abroad, schools in the national education systems of partner countries which offer the German Language Certificate [*Deutsches Sprachdiplom*] of the Standing Conference, and schools wishing to introduce or build on their German language-teaching.

In the school year 2007/2008, just under 30,000 persons participated in the exchange programmes of the PAD based on bilateral agreements. In numerical terms, the largest group consists of the people who travel to 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, central and eastern European countries [CEE], the countries of south-eastern Europe [SEE], the Commonwealth of Independent States [CIS] including Russia, and with Israel and the autonomous Palestinian territories. Within the framework of the Federal Ministry for Foreign Affairs' partner schools initiative, since 2008 it has been possible to apply for grants for school partnerships with schools throughout the world, with the focus on regions such as China, India and Turkey.

The PAD furthermore focuses on bilateral measures for in-service and further teacher training particularly designed for foreign language teachers. These measures are organised within the scope of attendance of host schools and courses of further education with Belgium, France, the Commonwealth of Independent States [CIS], Great Britain, Italy, the central and eastern European states, Mongolia, south-eastern Europe, Spain and the USA. Within the framework of the "Schools: Partners for the Future" initiative further and continuing education measures for teachers are now also being implemented with China, India, certain other Asian countries, and Latin America. Teachers of all school forms and grades, including the vocational school system, as well as staff responsible for school supervision and administrative staff can participate in these programmes. Another priority is the exchange of foreign language assistants with many Member States of the European Union as well as with Australia, New Zealand, Canada, the USA, the Russian Federation and China.

In the field of vocational education and training, 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, 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.

As part of bilateral programmes, the Federal Ministry of Education and Research furthermore promotes the exchange of students and trainers with France, the United Kingdom, Italy, the Netherlands and Norway. More detailed information is available in chapter 11.6.1.

#### **11.4.2. Multilateral programmes and initiatives**

##### **The European dimension in the school sector and in vocational training as well as in continuing general and vocational education**

Since 2007, the joint programme of the European Union for education and mobility LIFELONG LEARNING aims to promote the exchange of teachers and pupils/students



of all age groups within the countries of Europe and to further cooperation between educational institutions in Europe. The individual sub-programmes are COMENIUS [schools], ERASMUS [higher education], LEONARDO DA VINCI [vocational education and training] and GRUNDTVIG [adult education]. More detailed information is available on the internet [[www.lebenslanges-lernen.eu](http://www.lebenslanges-lernen.eu)].

The Educational Exchange Service [*Pädagogischer Austauschdienst* - PAD] of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder is the national agency for the schools area of the Lifelong Learning Programme [see also chapter 11.6.1.]. Within this scope, the PAD conducts programmes, amongst them the COMENIUS sub-programme, and ensures the placement of experts in education and vocational education and training for study purposes. These measures focus on the partners' cooperation on a project with a European dimension. Further information on the participation of Germany in the Lifelong Learning Programme is available on the internet [[www.kmk-pad.org](http://www.kmk-pad.org)].

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 [*Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - [www.na-bibb.de](http://www.na-bibb.de)] is responsible for the implementation of LEONARDO DA VINCI and GRUNDTVIG.

### **The European and international dimension in the tertiary sector**

As part of the ERASMUS action scheme within the Lifelong Learning Programme, the mobility of students and lecturers is promoted, as is the cooperation within the European higher education sector. 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 [*Deutscher Akademischer Austauschdienst* - DAAD] is responsible for the implementation of the ERASMUS programme. 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 - R85] [see also chapter 6.8.]. The international mobility of students has been reinforced since 2007 by an amendment of the Federal Training Assistance Act which abolished the orientation phase prior to commencing study in another country that had hitherto been obligatory. Hence students are now able to receive assistance under the Federal Training Assistance Act for a full course of study in a European country. Furthermore, financial assistance is provided for practical training and studies of limited duration outside of Europe.

Further major impulses for the internationalisation of German higher education institutes are provided by the Bologna Process. The Bologna Process is aimed at the creation of 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 May 2007 in London, the ministers responsible for higher education of the 46 signatory states to the Bologna Process issued the communiqué *Towards the European Higher Education Area: responding to challenges in a globalised world*. The implementation of the communiqué requires action in particular in the areas of the consecutive structure of studies, quality assurance and the recognition of degrees and study periods until the follow-up Bologna conference to be held in Leuven in 2009. Greater attention is also placed on improving graduates' employability, enhancing the availability of data on the social dimension and mobility, as well as refining the manner in which the Bologna Process is communicated to the public. As the objectives of the Bologna Process will not have been achieved in full by 2010, the aim is to continue the work on the European Higher Education Area beyond 2010.

In implementing the requirements of the Bologna Process, Germany has achieved clear progress over past years. The number of German students abroad has risen from some 65,000 in 2003 to 83,000 in 2006. The share of consecutive study courses for Bachelor's and Master's qualifications on offer at German higher education institutions has increased from 61% in the winter semester 2007/2008 to 75% in the winter semester 2008/2009.

As early as 2005, the Rectors' Conference [*Hochschulrektorenkonferenz* - HRK], the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK] and the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] presented a Qualifications Framework for German Higher Education Degrees [*Qualifikationsrahmen für deutsche Hochschulabschlüsse*]. In December 2006, the Standing Conference and the BMBF passed a National Action Plan for the recognition of foreign qualifications [*Nationaler Aktionsplan zur Anerkennung ausländischer Qualifikationen*]. More detailed information on the implementation of the Bologna Process in Germany can be found in the national report on the realisation of the targets of the Bologna Process for the period from 2007 to 2009.

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 [*Hochschulrektorenkonferenz* - HRK], the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* - DAAD], students, the Accreditation Council [*Akkreditierungsrat*], the social partners and the German Student Services Association [*Deutsches Studentenwerk*]. The Bologna Centre of the German Rectors' Conference [[www.hrk-bologna.de](http://www.hrk-bologna.de)] supports higher education institutions in the implementation of the Bologna Process.

Further information on the current developments in the Bologna Process is available online at [www.bologna2006benelux.org](http://www.bologna2006benelux.org).

Germany ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region [Lisbon Convention], which entered into force on 1 February 1999, on 1 October 2007.

### **International cooperation in vocational education and training**

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 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 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 training degrees]
- EUROPASS Mobility [previously: Europass vocational 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 [*Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* – BIBB] has been appointed as the central national EUROPASS authority in Germany. 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 sector as well as trade organisations and social partner organisations for vocational training. More detailed information is available on the internet [[www.europass-info.de](http://www.europass-info.de)].

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 [cf. chapter 11.5.2]. The

information and guidance centre *International Marketing of Vocational Education* [iMOVE] within the *Bundesinstitut für Berufsbildung* [Federal Institute for Vocational Education and Training – BIBB] 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].

## **11.5. European/international dimension through the curriculum**

### **11.5.1. The European and international dimension in the school sector**

The Standing Conference 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 for teachers and also material packs.

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 willingness 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. For the general development of foreign language teaching, see *Überlegungen zu einem Grundkonzept für den Fremdsprachenunterricht*, published by the Standing Conference of the Ministers of Education and Cultural Affairs in 1994. The report *Fremdsprachen in der Grundschule* provides a general view of the state of affairs and concepts of foreign language teaching at *Grundschulen* [primary schools] in 2004.

In almost 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 4.10.]. 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.

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.

#### **11.5.2. The European and international dimension in the tertiary sector**

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*]. Attention should be drawn to the intensive efforts to establish international courses of study and joint degrees, 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. Currently, 89% of higher education institutions hand out the *Diploma Supplement* for Bachelor's degrees and Master's degrees.

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 the German degree [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 2008/2009, some 230 first degree courses of study leading to international double degrees are on offer at German higher education institutions.

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 2008/2009 the DFH offers 128 binational integrated study courses in various disciplines. There are furthermore 17 trinational curricula where a German and a French higher education institution cooperate with a higher education institution in a third country. In the 2008/2009 academic year more than 4,600 students are registered at the Franco-German University.

A growing number of higher education institutions are offering a range of European-oriented special graduate study courses, especially in law, economics and engineering. With the introduction of a growing number of Bachelor's programmes in Germany, more and more German students are also opting to take these European-oriented study courses.

An overview of the international degree courses is included on the website of the DAAD [[www.daad.de](http://www.daad.de)], as well as in the DAAD brochure, International Bachelor, Master and Doctoral Programmes in Germany. All in all, according to the Higher Education Compass of the German Rectors' Conference German universities and *Fachhochschulen* [universities of applied sciences] offer some 870 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 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.

The *Graduiertenkollegs*, or graduate colleges, of the German Research Foundation [*Deutschen Forschungsgemeinschaft* - DFG] are attracting more and more 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 [*Graduiererschulen*] for the promotion of young scientists that are promoted as part of the Excellence Initiative.

### **The European and international dimension in teacher training**

In order that the measures described above for the school sector succeed, it is particularly vital that the European dimension not only form part of the initial training but also of the in-service training of teachers. In-service teacher training devotes a lot of attention to European issues, especially in the courses and seminars offered by the Council of Europe or the Lifelong Learning Programme of the European Union. Bilateral courses which allow teachers to pool experience with foreign colleagues, for example, the German-French qualification programme for teachers at schools with bilingual teaching, can look back on a long tradition. These include not only further education courses but also teacher exchanges and the process of sitting in on lessons, which are of benefit to both visitors and the host institutions.

## **11.6. Mobility and exchange**

### **11.6.1. Mobility and exchange of pupils, trainees and students**

#### **Exchange programmes for pupils**

Personal contact is essential in deepening understanding of other cultures. Therefore, study tours abroad have been organised for pupils and exchanges 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 Educational Exchange Service [*Pädagogischer Austauschdienst* - PAD] of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder with funding from the Federal Foreign Office and the European Union, respectively. An agreement with France on long-term [i.e. two times three-month] exchanges has been in existence since 1986. 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 dimension is also promoted by the premium programme for teaching German as a foreign language to secondary school pupils, which is 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 special programmes. Hence in 2008 grants under the Federal Ministry for Foreign Affairs' *Aktion Afrika* initiative enabled around 100 pupils from 13 African countries to visit Germany.

The Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* - BAföG - R85] funds up to one year of study abroad by upper secondary level pupils conditional on parental and own income.

### **Exchange programmes for trainees**

The reform of the Vocational Training Act [*Berufsbildungsgesetz* - R83] 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 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, in 2008 the National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB] supported training placements abroad for over 8,300 trainees. 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.

The bilateral exchange programmes of the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] in vocational training are aimed at cooperations 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 training models.

With the German-French exchange programme in initial and continuing vocational training, groups of trainees, pupils at full-time vocational schools and trainers are encouraged to participate in initial and continuing vocational training measures of several weeks' duration in the partner country. In 2007, 128 measures were executed with more than 3,200 participants from Germany and France. The number of participants shall be increased to 5,000 students by the year 2010. Since the beginning of the programme in 1980, more than 68,000 young people and adults, including the accompanying trainers and teaching staff, have taken the opportunity to experience vocational training and the working world in the partner country, to supplement their knowledge and skills in their respective occupation and to acquire intercultural competence. The continuous further development of the programme is aligned, amongst other things, with the development of exchanges offering integrated additional qualification as well as the establishment of joint German-French training courses.

With the aim of intensifying cooperation in the field of vocational training, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] has since 1995 reached agreements on bilateral exchange programmes in vocational training with the Netherlands, the United Kingdom and Norway. Since the start of the exchange programmes a total of around 9,000 trainees and vocational training providers from Germany, the United Kingdom, the Netherlands and Norway have taken part in exchange measures to learn about other training systems and acquire practical work experience abroad. In Germany the programmes are coordinated by InWent - *Internationale Weiterbildung und Entwicklung gGmbH* [InWent - Capacity Building International] [www.inwent.org].

### **Exchange programmes for students**

Globalisation and the fact that Europe is growing closer together 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 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] and likewise special support programmes implemented by individual Länder. On the basis of the total number of German students, the percentage of German students at higher education institutions abroad amounted to 4.8 per cent in 2006. Compared with 2005, the percentage of German students abroad has thus significantly increased. In comparison, on the basis of the total number of students at German higher education institutions the percentage of foreign students at German higher education institutions in the winter semester 2007/2008 amounts to 12 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 various programmes, of which there are over 200, mainly serve to provide individual grants for German and foreign students and graduates as well as for academics and researchers, however, funding is also given to international study and training partnerships, 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 encompasses the promotion of new curricula at universities and *Fachhochschulen*, awarding both national certificates in a degree course which is partly completed in the German higher education institution and partly in the foreign higher education institution.

Students and academic staff receive grants for periods spent abroad. 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]. Since then, more than 2,700 students and graduates have received assistance by the German Academic Exchange Service under the programme *Go East*. The campaign *go out!* launched in 2006 by the Federal Ministry of Education and Research and the DAAD is to advertise studies abroad. In addition to a media campaign, projects and events of higher education institutions related to the subject are promoted.

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 between higher education institutions and 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.

#### **11.6.2. Mobility and exchange of teaching and academic staff**

With regard to the European dimension of teaching, within training and in-service training of teachers special importance is attached to experience acquired abroad. A growing number of teacher training students are taking up this opportunity, by participating in a programme of the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* – DAAD], under the EU Lifelong Learning Programme, or under the programme for the exchange of foreign-language assistants of the Educational Exchange Service [*Pädagogischer Austauschdienst* – PAD] in the Standing Conference of the Ministers of Education and Cultural Affairs. Further training and in-service training are also served by programmes for visits abroad and exchange of staff based on the principle of reciprocity under the auspices of the PAD.

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 which are predominantly organised by the DAAD.

A special seminar programme for female teachers under the *European-Islamic Cultural Dialogue* which is financed by the Federal Foreign Office provided opportunity for multipliers from the Islamic cultural sphere to learn about German society and education and about integration programmes in the field of school education for Islamic minorities in Germany for the first time in 2002. Other key themes of the seminar are the roles of Church and State in the education system of a western democracy and the basic model of secular societies against the background of constitutional order and the legal system. Since 2007 the programme has also been open to participation by men. Within the framework of the Federal Ministry for Foreign Affairs [*Auswärtiges Amt*] *Aktion Afrika* initiative, in 2008 the teacher exchange programme was supplemented by a second seminar for experts in education from Islamic West African countries.

## 11.7. Statistics

### Exchange of pupils, foreign language assistants and teachers through the Educational Exchange Service of the Standing Conference of the Ministers of Culture and Educational Affairs 2007/2008

Programmes for	Germans abroad	Foreigners in Germany
Pupils	12,478	13,176
Foreign language assistants	1,451	1,009
Teachers	249	555

Source: Pädagogischer Austauschdienst Jahresbericht 2007/2008

### Exchange measures in the school sector under the Lifelong Learning Programme of the European Union 2007/2008

German teaching staff and multipliers abroad	German foreign language assistants abroad	Foreign language assistants in Germany	German schools and institutions	Foreign schools and institutions
1,115	114	91	899	2,858

Source: Pädagogischer Austauschdienst Jahresbericht 2007/2008

### Exchange of trainees and vocational education and training staff under the Lifelong Learning Programme of the European Union as well as under bilateral exchange programmes of the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung*) 2007

Programme	Trainees	Trainers
Lifelong Learning Programme/LEONARDO DA VINCI	7,475	1,378
Bilateral exchange programmes of the BMBF	1,740	135
Total	9,215	1,512

Source: Bundesministerium für Bildung und Forschung

**Grants awarded in the higher education sector under the EU programmes  
SOCRATES/ERASMUS and LEONARDO by the German Academic Exchange  
Service 2008**

Programme	Foreigners funded in Germany	Germans funded abroad
ERASMUS mobility of students/study abroad	-	23,556
practical training abroad [ERASMUS and LEONARDO]	26	3,450
mobility of staff [lecturers, other staff]	8	2,991
<b>Total</b>	<b>34</b>	<b>29,997</b>

Source: Deutscher Akademischer Austauschdienst, Jahresbericht 2008

**Students and Graduates abroad  
Funded by the German Academic Exchange Service 2008**

Funding	Foreigners funded	Germans funded	Total
One year scholarships	9,930	3,888	13,818
Short-term scholarships	1,393	1,223	2,616
Specialist and language course scholarships	3,354	528	3,882
Student traineeships	1,310	4,080	5,390
Study and practical training visits	1,885	2,714	4,599
International study and exchange programmes (ISAP)	165	887	1,052
Other partnership programmes	5,827	2,118	7,945
Institutional contact scholarships (STIBET)	4,407		4,407
Other funding programmes		93	93
<b>Total</b>	<b>28,271</b>	<b>15,531</b>	<b>43,802</b>

Source: Deutscher Akademischer Austauschdienst, Jahresbericht 2008

**Foreign academics and researchers in Germany in 2006 by funding recipient group and subject group**

Subject group	Graduates	Post-Docs	Experienced academics and researchers	No classification possible	Total
Languages and humanities	1,518	146	594	0	2,258
Law, economics and social sciences	1,875	241	367	0	2,483
Mathematics, sciences	4,619	2,253	3,391	1,951	12,214
Human medicine/health sciences	1,050	588	237	0	1,875
Agronomy, forestry, nutritional science, veterinary medicine	769	27	182	0	978
Engineering sciences	1,557	108	344	0	2,009
Fine arts, art history	321	38	44	0	403
No attribution possible/No data available	431	160	212	0	803
<b>Total of funding recipients</b>	<b>12,140</b>	<b>3,561</b>	<b>5,371</b>	<b>1,951</b>	<b>23,023</b>

Source: Deutscher Akademischer Austauschdienst, Hochschul-Informationssystem [Eds.], Wissenschaft weltoffen, 2008

**German academics and researchers abroad in 2006 by funding recipient  
group and subject group**

Subject group	Graduates	Post-Docs	Experienced academics and researchers	No classification possible	Total
Languages and humanities	646	67	157	137	1,007
Law, economics and social sciences	992	64	32	2	1,090
Mathematics, sciences	836	396	422	6	1,660
Human medicine/health sciences	45	53	41	0	139
Agronomy, forestry, nutritional science, veterinary medicine	79	5	15	0	99
Engineering sciences	204	26	41	0	271
Fine arts, art history	223	4	6	0	233
No attribution possible/No data available	193	379	2	0	574
<b>Total of funding recipients</b>	<b>3,218</b>	<b>994</b>	<b>716</b>	<b>145</b>	<b>5,073</b>

Source: Deutscher Akademischer Austauschdienst, Hochschul-Informationssystem [Eds.],  
Wissenschaft weltweit, 2008

**Foreign students at German higher education institutions from 2005 to 2007**  
**European States**

<b>Origin</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>EU states</b>	<b>83,054</b>	<b>80,551</b>	<b>74,155</b>
Belgium	917	957	920
Bulgaria*	12,794	12,170	10,504
Denmark	568	485	468
Estonia	780	724	677
Finland	912	853	713
France	6,074	5,982	5,476
Greece	5,850	5,643	5,218
Ireland	435	413	353
Italy	6,701	6,614	6,512
Latvia	918	886	823
Lithuania	1,747	1,667	1,510
Luxembourg	2,242	2,373	2,484
Malta	36	27	21
Netherlands	1,468	1,447	1,429
Austria	5,930	6,153	6,018
Poland	15,183	14,493	13,028
Portugal	1,383	1,341	1,315
Romania*	4,201	4,156	3,636
Sweden	682	700	600
Slovakia	1,649	1,569	1,365
Slovenia	540	524	556
Spain	5,152	4,799	4,538
Czech Republic	2,241	2,132	1,965
Hungary	2,642	2,434	2,167
United Kingdom	1,794	1,788	1,651
Cyprus	215	221	208
<b>EWB-/EFTA countries</b>	<b>786</b>	<b>718</b>	<b>593</b>
Iceland	108	108	87
Liechtenstein	19	21	21
Norway	659	589	485

\* Member states of the European Union since 2007

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2008



<b>Origin</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Candidate Countries</b>	<b>27,587</b>	<b>27,111</b>	<b>26,157</b>
Croatia	4,414	4,186	3,975
Macedonia	754	835	778
Turkey	22,419	22,090	21,404
Other European countries	31,374	31,912	30,698
<b>European states total</b>	<b>142,801</b>	<b>140,292</b>	<b>131,603</b>

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2008

**Foreign students at German higher education institutions from 2005 to 2007**  
**Non-European states and total**

<b>Origin</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Africa	22,883	22,689	21,580
America	11,917	12,397	12,372
Asia	69,107	69,422	66,691
Australia and Oceania	400	419	417
<b>Non-European states total</b>	<b>104,307</b>	<b>104,927</b>	<b>101,060</b>
Stateless persons, persons of unclear origin, no information	1,249	1,150	943
<b>Foreign students total</b>	<b>248,357</b>	<b>246,369</b>	<b>233,606</b>

Source: Statistisches Bundesamt, Fachserie 11, Reihe 4.1, 2008

## German students at foreign higher education institutions from 2004 to 2006<sup>1</sup>

Country of study	2004	2005	2006
<b>EU states total</b>	<b>43,036</b>	<b>51,473</b>	<b>56,086</b>
Belgium	371	442	398
Denmark	866	1,002	1,000
Finland	322	423	399
France	6,509	6,867	6,939
Ireland	401	443	465
Italy	1,410	1,607	1,607
Netherlands	8,604	11,896	13,988
Austria	7,069	10,174	11,961
Poland	290	344	398
Portugal	369	295	295
Rumänien*	225	263	236
Sweden	2,882	2,999	3,000
Spain	1,350	1,478	1,480
Czech Republic	179	237	256
Hungary	1,149	1,403	1,519
United Kingdom	11,040	11,600	12,145
<b>Other European states:</b>	<b>8,057</b>	<b>8,870</b>	<b>9,996</b>
Iceland	100	98	115
Norway	482	570	653
Switzerland	7,132	7,839	8,868
Turkey	143	202	200
Vatican	200	161	160
<b>Others:</b>	<b>14,992</b>	<b>16,156</b>	<b>16,092</b>
Australia	2,440	2,764	2,825
Chile	84	84	84
China	1,280	1,280	1,280
Japan	308	352	400
Canada	1,400	1,707	1,700
New Zealand	840	970	970
Russian Federation		170	177
United States	8,640	8,829	8,656
<b>Total</b>	<b>66,085</b>	<b>76,617</b>	<b>82,174</b>

<sup>1</sup> As a rule, only those countries are listed in which more than 125 students from Germany stayed in 2006.

\* Member state of the European Union since 2007

Source: Bundesministerium für Bildung und Forschung, Deutsche Studierende im Ausland 1996 bis 2006, 2008

## APPENDIX



## **BASIC LEGAL REGULATIONS**

**Constitutions, laws and legal regulations of the Federation and the Länder as of July 2009**

### **Constitution law / Federal law**

R1

Grundgesetz für die Bundesrepublik Deutschland  
Vom 23.05.1949 [BGBl. 1949, I, S. 1 ff.],  
zul. geänd. durch Gesetz vom 19.03.2009 [BGBl. I 2009, 16, S. 606]

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 17.12.2008 [BGBl. I 2008, 61, S. 2586 ff.]

R5

Bekanntmachung der Neufassung des Verwaltungsverfahrensgesetzes  
Vom 23.01.2003 [BGBl. I 2003, 4, S. 102 ff.],  
zul. geänd. durch Gesetz vom 17.12.2008 [BGBl. I 2008, 61, S. 2586 ff.]

R6

Gesetz zum Schutz der arbeitenden Jugend [Jugendarbeitsschutzgesetz – JArbSchG]  
Vom 12.04.1976 [BGBl. I 1976, 42, S. 965 ff.],  
zul. geänd. durch Verordnung vom 31.10.2006 [BGBl. I 2006, 50, S. 2407 ff.]

R7

Bekanntmachung der Neufassung des Bundesbesoldungsgesetzes  
Vom 06.08.2002 [BGBl. I 2002, 57, S. 3082 ff.],  
zul. geänd. durch Gesetz vom 05.02.2009 [BGBl. I 2009, 7, S. 160 ff.]

R8

Bekanntmachung der Neufassung der Zweiten Besoldungs-Übergangsverordnung  
Vom 27.11.1997 [BGBl. I 1997, 79, S. 2764 ff.],  
zul. geänd. durch Gesetz vom 05.02.2009 [BGBl. I 2009, 7, S. 160 ff.]

R9

Bekanntmachung der Neufassung des Beamtenversorgungsgesetzes  
Vom 16.03.1999 [BGBl. I 1999, 13, S. 322 ff., berichtet in BGBl. I 1999, 22, S. 847; BGBl. I 1999, 47, S. 2033],  
zul. geänd. durch Gesetz vom 03.04.2009 [BGBl. I 2009, 18, S. 700 ff.]

R10

Bekanntmachung der Neufassung des Beamtenrechtsrahmengesetzes  
Vom 31.03.1999 [BGBl. I 1999,18, S. 654 ff.],  
zul. geänd. durch Gesetz vom 05.02.2009 [BGBl. I 2009,7, S. 160 ff.]

R11

Gesetz zur Regelung des Status der Beamtinnen und Beamten in den Ländern  
[Beamtenstatusgesetz – BeamtStG]  
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.]

R12

Gesetz über die Zusammenarbeit von Bund und Ländern in Angelegenheiten der  
Europäischen Union  
Vom 12.03.1993 [BGBl. I 1993,9, S. 313],  
zul. geänd. durch Gesetz vom 05.09.2006 [BGBl. I 2006,42, S. 2098 ff.]

R13

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**

R14

Verfassung des Landes Baden-Württemberg  
Vom 11.11.1953 [GBl. Baden-Württemberg 1953,29, S. 173 ff.],  
zul. geänd. durch Gesetz vom 06.05.2008 [GBl. Baden-Württemberg 2008,6, S. 119]

R15

Bekanntmachung der Neufassung der Verfassung des Freistaates Bayern  
Vom 15.12.1998 [GVBl. Bayern 1998,26, S. 991 ff.],  
zul. geänd. durch Gesetz vom 10.11.2003 [GVBl. Bayern 2003,26, S. 816 und 817]

R16

Verfassung von Berlin  
Vom 23.11.1995 [GVBl. Berlin 51.1995,69, S. 779 ff.],  
zul. geänd. durch Gesetz vom 06.07.2006 [GVBl. Berlin 62.2006,26, S. 710]

R17

Verfassung des Landes Brandenburg  
Vom 20.08.1992 [GVBl. I Brandenburg 3.1992,18, S. 298 ff.],  
zul. geänd. durch Gesetz vom 16.06.2004 [GVBl. I Brandenburg 15.2004,11, S. 254]

R18

Landesverfassung der Freien Hansestadt Bremen  
Vom 21.10.1947 [GBl. Bremen 1947, S. 251 ff.],  
zul. geänd. durch Gesetz vom 16.05.2006 [GBl. Bremen 2006,33, S. 271]

R19

Verfassung der Freien und Hansestadt Hamburg  
Vom 06.06.1952 [GVBl. Hamburg 1952, S. 117 ff.],  
zul. geänd. durch Gesetz vom 16.12.2008 [GVBl. I Hamburg 2008,57, S. 431 ff.]

R20

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 18.10.2002 [GVBl. I Hessen 2002,26, S. 628 ff.]

R21

Verfassung des Landes Mecklenburg-Vorpommern

Vom 25.05.1995 [GVBl. Mecklenburg-Vorpommern 1995,10, S. 372 ff.],

zul. geänd. durch Gesetz vom 05.12.2007 [GVBl. Mecklenburg-Vorpommern 2007,18, S. 371]

R22

Niedersächsische Verfassung

Vom 19.05.1995 [GVBl. Niedersachsen 47.1995,17, S. 107 ff.],

zul. geänd. durch Gesetz vom 18.06.2009 [GVBl. Niedersachsen 65.2009,15, S. 276]

R23

Verfassung für das Land Nordrhein-Westfalen

Vom 28.06.1950 [GVBl. Nordrhein-Westfalen 4.1950,28, S. 127 ff.],

zul. geänd. durch Gesetz vom 22.06.2004 [GVBl. Nordrhein-Westfalen 58.2004,23, S. 360 ff.]

R24

Verfassung für Rheinland-Pfalz

Vom 18.05.1947 [VOBl. Rheinland-Pfalz 1.1947,14, S. 209 ff.],

zul. geänd. durch Gesetz vom 16.12.2005 [GVBl. Rheinland-Pfalz 2005,25, S. 495]

R25

Verfassung des Saarlandes

Vom 15.12.1947 [ABl. Saarland 1947, S. 1077 ff.],

zul. geänd. durch Gesetz vom 14.05.2008 [ABl. Saarland 2008,23, S. 986]

R26

Verfassung des Freistaates Sachsen

Vom 27.05.1992 [GVBl. Sachsen 1992,20, S. 243 ff.]

R27

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.]

R28

Bekanntmachung der geltenden Fassung der Verfassung des Landes Schleswig-Holstein

Vom 13.05.2008 [GVBl. Schleswig-Holstein 2008,9, S. 223 ff.]

R29

Verfassung des Freistaats Thüringen

Vom 25.10.1995 [GVBl. Thüringen 1995,30, S. 625 ff.],

zul. geänd. durch Gesetz vom 11.10.2004 [GVBl. Thüringen 2004,17, S. 745]

### **Civil service legislation of the Länder**

R30

Bekanntmachung der Neufassung des Landesbeamtengesetzes

Vom 19.03.1996 [GBl. Baden-Württemberg 1996,11, S. 285 ff.],

zul. geänd. durch Gesetz vom 05.12.2008 [GBl. Baden-Württemberg 2008,17, S. 435 ff.]

R31

Bekanntmachung der Neufassung des Bayerischen Beamtengesetzes

Vom 27.08.1998 [GVBl. Bayern 1998,20, S. 702 ff.],

zul. geänd. durch Gesetz vom 20.12.2007 [GVBl. Bayern 2007,29, S. 931 ff.]

R32

Landesbeamtengesetz [LBG: Art. 1 des Dienstrechtsänderungsgesetzes]

Vom 19.03.2009 [GVBl. Berlin 65.2009,6, S. 70 ff.]

R33

Bekanntmachung der Neufassung des Landesbeamtengesetzes

Vom 08.10.1999 [GVBl. I Brandenburg 10.1999,20, S. 446 ff.],

zul. geänd. durch Gesetz vom 03.04.2009 [GVBl. I Brandenburg 20.2009,4, S. 26 ff.]

R34

Bekanntmachung der Neufassung des Bremischen Beamtengesetzes

Vom 15.09.1995 [GBl. Bremen 1995,55, S. 387 ff.],

zul. geänd. durch Gesetz vom 24.03.2009 [GBl. Bremen 2009,17, S. 90 f.]

R35

Hamburgisches Beamtengesetz [HmbBG]

Vom 29.11.1977 [GVBl. I Hamburg 1977,55, S. 367 ff.],

zul. geänd. durch Gesetz vom 06.02.2008 [GVBl. I 2008,9, S. 63 f.]

R36

Bekanntmachung der Neufassung des Hessischen Beamtengesetzes

Vom 11.01.1989 [GVBl. I Hessen 1989,3, S. 25 ff.],

zul. geänd. durch Gesetz vom 05.03.2009 [GVBl. I Hessen 2009,4, S. 95 ff.]

R37

Bekanntmachung der Neufassung des Beamtengesetzes für das Land Mecklenburg-Vorpommern  
[Landesbeamtengesetz - LBG M-V]

Vom 12.07.1998 [GVBl. Mecklenburg-Vorpommern 1998,23, S. 708 ff., berichtigt in GVBl.

Mecklenburg-Vorpommern 1998,28, S. 910],

zul. geänd. durch Gesetz vom 10.07.2006 [GVBl. Mecklenburg-Vorpommern 2006,13, S. 576 ff.]

R38

Niedersächsisches Beamtengesetz [NBG: Art. 1 des Gesetzes zur Modernisierung des  
niedersächsischen Beamtenrechts]

Vom 25.03.2009 [GVBl. Niedersachsen 63.2009,6, S. 72 ff.]

R39

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.]

R40

Bekanntmachung der Neufassung des Landesbeamtengesetzes Rheinland-Pfalz [LBG]

Vom 14.07.1970 [GVBl. Rheinland-Pfalz 1970,14, S. 241 ff.],

zul. geänd. durch Gesetz vom 07.07.2009 [GVBl. Rheinland-Pfalz 2009,12, S. 279]

R41

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.]

R42

Bekanntmachung der Neufassung des Beamtengesetzes für den Freistaat Sachsen

Vom 12.05.2009 [GVBl. Sachsen 2009,6, S. 194 ff.]

R43

Bekanntmachung der Neufassung des Beamtengesetzes Sachsen-Anhalt [BG LSA]

Vom 09.02.1998 [GVBl. Sachsen-Anhalt 9.1998,8, S. 50 ff.],

zul. geänd. durch Gesetz vom 12.08.2008 [GVBl. Sachsen-Anhalt 19.2008,17, S. 290 ff.]



R44

Bekanntmachung der geltenden Fassung des Landesbeamtengesetzes

Vom 03.08.2005 [GVBl. Schleswig-Holstein 2005,11, S. 283 ff.],

zul. geänd. durch Gesetz vom 26.03.2009 [GVBl. Schleswig-Holstein 2009,5, S. 93 ff.]

R45

Thüringer Beamtengesetz [ThürBG: Art. 1 des Gesetzes zur Änderung des Thüringer Beamtenrechts]

Vom 20.03.2009 [GVBl. Thüringen 2009,3, S. 238 ff.]

### **Civil servants' remuneration acts of the Länder**

R46

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes

Vom 12.12.1999 [GBl. Baden-Württemberg 2000,1, S. 1 ff.],

zul. geänd. durch Gesetz vom 03.12.2008 [GBl. Baden-Württemberg 2008,17, S. 435 ff.]

R47

Bekanntmachung der Neufassung des Bayerischen Besoldungsgesetzes.

Vom 30.08.2001 [GVBl. Bayern 2001,17, S. 458 ff.],

zul. geänd. durch Gesetz vom 14.04.2009 [GVBl. Bayern 2009,6, S. 86 ff.]

R48

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes [LBesG]

Vom 09.04.1996 [GVBl. Berlin 52.1996,22, S. 160 ff., berichtigt in GVBl. Berlin 61.2005,31, S. 463],

zul. geänd. durch Gesetz vom 19.03.2009 [GVBl. Berlin 65.2009,6, S. 70 ff.]

R49

Bekanntmachung der Neufassung des Brandenburgischen Besoldungsgesetzes

Vom 10.01.2005 [GVBl. I Brandenburg 16.2005,4, S. 38 ff.],

zul. geänd. durch Gesetz vom 07.07.2009 [GVBl. I Brandenburg 20.2009,9, S. 190 f.]

R50

Bekanntmachung der Neufassung des Bremischen Besoldungsgesetzes

Vom 22.04.1999 [GBl. Bremen 1999, 14, S. 55 ff.],

zul. geänd. durch Gesetz vom 24.03.2009 [GBl. Bremen 2009,17, S. 90 f.]

R51

Hamburgisches Besoldungsgesetz [HmbBesG]

Vom 22.05.1978 [GVBl. I Hamburg 1978,25, S. 169 ff.],

zul. geänd. durch Gesetz vom 17.2.2009 [GVBl. I Hamburg 2009,7, S. 29 ff.]

R52

Bekanntmachung der Neufassung des Hessischen Besoldungsgesetzes

Vom 25.02.1998 [GVBl. I Hessen 1998,4, S. 50 ff.],

zul. geänd. durch Gesetz vom 01.10.2008 [GVBl. I Hessen 2008,18, S. 844 ff.]

R53

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes

Vom 05.09.2001 [GVBl. Mecklenburg-Vorpommern 2001,11, S. 321 ff.],

zul. geänd. durch Gesetz vom 10.07.2008 [GVBl. Mecklenburg-Vorpommern 2008,10, S. 239 ff.]

R54

Neubekanntmachung des Niedersächsischen Besoldungsgesetzes

Vom 07.11.2008 [GVBl. Niedersachsen 62.2008,22, S. 334 ff.],

zul. geänd. durch Gesetz vom 18.06.2009 [GVBl. Niedersachsen 63.2009,15, S. 278 ff.]

R55

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes

Vom 17.02.2005 [GVBl. Nordrhein-Westfalen 59.2005,10, S. 154 ff.],

zul. geänd. durch Gesetz vom 24.05.2009 [GVBl. Nordrhein-Westfalen 63.2009,9, S. 186]

R56

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes

Vom 12.04.2005 [GVBl. Rheinland-Pfalz 2005,8, S. 119 ff.],

zul. geänd. durch Gesetz vom 07.4.2009 [GVBl. Rheinland Pfalz 2009,6, S. 142 ff.]

R57

Bekanntmachung der Neufassung des Saarländischen Besoldungsgesetzes [SBesG]

Vom 10.01.1989 [ABl. Saarland 1989,10, S. 301 ff.],

zul. geänd. durch Gesetz vom 01.07.2009 [ABl. Saarland 2009,28, S. 1138 ff.]

R58

Bekanntmachung der Neufassung des Sächsischen Besoldungsgesetzes

Vom 28.01.1998 [GVBl. Sachsen 1998,3, S. 50 ff.],

zul. geänd. durch Gesetz vom 26.06.2009 [GVBl. Sachsen 2009,9, S. 375 ff.]

R59

Bekanntmachung der Neufassung des Besoldungsgesetzes für das Land Sachsen-Anhalt  
[Landesbesoldungsgesetz - LBesG]

Vom 05.03.2005 [GVBl. Sachsen-Anhalt 16.2005,14, S. 108 ff.]

zul. geänd. durch Gesetz vom 18.02.2009 [GVBl. Sachsen-Anhalt 20.2009,3, S. 48 f.]

R60

Bekanntmachung der geltenden Fassung des Landesbesoldungsgesetzes

Vom 18.01.2005 [GVBl. Schleswig-Holstein 2005,4, S. 93 ff.],

zul. geänd. durch Gesetz vom 25.04.2009 [GVBl. Schleswig-Holstein 2009,8, S. 201 ff.]

R61

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 19.06.2009 [GVBl. Thüringen 2009,8, S. 425 ff.]

## **Basic legal regulations on pre-school education**

### **Federation**

R62

Bekanntmachung der Neufassung des Achten Buches Sozialgesetzbuch [Kinder- und  
Jugendhilfe]

Vom 14.12.2006 [BGBl. I 2006,62, S. 3134 ff.],

zul. geänd. durch Gesetz vom 10.12.2008 [BGBl. I 2008,57, S. 2403 ff.]

R63

Gesetz zum qualitätsorientierten und bedarfsgerechten Ausbau der Tagesbetreuung für Kinder  
[Tagesbetreuungsausbaugesetz - TAG]

Vom 27.12.2004 [BGBl. I 2004,76, S. 3852 ff.]

R64

Gesetz zur Weiterentwicklung der Kinder- und Jugendhilfe [Kinder- und  
Jugendhilfeweiterentwicklungsgesetz - KICK]

Vom 08.09.2005 [BGBl. I 2005,57, S. 2729 ff.]

R65

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**

R66

Bekanntmachung der Neufassung des Kindertagesbetreuungsgesetzes.  
Vom 19.03.2009 [GBl. Baden-Württemberg 2009,6, S. 161 ff.]

### **Bayern**

R67

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.],  
geänd. durch Gesetz vom 08.12.2006 [GVBl. Bayern 2006,26, S. 942 ff.]

### **Berlin**

R68

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 22.10.2008 [GVBl. Berlin 64.2008,27, S. 294 ff.]

### **Brandenburg**

R69

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 21.06.2007 [GVBl. I Brandenburg 18.2007,9, S. 110 ff.]

### **Bremen**

R70

Bremisches Gesetz zur Förderung von Kindern in Tageseinrichtungen und in Tagespflege [Bremisches Tageseinrichtungs- und Tagespflegegesetz – 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 16.05.2006 [GVBl. Bremen 2006,33, S. 271 ff.]

### **Hamburg**

R71

Gesetz zur Neuregelung der Hamburger Kinderbetreuung  
Vom 27.04.2004 [GVBl. I Hamburg 2004,24, S. 211 ff.],  
zul. geänd. durch Gesetz vom 16.06.2009 [GVBl. I Hamburg 2009,26, S. 171 ff.]

## **Hessen**

R72

Gesetz zur Zusammenführung und Änderung von Vorschriften der Kinder- und Jugendhilfe  
Vom 18.12.2006 [GVBl. I Hessen 2006,24, S. 698 ff.]

## **Mecklenburg-Vorpommern**

R73

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 10.07.2008 [GVBl. Mecklenburg-Vorpommern 2008,10, S. 295,  
berichtigt in GVBl. Mecklenburg-Vorpommern 2008,11, S. 358]

## **Niedersachsen**

R74

Neubekanntmachung des Gesetzes über Tageseinrichtungen für Kinder

Vom 07.02.2002 [GVBl. Niedersachsen 56.2002,6, S. 57 ff.],

zul. geänd. durch Gesetz vom 18.06.2009 [GVBl. Niedersachsen 63.2009,15, S. 277]

## **Nordrhein-Westfalen**

R75

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.]

## **Rheinland-Pfalz**

R76

Kindertagesstättengesetz

Vom 15.03.1991 [GVBl. Rheinland-Pfalz 1991,6, S. 79 ff.],

zul. geänd. durch Gesetz vom 12.06.2007 [GVBl. Rheinland-Pfalz 2007,6, S. 82]

## **Saarland**

R77

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.]

## **Sachsen**

R78

Bekanntmachung der Neufassung des Gesetzes über Kindertageseinrichtungen

Vom 15.05.2009 [GVBl. Sachsen 2009,6, S. 225. ff.]

## **Sachsen-Anhalt**

R79

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 17.12.2008 [GVBl. Sachsen-Anhalt 19.2008,28, S. 452 f.]

## **Schleswig-Holstein**

R80

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 27.03.2009 [GVBl. Schleswig-Holstein 2009,6, S. 147 ff.]

## **Thüringen**

R81

Neubekanntmachung des Thüringer Kinder- und Jugendhilfe-Ausführungsgesetzes

Vom 05.02.2009 [GVBl. Thüringen 2009,1, S. 1 ff.]

## **Basic legal regulations on primary and secondary education**

### **Federation**

R82

Berufsbildungsgesetz

Vom 23.03.2005 [BGBl. I 2005,20, S. 931 ff.],

zul. geänd. durch Gesetz vom 05.02.2009 [BGBl. I 2009,7, S. 160 ff.]

R83

Bekanntmachung der Neufassung der Handwerksordnung

Vom 24.09.1998 [BGBl. I 1998,67, S. 3074 ff.],

zul. geänd. durch Gesetz vom 21.12.2008 [BGBl. I 2008,64, S. 2917 ff.]

R84

Ausbilder-Eignungsverordnung

Vom 21.01.2009 [BGBl. I 2009,5, S. 88 ff.]

R85

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung  
der Ausbildung [Bundesausbildungsförderungsgesetz – BAföG]

Vom 06.06.1983 [BGBl. I 1983,24, S. 645 ff., berichtet in BGBl. I 1983,56, S. 1680],

zul. geänd. durch Gesetz vom 20.12.2008 [BGBl. I 2008,63, S. 2846 ff.]

### **Mutual Agreement between the Länder on the Standardisation of the School System**

R86

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**

R87

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 18.11.2008 [GBl. Baden-Württemberg 2008,15, S. 387 f.]

R88

Bekanntmachung der Neufassung des Privatschulgesetzes

Vom 28.02.1990 [GBl. Baden-Württemberg 1990,8, S. 105 ff.],

zul. geänd. durch Gesetz vom 23.07.2008 [GBl. Baden-Württemberg 2008,11, S. 251]

## **Bayern**

R89

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 22.07.2008 [GVBl. Bayern 2008,15, S. 467 ff.]

R90

Bekanntmachung der Neufassung des Bayerischen Lehrerbildungsgesetzes  
Vom 12.12.1995 [GVBl. Bayern 1996,2, S. 16 f.],  
zul. geänd. durch Gesetz vom 24.07.2007 [GVBl. Bayern 2007, 16, S. 533 ff.]

## **Berlin**

R91

Schulgesetz für das Land Berlin [Schulgesetz – SchulG]  
Vom 26.01.2004 GVBl. Berlin 60.2004,4, S. 26 ff.],  
zul. geänd. durch Gesetz vom 19.03.2009 [GVBl. Berlin 65.2009,6, S. 70 ff.]

R92

Bekanntmachung der Neufassung des Lehrerbildungsgesetzes  
Vom 13.02.1985 [GVBl. Berlin 41.1985,13, S. 434 ff.],  
zul. geänd. durch Gesetz vom 19.03.2009 [GVBl. Berlin 65.2009,6, S. 70 ff.]

## **Brandenburg**

R93

Bekanntmachung der Neufassung des Brandenburgischen Schulgesetzes  
Vom 02.08.2002 [GVBl. I Brandenburg 13.2002,8, S. 78 ff.],  
zul. geänd. durch Gesetz vom 23.09.2008 [GVBl. I Brandenburg 19.2008,12, S. 202 ff.]

R94

Gesetz über die Ausbildung und Prüfung für Lehrämter und die Fort- und Weiterbildung von  
Lehrerinnen und Lehrern im Land Brandenburg [Brandenburgisches Lehrerbildungsgesetz –  
BbgLeBiG]  
Vom 25.06.1999 [GVBl. I Brandenburg 10.1999,13, S. 242 ff.],  
zul. geänd. durch Gesetz vom 03.04.2009 [GVBl. I Brandenburg 20.2009,4, S. 26 ff.]

## **Bremen**

R95

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 10.06.2008 [GBl. Bremen 2008,24, S. 151]

R96

Gesetz über das Privatschulwesen und den Privatunterricht [Privatschulgesetz]  
Vom 03.07.1956 [GBl. Bremen 1956,19, S. 77 ff.],  
zul. geänd. durch Gesetz vom 15.11.2005 [GBl. Bremen 2005,51, S. 573]

R97

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.],  
geänd. durch Gesetz vom 30.04.2007, [GBl. Bremen 2007,29, S. 315]

## **Hamburg**

R98

Hamburgisches Schulgesetz [HmbSG]

Vom 16.04.1997 [GVBl. I Hamburg 1997,16, S. 97 ff.],

zul. geänd. durch Gesetz vom 16.06.2009 [GVBl. I Hamburg 2009,26, S. 171 ff.]

R99

Hamburgisches Gesetz über Schulen in freier Trägerschaft [HmbSfTG]

Vom 21.09.2004 [GVBl. I Hamburg 2004,43, S. 365 ff.]

## **Hessen**

R100

Bekanntmachung der Neufassung des Hessischen Schulgesetzes

Vom 14.06.2005 [GVBl. I Hessen 2005,15, S. 441 ff.],

zul. geänd. durch Gesetz vom 05.06.2008 [GVBl. I Hessen 2008,11, S. 761]

R101

Hessisches Lehrerbildungsgesetz [Art. 1 des Dritten Gesetzes zur Qualitätssicherung in hessischen Schulen]

Vom 29.11.2004 [GVBl. I Hessen 2004,19, S. 330 ff.]

zul. geänd. durch Gesetz vom 05.06.2008 [GVBl. I Hessen 2008,11, S. 759 f.]

## **Mecklenburg Vorpommern**

R102

Schulgesetz für das Land Mecklenburg-Vorpommern [SchulG M-V]

Vom 13.02.2006 [GVBl. Mecklenburg-Vorpommern 2006,3, S. 41 ff.],

zul. geänd. durch Gesetz vom 16.02.2009 [GVBl. Mecklenburg-Vorpommern 2009,4, S. 241 ff.]

R103

Verordnung über die Ausbildung von Lehrern für die öffentlichen Schulen des Landes Mecklenburg-Vorpommern - Lehrerausbildungsverordnung - LAVO -

Vom 09.07.1991 [GVBl. Mecklenburg-Vorpommern 1991,17, S. 317 ff.],

zul. geänd. durch Verordnung vom 20.10.1999 [GVBl. Mecklenburg-Vorpommern 1999,20, S. 603]

## **Niedersachsen**

R104

Bekanntmachung der Neufassung des Niedersächsischen Schulgesetzes

Vom 03.03.1998 [GVBl. Niedersachsen 52.1998,8, S. 137 ff.],

zul. geänd. durch Gesetz vom 18.06.2009 [GVBl. Niedersachsen 63.2009,15, S. 278 f.]

## **Nordrhein-Westfalen**

R105

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 21.04.2009 [GVBl. Nordrhein-Westfalen 63.2009,10, S. 224 f.]

R106

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.]

## **Rheinland-Pfalz**

R107

Schulgesetz [SchulG]

Vom 30.03.2004 [GVBl. Rheinland-Pfalz 2004,8, S. 239 ff.],

zul. geänd. durch Gesetz vom 22.12.2008 [GVBl. Rheinland-Pfalz 2008,21, S. 340 ff.]

R108

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 22.12.2008 [GVBl. Rheinland-Pfalz 2008,21, S. 340 ff.]

## **Saarland**

R109

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 06.05.2009 [ABl. Saarland 2009,19, S. 706 ff.]

R110

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 18.06.2008 [ABl. Saarland 2008,30, S. 1258 ff.]

R111

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 19.11.2008 [ABl. Saarland 2008,50, S. 1930 ff.]

R112

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 18.06.2008 [ABl. Saarland 2008,30, S. 1258 ff.]

R113

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 04.07.2007 [ABl. Saarland 2007,34, S. 1694 ff.]

R114

Allgemeine Schulordnung [ASchO]  
Vom 10.11.1975 [ABl. Saarland 1975,53, S. 1239 ff.],  
zul. geänd. durch Gesetz vom 21.11.2007 [ABl. Saarland 2008,2, S. 75 ff.]

## **Sachsen**

R115

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 12.12.2008 [GVBl. Sachsen 2008,18, S. 866 ff.]

R116

Gesetz über Schulen in freier Trägerschaft [SächsFrTrSchulG]  
Vom 04.02.1992 [GVBl. Sachsen 1992,4, S. 37 ff.],  
zul. geänd. durch Gesetz vom 12.12.2008 [GVBl. Sachsen 2008,18, S. 866 ff.]

## **Sachsen-Anhalt**

R117

Bekanntmachung der Neufassung des Schulgesetzes des Landes Sachsen-Anhalt [SchulG LSA]  
Vom 11.08.2005 [GVBl. Sachsen-Anhalt 16.2005,50, S. 520 ff.],  
zul. geänd. durch Gesetz vom 18.02.2009 [GVBl. Sachsen-Anhalt 20.2009,3, S. 48 f.]



## **Schleswig-Holstein**

R118

Gesetz 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 26.03.2009 [GVBl. Schleswig-Holstein 2009,5, S. 93 ff.]

## **Thüringen**

R119

Neubekanntmachung des Thüringer Schulgesetzes

Vom 30.4.2003 [GVBl. Thüringen 2003,7, S. 238 ff.],

zul. geänd. durch Gesetz vom 16.12.2008 [GVBl. Thüringen 2008,14, S. 556 ff.]

R120

Neubekanntmachung des Thüringer Förderschulgesetzes

Vom 30.04.2003 [GVBl. Thüringen 2003,7, S. 233 ff.]

R121

Neubekanntmachung des Thüringer Gesetzes über Schulen in freier Trägerschaft

Vom 05.03.2003 [GVBl. Thüringen 2003,4, S. 150 ff.],

zul. geänd. durch Gesetz vom 16.12.2008 [GVBl. Thüringen 2008,14, S. 556 ff.]

R122

Thüringer Lehrerbildungsgesetz [ThürLbG]

Vom 12.03.2008 [GVBl. Thüringen 2008,3, S. 45 ff.]

## **Basic legal regulations on tertiary education**

### **Federation**

R123

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.]

R124

Gesetz zur Reform der Professorenbesoldung

[Professorenbesoldungsreformgesetz – ProfBesReformG]

Vom 16.02.2002 [BGBl. I 2002,11, S. 686 ff.]

R85

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung der Ausbildung [Bundesausbildungsförderungsgesetz – BAföG]

Vom 06.06.1983 [BGBl. I 1983,24, S. 645 ff., berichtigt in BGBl. I 1983,56, S. 1680],

zul. geänd. durch Gesetz vom 20.12.2008 [BGBl. I 2008,63, S. 2846 ff.]

R125

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.]

### **State Treaty of the Länder**

R126

Staatsvertrag über die Vergabe von Studienplätzen

Vom 22.06.2006

## **Legislation of the Länder on higher education, *Berufsakademien*, and assistance for graduates**

### **Baden-Württemberg**

R127

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. geänd. durch Gesetz vom 03.12.2008 [GBl. Baden-Württemberg 2008,17, S. 435 ff.]

R128

Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses

[Landesgraduiertenförderungsgesetz – LGFG]

Vom 23.07.2008 [GBl. Baden-Württemberg 2008,11, S. 252 ff.]

### **Bayern**

R129

Bayerisches Hochschulgesetz

Vom 23.05.2006 [GVBl. Bayern 2006,10, S. 818 ff.],

zul. geänd. durch Gesetz vom 14.04.2009 [GVBl. Bayern 2009,6, S. 86 ff.]

R130

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.]

R131

Bayerisches Eliteförderungsgesetz

Vom 26.04.2005 [GVBl. Bayern 2005,8, S. 104 ff.]

### **Berlin**

R132

Bekanntmachung der Neufassung des Berliner Hochschulgesetzes [BerlHG]

Vom 13.02.2003 [GVBl. Berlin 59.2003,9, S. 82 ff.],

zul. geänd. durch Gesetz vom 19.03.2009 [GVBl. Berlin 65.2009,6, S. 70 ff.]

R133

Bekanntmachung der Neufassung des Nachwuchsförderungsgesetzes [NaFöG]

Vom 07.06.2003 [GVBl. Berlin 61.2003,22, S. 338 f.]

### **Brandenburg**

R134

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.]

geänd. durch Gesetz vom 03.04.2009 [GVBl. I Brandenburg 20.2009,4, S. 26 ff.]

R135

Graduiertenförderungsverordnung – [GradV] –

Vom 15.09.2000 [GVBl. II Brandenburg 11.2000,18, S. 325 ff.]

geänd. durch Verordnung vom 14.04.2009 [GVBl. II Brandenburg 20.2009,12, S. 180]

## **Bremen**

R136

Bekanntmachung der Neufassung des Bremischen Hochschulgesetzes  
Vom 09.05.2007 [GBl. Bremen 2007,31, S. 339 ff.]

## **Hamburg**

R137

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 26.05.2009 [GVBl. I Hamburg 2009,23, S. 160]

R138

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.]

R139

Gesetz über die Bildung von Berufsakademien in Hamburg  
Vom 29.06.2005 [GVBl. I Hamburg 2005,22, S. 253 ff.]

## **Hessen**

R140

Bekanntmachung der Neufassung des Hessischen Hochschulgesetzes

Vom 05.11.2007 [GVBl. I Hessen 2007,24, S. 710 ff., berichtigt in GVBl. I Hessen 2007,27, S. 891],  
zul. geänd. durch Gesetz vom 05.03.2009 [GVBl. I Hessen 2009,4, S. 95 ff.]

R141

Bekanntmachung der Neufassung des Gesetzes über die staatliche Anerkennung von Berufsakademien  
Vom 01.07.2006 [GVBl. I Hessen 2006,12, S. 388 ff.]

## **Mecklenburg-Vorpommern**

R142

Gesetz über die Hochschulen des Landes Mecklenburg-Vorpommern  
[Landeshochschulgesetz - LHG M-V]  
Vom 20.11.2008 [GVBl. Mecklenburg-Vorpommern 2008,16, S. 455 ff.]

R143

Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses im Land Mecklenburg-Vorpommern [Landesgraduiertenförderungsgesetz - LGFG]  
Vom 23.02.1993 [GVBl. Mecklenburg-Vorpommern 1993,5, S. 163 f.],  
geänd. durch Gesetz vom 20.07.2006 [GVBl. Mecklenburg-Vorpommern 2006,13, S. 576 ff.]

## **Niedersachsen**

R144

Neubekanntmachung des Niedersächsischen Hochschulgesetzes

Vom 26.02.2007 [GVBl. Niedersachsen 61.2007,5, S. 69 ff.]  
zul. geänd. durch Gesetz vom 18.06.2009 [GVBl. Niedersachsen 63.2009,15, S. 280 ff.]

R145

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**

RI46

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. geändert. durch Gesetz vom 12.05.2009 [GVBl. Nordrhein-Westfalen 63.2009,14, S. 308 ff.]

RI47

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. geändert. durch Gesetz vom 21.04.2009 [GVBl. Nordrhein-Westfalen 63.2009,10, S. 224 ff.]

RI48

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**

RI49

Hochschulgesetz [HochSchG]

Vom 21.07.2003 [GVBl. Rheinland-Pfalz 2003,11, S. 167 ff.],

zul. geändert. durch Gesetz vom 10.09.2008 [GVBl. Rheinland-Pfalz 2008,13, S. 205 ff.]

RI50

Landesgraduiertenförderungsgesetz [LGFG]

Vom 06.07.1984 [GVBl. Rheinland-Pfalz 1984,18, S. 147 f.]

## **Saarland**

RI51

Gesetz Nr. 1556 über die Universität des Saarlandes [Universitätsgesetz – UG]

Vom 23.06.2004 [ABl. Saarland 2004,38, S. 1782 ff.],

zul. geändert. durch Gesetz vom 12.07.2006 [ABl. Saarland 2006,33, S. 1226 ff.]

RI52

Gesetz Nr. 1246 über die Hochschule der Bildenden Künste – Saar

[Kunsthochschulgesetz – KhG]

Vom 21.06.1989 [ABl. Saarland 1989,38, S. 1106 ff.],

zul. geändert. durch Gesetz vom 04.07.2007 [ABl. Saarland 2007,34, S. 1694 ff.]

RI53

Gesetz Nr. 1338 über die Hochschule des Saarlandes für Musik und Theater

Vom 01.06.1994 [ABl. Saarland 1994,32, S. 906 ff.],

zul. geändert. durch Gesetz vom 04.07.2007 [ABl. Saarland 2007,34, S. 1694 ff.]

RI54

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. geändert. durch Gesetz vom 12.12.2007 [ABl. Saarland 2008,1, S. 13 f.]

RI55

Gesetz Nr. 1170 zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses  
[Landesgraduiertenförderungsgesetz – LGFG]  
Vom 10.10.1984 [ABl. Saarland 1984,47, S. 1137 ff.],  
zul. geänd. durch Gesetz vom 19.11.2008 [ABl. Saarland 2008,50, S. 1930 ff.]

RI56

Gesetz Nr. 1368 – Saarländisches Berufsakademiegesetz [Saarl. BAKadG]  
Vom 27.03.1996 [ABl. Saarland 1996,21, S. 438 f.],  
zul. geänd. durch Gesetz vom 13.07.2005 [ABl. Saarland 2005,35, S. 1308 f.]

## **Sachsen**

RI57

Gesetz über die Hochschulen im Freistaat Sachsen [Sächsisches Hochschulgesetz – SächsHG]  
Vom 11.06.1999 [GVBl. Sachsen 1999,11, S. 293 ff.],  
zul. geänd. durch Gesetz vom 26.06.2009 [GVBl. Sachsen 2009,9, S. 375 ff.]

RI58

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.]

RI59

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 12.12.2008 [GVBl. Sachsen 2008,18, S. 866 ff.]

## **Sachsen-Anhalt**

RI60

Hochschulgesetz des Landes Sachsen-Anhalt [HSG LSA]  
Vom 05.05.2004 [GVBl. Sachsen-Anhalt 15.2004,25, S. 256 ff.],  
zul. geänd. durch Gesetz vom 18.02.2009 [GVBl. Sachsen-Anhalt 20.2009,3, S.48 f.]

RI61

Bekanntmachung der Neufassung des Graduiertenförderungsgesetzes [GradFG]  
Vom 30.07.2001 [GVBl. Sachsen-Anhalt 12.2001,35, S. 318 ff.],  
geänd. durch Gesetz vom 26.03.2004 [GVBl. Sachsen-Anhalt 15.2004,20, S. 234 f.]

## **Schleswig-Holstein**

RI62

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 19.06.2009 [GVBl. Schleswig-Holstein 2009,5, S. 93 ff.]

RI63

Landesverordnung über die Förderung des wissenschaftlichen und künstlerischen Nachwuchses  
[Stipendiumsverordnung – StpVO]  
Vom 08.08.2005 [NBl. MWV. – H – Schleswig-Holstein 2005,5, S. 462 ff.]

RI64

Schleswig-Holsteinisches Berufsakademiegesetz [Berufsakademiegesetz – BAG]  
Vom 01.10.2008 [GVBl. Schleswig-Holstein 2008,18, S. 522 ff.]

## **Thüringen**

R165

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 20.03.2009 [GVBl. Thüringen 2009,3, S. 238 ff.]

R166

Thüringer Graduiertenförderungsverordnung [ThürGFVO]

Vom 03.06.1993 [GVBl. Thüringen 1993,18, S. 385 ff.],

zul. geänd. durch Gesetz vom 02.05.2005 [GVBl. Thüringen 2005,7, S. 169 ff.]

R167

Gesetz über die Berufsakademien in Thüringen

Vom 24.07.2006 [GVBl. Thüringen 2006,11, S. 381 ff.]

## **Basic legal regulations on adult and continuing education**

### **Federation**

R82

Berufsbildungsgesetz

Vom 23.03.2005 [BGBl. I 2005,20, S. 931 ff.],

zul. geänd. durch Gesetz vom 05.02.2009 [BGBl. I 2009,7, S. 160 ff.]

R83

Bekanntmachung der Neufassung der Handwerksordnung

Vom 24.09.1998 [BGBl. I 1998,67, S. 3074 ff.],

zul. geänd. durch Gesetz vom 21.12.2008 [BGBl. I 2008,64, S. 2917 ff.]

R85

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung der Ausbildung [Bundesausbildungsförderungsgesetz - BAföG]

Vom 06.06.1983 [BGBl. I 1983,24, S. 645 ff., berichtet in BGBl. I 1983,56, S. 1680],

zul. geänd. durch Gesetz vom 20.12.2008 [BGBl. I 2008,63, S. 2846 ff.]

R123

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.]

R168

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 28.03.2009 [BGBl. I 2009,17, S. 634 ff.]

R169

Sozialgesetzbuch [SGB] Zweites Buch [II] - Grundsicherung für Arbeitsuchende - Art. 1 des Vierten Gesetzes für moderne Dienstleistungen am Arbeitsmarkt

Vom 24.12.2003 [BGBl. I 2003,66, S. 2954 ff.],

zul. geänd. durch Gesetz vom 15.07.2009 [BGBl. I 2009,42, S. 1939 ff.]

R170

Bekanntmachung der Neufassung des Fernunterrichtsschutzgesetzes

Vom 04.12.2000 [BGBl. I 2000,54, S. 1670 ff.],

zul. geänd. durch Gesetz vom 23.03.2005 [BGBl. I 2005,20, S. 931 ff.]

RI71

Bekanntmachung der Neufassung des Aufstiegsfortbildungsförderungsgesetzes  
Vom 10.01.2002 [BGBl. I 2002,4, S. 402 ff.],  
zul. geänd. durch Gesetz vom 18.06.2009 [BGBl. I 2009,32, S. 1314 ff.]

## **Länder**

### **Baden-Württemberg**

RI72

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**

RI73

Gesetz zur Förderung der Erwachsenenbildung  
Vom 24.07.1974 [GVBl. Bayern 1974,16, S. 368 ff.],  
geänd. durch Gesetz vom 10.03.2006 [GVBl. Bayern 2006,5, S. 121]

### **Berlin**

RI74

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**

RI75

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**

RI76

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., berichtet in GBl. Bremen 1996,37, S. 243],  
zul. geänd. durch Gesetz vom 18.12.2003 [GBl. Bremen 2003,50, S. 413 ff.]

RI77

Bremisches Bildungsurlaubsgesetz  
Vom 18.12.1974 [GBl. Bremen 1974,52, S. 348 ff.],  
zul. geänd. durch Gesetz vom 18.12.2003 [GBl. Bremen 2003,50, S. 413 ff.]

### **Hamburg**

RI78

Hamburgisches Bildungsurlaubsgesetz  
Vom 21.01.1974 [GVBl. I Hamburg 1974,3, S. 6 f.],  
geänd. durch Gesetz vom 16.04.1991 [GVBl. I Hamburg 1991,19, S. 113]

## **Hessen**

R179

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.],  
geänd. durch Gesetz vom 26.06.2006 [GVBl. I Hessen 2006,10, S. 342 ff.]

R180

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 18.12.2006 [GVBl. I Hessen 2006,23, S. 698 ff.]

## **Mecklenburg-Vorpommern**

R181

Weiterbildungsgesetz [WBG – M-V]  
Vom 28.04.1994 [GVBl. Mecklenburg-Vorpommern 1994,12, S. 555 ff.],  
zul. geänd. durch Gesetz vom 23.05.2006 [GVBl. Mecklenburg-Vorpommern 2006,8, S. 194 ff.]

R182

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**

R183

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.]

R184

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**

R185

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.]

R186

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 05.04.2005 [GVBl. Nordrhein-Westfalen 59.2005,17, S. 274 ff.]

## **Rheinland-Pfalz**

R187

Weiterbildungsgesetz [WBG]  
Vom 17.11.1995 [GVBl. Rheinland-Pfalz 1995,24, S. 454 ff.],  
geänd. durch Gesetz vom 16.12.2002 [GVBl. Rheinland-Pfalz 2002,21, S. 481 ff.]



R188

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 16.12.2002 [GVBl. Rheinland-Pfalz 2002,21, S. 481 ff.]

### **Saarland**

R189

Bekanntmachung der Neufassung des Saarländischen Weiterbildungs- und Bildungsfreistellungsgesetzes [SWBG]

Vom 15.09.1994 [ABl. Saarland 1994,52, S. 1359 ff.],

zul. geänd. durch Gesetz vom 15.02.2006 [ABl. Saarland 2006,14, S. 474 ff.]

### **Sachsen**

R190

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 29.01.2008 [GVBl. Sachsen 2008,3, S. 138 ff.]

### **Sachsen-Anhalt**

R191

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.]

R192

Gesetz zur Freistellung von der Arbeit für Maßnahmen der Weiterbildung [Bildungsfreistellungsgesetz]

Vom 04.03.1998 [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**

R193

Bildungsfreistellungs- und Qualifizierungsgesetz [BFQG] für das Land Schleswig-Holstein

Vom 07.06.1990 [GVBl. Schleswig-Holstein 1990,15, S. 364 ff.],

zul. geänd. durch Verordnung vom 16.09.2003 [GVBl. Schleswig-Holstein 2003,12, S. 503 ff.]

### **Thüringen**

R194

Thüringer Erwachsenenbildungsgesetz [Art. 11 des Thüringer Haushaltsbegleitgesetzes]

Vom 23.12.2005 [GVBl. Thüringen 2005,18, S. 446 ff.]

geänd. durch Gesetz vom 20.12.2007 [GVBl. Thüringen 2007,13, S. 267 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  
Postanschrift:  
11013 Berlin  
Tel.: 030/1817-0  
Fax: 030/1817-3402  
[www.auswaertiges-amt.de](http://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](http://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](http://www.bmbf.de)

Bundesministerium für Familie, Senioren, Frauen und Jugend  
Alexanderstr. 3  
10178 Berlin  
Tel.: 030/18555-0  
Fax: 030/18555-4400  
[www.bmfsfj.de](http://www.bmfsfj.de)

Bundesministerium für Gesundheit  
Rochusstr. 1  
53123 Bonn  
Tel.: 0228/99441-0  
Fax: 0228/99441-1921  
[www.bmgs.bund.de](http://www.bmgs.bund.de)

Bundesministerium des Innern  
Alt-Moabit 101 D  
10559 Berlin  
Tel.: 030/18681-0  
Fax: 030/18681-2926  
[www.bmi.bund.de](http://www.bmi.bund.de)

Bundesministerium der Justiz  
Mohrenstr. 37  
10117 Berlin  
Tel.: 030/18580-0  
Fax: 030/18580-9525  
[www.bmj.bund.de](http://www.bmj.bund.de)

Bundesministerium für Wirtschaft und Technologie  
Scharnhorststr. 34-37  
10115 Berlin  
Postanschrift:  
11019 Berlin  
Tel.: 030/18615-0  
Fax: 030/18615-7010  
www.bmwi.de

Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung  
Dahlmannstr. 4  
53113 Bonn  
Postanschrift:  
Postfach 12 03 22  
Tel.: 0228/99535-0  
Fax: 0228/99535-3500  
www.bmz.de

Gemeinsame Wissenschaftskonferenz [GWK]  
Friedrich-Ebert-Allee 38  
53113 Bonn  
Tel.: 0228/5402-0  
Fax: 0228/5402-150  
www.gwk-bonn.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  
Postanschrift:  
Postfach 20 12 64  
53142 Bonn  
Tel.: 0228/107-0  
Fax: 0228/107-2977  
www.bibb.de

Bundesrat  
Leipziger Str. 3-4  
10117 Berlin  
Postanschrift:  
11055 Berlin  
Tel.: 030/189100-0  
Fax: 030/189100-400  
www.bundesrat.de

Deutscher Bundestag  
Platz der Republik 1  
11011 Berlin  
Tel.: 030/227-0  
www.bundestag.de

Statistisches Bundesamt  
Gustav-Stresemann-Ring 11  
65189 Wiesbaden  
Postanschrift:  
65180 Wiesbaden  
Tel.: 0611/75-1  
Fax: 0611/72-4000  
[www.destatis.de](http://www.destatis.de)

## **Länder**

### **Ministries of education and science of the Länder**

#### **Baden-Württemberg**

Ministerium für Kultus, Jugend und Sport  
Schlossplatz 4  
70173 Stuttgart  
Tel.: 0711/279-0  
Fax: 0711/279-2810  
[www.km-bw.de](http://www.km-bw.de)

Ministerium für Wissenschaft, Forschung  
und Kunst  
Königstr. 46  
70173 Stuttgart  
Tel.: 0711/279-0  
Fax: 0711/279-3081  
[www.mwk-bw.de](http://www.mwk-bw.de)

#### **Bayern**

Bayerisches Staatsministerium  
für Unterricht und Kultus  
Salvatorstr. 2  
80333 München  
Tel.: 089/2186-0  
Fax: 089/2186-2809  
[www.stmuk.bayern.de](http://www.stmuk.bayern.de)

Bayerisches Staatsministerium für  
Wissenschaft, Forschung und Kunst  
Salvatorstr. 2  
80333 München  
Tel.: 089/2186-2000  
Fax: 089/2186-2800  
[www.stmwfk.bayern.de](http://www.stmwfk.bayern.de)

#### **Berlin**

Senatsverwaltung für Bildung, Wissenschaft und Forschung  
Otto-Braun-Str. 27  
10178 Berlin  
Tel.: 030/9026-7  
Fax: 030/9026-5012  
[www.berlin.de/sen/bwf](http://www.berlin.de/sen/bwf)

## **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](http://www.mbjs.brandenburg.de)

Ministerium für Wissenschaft, Forschung und Kultur  
Dortustr. 36  
14467 Potsdam  
Tel.: 0331/866-0  
Fax: 0331/866-4998  
[www.mwfk.brandenburg.de](http://www.mwfk.brandenburg.de)

## **Bremen**

Senatorin für Bildung und Wissenschaft  
Rembertiring 8-12  
28195 Bremen  
Tel.: 0421/361-0  
Fax: 0421/361-4176  
[www.bildung.bremen.de](http://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](http://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](http://www.hamburg.de/bwf)

## **Hessen**

Hessisches Kultusministerium  
Luisenplatz 10  
65185 Wiesbaden  
Tel.: 0611/368-0  
Fax: 0611/368-2099  
[www.hkm.hessen.de](http://www.hkm.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](http://www.hmwk.hessen.de)

### **Mecklenburg-Vorpommern**

Ministerium für Bildung, Wissenschaft und Kultur  
Werderstr. 124  
19055 Schwerin  
Tel.: 0385/588-0  
Fax: 0385/588-7082  
[www.bm.regierung-mv.de](http://www.bm.regierung-mv.de)

### **Niedersachsen**

Niedersächsisches Kultusministerium  
Schiffgraben 12  
30159 Hannover  
Tel.: 0511/120-0  
Fax: 0511/120-7450  
[www.mk.niedersachsen.de](http://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](http://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.msw.nrw.de](http://www.msw.nrw.de)

Ministerium für Innovation, Wissenschaft, Forschung und Technologie  
des Landes Nordrhein-Westfalen  
Völklinger Str. 49  
40221 Düsseldorf  
Tel.: 0211/896-04  
Fax: 0211/896-4559  
[www.miwft.nrw.de](http://www.miwft.nrw.de)

### **Rheinland-Pfalz**

Ministerium für Bildung, Wissenschaft, Jugend und Kultur des Landes Rheinland-Pfalz  
Mittlere Bleiche 61  
55116 Mainz  
Tel.: 06131/16 0  
Fax: 06131/16-2878  
[www.mbwjk.rlp.de](http://www.mbwjk.rlp.de)

## **Saarland**

Ministerium für Bildung  
Hohenzollernstr. 60  
66117 Saarbrücken  
Postanschrift:  
Postfach 10 24 52  
66024 Saarbrücken  
Tel.: 0681/501-7404  
Fax: 0681/501-7500  
[www.bildung.saarland.de](http://www.bildung.saarland.de)

Ministerium für Wirtschaft und Wissenschaft  
Franz-Josef-Röder-Str. 17  
66119 Saarbrücken  
Tel.: 0681/501-1668  
[www.wirtschaft.saarland.de](http://www.wirtschaft.saarland.de)

## **Sachsen**

Sächsisches Staatsministerium für Kultus  
Carolaplatz 1  
01097 Dresden  
Tel.: 0351/564-0  
Fax: 0351/564-2525  
[www.smk.sachsen.de](http://www.smk.sachsen.de)

Sächsisches Staatsministerium für Wissenschaft und Kunst  
Wigardstr. 17  
01097 Dresden  
Tel.: 0351/564-0  
Fax: 0351/564-6004  
[www.smwk.sachsen.de](http://www.smwk.sachsen.de)

## **Sachsen-Anhalt**

Kultusministerium des Landes Sachsen-Anhalt  
Turmschanzenstr. 32  
39114 Magdeburg  
Tel.: 0391/567-01  
Fax: 0391/567-7627  
[www.sachsen-macht-schule.de/smk](http://www.sachsen-macht-schule.de/smk)

## **Schleswig-Holstein**

Ministerium für Bildung und Kultur des Landes Schleswig-Holstein  
Brunswiker Str. 16-22  
24105 Kiel  
Tel.: 0431/988-0  
Fax: 0431/988-5814  
[www.schleswig-holstein.de/mbk](http://www.schleswig-holstein.de/mbk)

Ministerium für Wissenschaft, Wirtschaft und Verkehr des Landes Schleswig-Holstein  
Düsternbrooker Weg 94  
24105 Kiel  
Tel.: 0431/988-0  
Fax: 0431/988-4815  
[www.schleswig-holstein.de/mwv](http://www.schleswig-holstein.de/mwv)

## **Thüringen**

Thüringer Ministerium für Bildung, Wissenschaft und Kultur  
Werner-Seelenbinder-Str. 7  
99096 Erfurt  
Tel.: 0361/379-00  
Fax: 0361/379-4690  
[www.thueringen.de/de/tmbwk](http://www.thueringen.de/de/tmbwk)

## **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]  
Lennéstraße 6  
53113 Bonn  
Postanschrift:  
Postfach 22 40  
53012 Bonn  
Tel.: 0228/501-0  
Fax: 0228/501-777  
[www.kmk.org](http://www.kmk.org)

Berliner Büro:  
Taubenstr. 10  
Postanschrift:  
Postfach 11 03 42  
10853 Berlin  
10117 Berlin  
Tel.: 030/25418-3  
Fax: 030/25418-450

## **Institutions for teacher in-service and further training, as well as for research into schools and higher education institutions:**

### **Baden-Württemberg**

Landesinstitut für Schulentwicklung  
Rotebühlstr. 131  
70197 Stuttgart  
Tel.: 0711/6642-0  
Fax: 0711/6642-108  
[www.leu-bw.de](http://www.leu-bw.de)

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](http://www.lis-in-bw.de)



Landesakademie für Fortbildung und Personalentwicklung an Schulen [Standort Esslingen]  
Steinbeisstr. 1  
73730 Esslingen  
Tel.: 0711/930701-0  
Fax: 0711/930701-10  
[www.lehrerfortbildung-bw.de/lak/es](http://www.lehrerfortbildung-bw.de/lak/es)

Landesakademie für Fortbildung und Personalentwicklung an Schulen [Standort Comburg]  
Steinbach  
74523 Schwäbisch-Hall  
Tel.: 0791/93020-0  
Fax: 0791/93020-30  
[www.lehrerfortbildung-bw.de/lak/co](http://www.lehrerfortbildung-bw.de/lak/co)

Landesakademie für Fortbildung und Personalentwicklung an Schulen [Standort Bad Wildbad]  
Baetznerstr. 92  
75323 Bad Wildbad  
Tel.: 07081/9259-0  
Fax: 07081/9259-10  
[www.lehrerfortbildung-bw.de/lak/wb](http://www.lehrerfortbildung-bw.de/lak/wb)

## **Bayern**

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>

Bayerisches Staatsinstitut für  
Hochschulforschung und Hochschulplanung  
Prinzregentenstr. 24  
80538 München  
Tel.: 089/21234-405  
Fax: 089/21234-450  
[www.ihf.bayern.de](http://www.ihf.bayern.de)

Staatsinstitut für Frühpädagogik  
Eckbau Nord  
Winzererstr. 9  
80797 München  
Tel.: 089/99825-1900  
Fax: 089/99825-1919  
[www.ifp.bayern.de](http://www.ifp.bayern.de)

Staatsinstitut für Schulqualität und Bildungsforschung  
Schellingstr. 155  
80797 München  
Tel.: 089/2170-2101  
Fax: 089/2170-2105  
[www.isb.bayern.de](http://www.isb.bayern.de)

### **Berlin/Brandenburg**

Landesinstitut für Schule und Medien Berlin-Brandenburg [LISUM]  
Struweg  
14974 Ludwigsfelde-Struveshof  
Tel.: 03378/209-0  
Fax: 03378/209-198  
[www.lisum.berlin-brandenburg.de](http://www.lisum.berlin-brandenburg.de)

### **Bremen**

Landesinstitut für Schule [LIS]  
Am Weidedamm 20  
28215 Bremen  
Tel.: 0421/361-14406  
Fax: 0421/361-8510  
[www.lis.bremen.de](http://www.lis.bremen.de)

### **Hamburg**

Landesinstitut für Lehrerbildung und Schulentwicklung  
Felix-Dahn-Str. 3  
20357 Hamburg  
Tel.: 040/42801-2360  
Fax: 040/42801-2975  
[www.li-hamburg.de](http://www.li-hamburg.de)

### **Hessen**

Institut für Qualitätsentwicklung [IQ]  
Walter-Hallstein-Str. 3  
65197 Wiesbaden  
Tel.: 0611/5827-0  
Fax: 0611/5827-109  
[www.iq.hessen.de](http://www.iq.hessen.de)

Amt für Lehrerbildung  
Stuttgarter Str. 18-24  
60329 Frankfurt am Main  
Tel.: 069/38989-00  
Fax: 069/38989-607  
[www.afl.hessen.de](http://www.afl.hessen.de)

### **Mecklenburg-Vorpommern**

Landesinstitut für Schule und Ausbildung Mecklenburg-Vorpommern [L.I.S.A.]  
Ellerried 5  
19061 Schwerin  
Tel.: 0385/711188  
[www.bildungsserver-mv.de](http://www.bildungsserver-mv.de)

### **Niedersachsen**

Niedersächsisches Landesamt für Lehrerbildung und Schulentwicklung [NiLS]  
Keßlerstr. 52  
31134 Hildesheim  
Tel.: 05121/1695-0  
Fax: 05121/1695-296  
<http://nibis.ni.schule.de/nibis.phtml?menid=1175>

## **Rheinland-Pfalz**

Pädagogisches Zentrum Rheinland-Pfalz  
Röntgenstr. 32  
55545 Bad Kreuznach  
Tel.: 0671/84088-0  
Fax: 0671/84088-10  
[www.pz.bildung-rlp.de](http://www.pz.bildung-rlp.de)

Institut für schulische Fortbildung und schulpsychologische Beratung [IFB]  
Butenschönstr. 2  
67346 Speyer  
Tel.: 06232/659-0  
Fax: 06232/659-110  
<http://ifb.bildung-rp.de>

Institut für Lehrerfort- und -weiterbildung [ILF Mainz]  
Kötherhofstr. 4  
55116 Mainz  
Tel.: 06131/2845-0  
Fax: 06131/2845-25  
[www.ilf-mainz.de](http://www.ilf-mainz.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](http://www.ilf-saarbruecken.de)

Landesinstitut für Pädagogik und Medien  
Beethovenstr. 26  
66125 Saarbrücken  
Tel.: 06897/7908-0  
Fax: 06897/7908-122  
[www.lpm.uni-sb.de](http://www.lpm.uni-sb.de)

## **Sachsen**

Sächsisches Bildungsinstitut  
Dresdner Str. 78c  
01445 Radebeul  
Tel.: 0351/8524-411  
Fax: 0351/8524-412  
[www.sachsen-macht-schule.de/sbi](http://www.sachsen-macht-schule.de/sbi)

## **Sachsen-Anhalt**

Landesinstitut für Schulqualität und Lehrerbildung Sachsen-Anhalt [LISA]  
Riebeckplatz 9  
06110 Halle [Saale]  
Tel.: 0345/2042-0  
Fax: 0345/2042-319  
[www.lisa.bildung-lsa.de](http://www.lisa.bildung-lsa.de)

## **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 und -38  
Fax: 03301/5755-39  
www.bundeselternrat.de

Deutsche Forschungsgemeinschaft  
Kennedyallee 40  
53175 Bonn  
Postanschrift:  
53170 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.: 0228/97569-20  
Fax: 0228/97569-30  
http://dvv-vhs.de

Deutsches Institut für Erwachsenenbildung  
Leibniz-Zentrum für Lebenslanges Lernen  
Friedrich-Ebert-Allee 38  
53113 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

Informationszentrum Sozialwissenschaften  
Lennéstr. 50  
53113 Bonn  
Tel.: 0228/2281-0  
Fax: 0228/2281-120  
www.gesis.org/iz

Institut zur Qualitätsentwicklung im Bildungswesen [IQB]  
Luisenstr. 56  
10117 Berlin  
Tel.: 030/2093-5335  
Fax: 030/2093-5336  
www.iqb.hu-berlin.de

Leibniz-Institut für die Pädagogik der Naturwissenschaften [IPN]  
Olshausenstr. 62  
24098 Kiel  
Tel.: 0431/880-5084  
www.ipn.uni-kiel.de

Leibniz-Institut für Sozialwissenschaften  
Quadrat B2, 1  
68159 Mannheim  
Postanschrift:  
Postfach 12 21 55  
68072 Mannheim  
Tel.: 0621/1246-0  
Fax: 0621/1246-100  
www.gesis.org

Max-Planck-Institut für Bildungsforschung  
Lentzeallee 94  
14195 Berlin  
Tel.: 030/82406-0  
Fax: 030/8249939  
http://mpib-berlin.mpg.de

Rat der Weiterbildung – KAW  
Joachimstr. 1  
53123 Bonn  
Tel.: 0228/90247-12  
Fax: 0228/90247-29  
www.ratderweiterbildung-kaw.de

Staatliche Zentralstelle für Fernunterricht  
Peter-Welter-Platz 2  
50676 Köln  
Tel.: 0221/921207-0  
Fax: 0221/921207-20  
[www.zfu.de](http://www.zfu.de)

Stiftung zur Akkreditierung von Studiengängen in Deutschland  
Adenauerallee 73  
53113 Bonn  
Tel.: 0228/358306-0  
Fax: 0228/358306-79  
[www.akkreditierungsrat.de](http://www.akkreditierungsrat.de)

Wissenschaftsrat  
Brohler Str. 11  
50968 Köln  
Tel.: 0221/3776-0  
Fax: 0221/388440  
[www.wissenschaftsrat.de](http://www.wissenschaftsrat.de)

Zentralstelle für die Vergabe von Studienplätzen [ZVS]  
Sonnenstr. 171  
44137 Dortmund  
Postanschrift:  
Postfach  
44128 Dortmund  
Tel.: 0180/3987111-000  
Fax: 0180/3987111-227  
[www.zvs.de](http://www.zvs.de)

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Hrsg. v. Statistischen Bundesamt.  
Wiesbaden: 2008.

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Vergleich von Bildung und Erziehung in der Bundesrepublik Deutschland und in der Deutschen Demokratischen Republik

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Fachserie 11, Reihe 2 für das Schuljahr 2007/2008.

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Wiesbaden: 2008.

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Erwachsenenbildung [DIE], Bonn, Institut für Entwicklungsplanung und Strukturforschung  
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Hrsg. v. Statistischen Bundesamt.  
Wiesbaden: 2008.

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Selected publications [most of the following and other recommendations and publications can be  
found on the website [www.kmk.org](http://www.kmk.org)]:

Abkommen zwischen den Ländern der Bundesrepublik zur Vereinheitlichung auf dem  
Gebiete des Schulwesens [Hamburger Abkommen]. Beschluss der  
Kultusministerkonferenz vom 28.10.1964 i. d. F. vom 14.10.1971.



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Anrechnung von außerhalb des Hochschulwesens erworbenen Kenntnissen und Fähigkeiten auf ein Hochschulstudium. Beschluss der Kultusministerkonferenz vom 28.6.2002.

Aufgaben von Lehrerinnen und Lehrern heute – Fachleute für das Lernen. Gemeinsame Erklärung des Präsidenten der Kultusministerkonferenz und der Vorsitzenden der Bildungs- und Lehrgewerkschaften sowie ihrer Spitzenorganisationen Deutscher Gewerkschaftsbund DGB und DBB – Beamtenbund und Tarifunion. Beschluss der Kultusministerkonferenz vom 5.10.2000.

Bericht „Fremdsprachen in der Grundschule – Sachstand und Konzeptionen“. Beschluss der Kultusministerkonferenz vom 10.2.2005

Besoldung und Vergütung hauptberuflicher Mitarbeiter und pädagogischer Leiter an Volkshochschulen. Beschluss der Kultusministerkonferenz vom 12.3.1970.

Bildung für nachhaltige Entwicklung in der Schule. Gemeinsame Empfehlung der Kultusministerkonferenz und der Deutschen UNESCO-Kommission vom 15.6.2007.

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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 15.12.2007.

Einführung der Systemakkreditierung. Beschluss der Kultusministerkonferenz vom 15.12.2007.

Einordnung der Bachelorausbildungsgänge an Berufsakademien in die konsekutive Studienstruktur. Beschluss der Kultusministerkonferenz vom 15.10.2004.

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Empfehlung zur Ordnung des Sonderschulwesens. Beschluss der Kultusministerkonferenz vom 16.3.1972.

Empfehlungen für Zuschüsse für die in Heimen untergebrachten Kinder von Binnenschiffen, Zirkusangehörigen und Schaustellern. Beschluss der Kultusministerkonferenz vom 30.7.1999.

Empfehlungen zu Maßnahmen beruflicher Schulen für Jugendliche, die aufgrund ihrer Lernbeeinträchtigung zum Erwerb einer Berufsausbildung besonderer Hilfe bedürfen. Beschluss der Kultusministerkonferenz vom 29.10.1982.

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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 at least three and at most four years 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 recently introduced graduation system of consecutive degrees which is to replace the traditional system of higher education qualifications [→Diplom, →Magister, →Staatsprüfung]. 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.

### **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 three-year 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.

**Diplomprüfungsordnung**

Examination regulations specifying the prerequisites for the →Diplom examination, the writing of the dissertation, examination requirements, the examination procedures and examination subjects. Although compiled by the higher education institution, the regulations must, as a rule, receive the approval of the Ministry of Science in the →Land concerned.

**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].

**Duale Oberschule**

Special form of the →Regionale Schule in Rheinland-Pfalz.

**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 →Halbtagsschule, provide a midday meal on the days on which they offer all-day supervision.

**Gemeinschaftsschule**

Type of school at lower secondary level in Schleswig-Holstein offering several courses of education leading to different qualifications [→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe]. Gemeinschaftsschulen can also encompass the upper secondary level in the form of the →gymnasiale Oberstufe.

**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 such as the →Gesamtschule or the →Gemeinschaftsschule. It comprises grades 11-13 [or 10-12, 11-12, depending on the Land]. 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 →*Diplomprüfung*, →*Magisterprüfung*, →*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 Haupt- und Realschule**

Type of school at lower secondary level in Hamburg providing the courses of education otherwise offered by the →*Hauptschule* and the →*Realschule*.

### **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 *Juniorprofessor* 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 3 and 6 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].

## **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]; course of study comprises either two equally weighted major subjects or a combination of one major subject and two minor subjects.

## **Magisterprüfung**

Higher education examination leading to the award of the →Magistergrad.

## **Magisterprüfungsordnung**

Examination regulations specifying the prerequisites for the →Magisterprüfung, the writing of the dissertation, examination requirements, the examination procedure and examination subjects. Although compiled by the higher education institution, the regulations must receive the approval of the Ministry of Science in the Land concerned.

## **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 at least one and at most two years at universities and equivalent institutions of higher education, colleges of art and music and at →Fachhochschulen. Master's study courses are differentiated by the profile types "more practice-oriented" and "more research-oriented". The entry requirement for a Master's study course is a first higher education degree qualifying for a profession. Consecutive Master's study courses build on a preceding Bachelor's study course in terms of content and are part of the graduation system of consecutive degrees which is to replace the traditional system of higher education qualifications [→Diplom and →Magister]. The requirements of non-consecutive Master's study courses and Master's study courses providing further education correspond to the 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.

**Mittelschule**

Type of school at lower secondary level in Sachsen 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.

**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.

### **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 and, at institutions of higher education, should not normally exceed 8–10 semesters [4–5 years]. On an average, however, students take one or two years longer than the standard period of study to attain the leaving certificate. The Regelstudienzeit for →Bachelor's courses of study is 3–4 years, for →Master's courses 1–2 years.

### **Regionale Schule**

Type of school at lower secondary level in Rheinland-Pfalz and 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 [→Mittelschule, →Regelschule, →Sekundarschule, →Erweiterte Realschule, →Integrierte Haupt- und Realschule, →Verbundene oder Zusammengefasste Haupt- und Realschule, →Regionale Schule, →Oberschule]. Outside statistics, Schularten mit mehreren Bildungsgängen also include →Gesamtschulen 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.

**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.

**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.

**Verbundene oder Zusammengefasste Haupt- und Realschule**

Type of school at lower secondary level in Berlin, Hessen, Mecklenburg-Vorpommern und Niedersachsen 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.

**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].

