

The Education System in the Federal Republic of Germany 2010/2011

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

- EXCERPT -



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13. MOBILITY AND INTERNATIONALISATION

13.1. Introduction

Basic legislation

In the Federal Republic of Germany, governmental functions and responsibilities are divided between the Federation and the Länder. This is due to the federal principle which is laid down in the Basic Law [*Grundgesetz*, Art. 20, Paragraph 1 - R1]. For the educational sector, there is no explicit and comprehensive attribution of competence to the Federation. Therefore, educational and cultural legislation is primarily the responsibility of the Länder [see also chapter 1.3.]. The Federation, on the other hand, is responsible for foreign affairs and thus for cultivating international relations in the field of education [Art. 73, Paragraph 1 and Art. 32, Paragraph 1 and 2 of the Basic Law]. The responsibility of the Federation for foreign affairs, and the cultural sovereignty of the Länder have in the day-to-day routine established the necessity of a close cooperation based on partnership and mutual trust between the Federation and the Länder.

The 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 - R10], 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 [*Kultusministerkonferenz* - KMK]. 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 2009/2010 names the following focuses for foreign cultural and educational policy:

- promoting the German language abroad;
- promoting the global transfer of education and knowledge, and strengthening Germany's position as a centre of science and research;
- dissemination of German art and culture abroad;
- conflict prevention through intercultural dialogue;
- prestige advertising for Germany and communication of a modern image of Germany;
- supporting the process of European integration;
- promoting the general objectives of German foreign policy.

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.

Other focuses of foreign cultural and educational policy

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, vocational education and training, 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 13.5.

Major impulses for the internationalisation of German higher education institutions come from the Bologna Process. In March 2010 the higher education ministers of the now 47 Bologna signatories met in Budapest and Vienna in order to launch the European Higher Education Area and at the same time to lay down the guidelines for the process of reform up to 2020. More detailed information on the realisation of the Bologna Process in Germany is available in chapter 13.8.

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 13.7.]. 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.

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 2010. 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].

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.

13.2. Mobility in Early Childhood and School Education

Lifelong Learning Programme

Since 2007 the joint programme of the European Union for education and mobility LIFELONG LEARNING has been responsible for promoting the European exchange of teachers/lecturers and pupils/students and for cooperation between educational establishments throughout Europe.

In Germany the Educational Exchange Service [*Pädagogischer Austauschdienst* - PAD] of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz* - KMK] is the national agency responsible for implementing the Lifelong Learning Programme in the schools area. As part of this the PAD conducts the COMENIUS sub-programme and its various measures [COMENIUS school partnerships, COMENIUS assistanceship grants, COMENIUS in-service training], which in 2009 were extended to include the measure COMENIUS-Regio. Under COMENIUS-Regio school authorities, schools and other stakeholders at local and regional level can cooperate with corresponding partners in another European region to handle topics and issues of mutual interest. Moreover, within the scope of the Lifelong Learning Programme the PAD ensures the placement of experts in education and vocational education and training for study purposes. Further information on the participation of Ger-

many in the Lifelong Learning Programme is available on the internet [www.kmk-pad.org].

Pupil and student mobility

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*] with funding from the Federal Foreign Office [*Auswärtiges Amt*] and the European Union, respectively. An agreement has been in place with France since 1986 on a medium-term individual pupil exchange incorporating a two to three-month stay in the partner country with a return visit from the exchange partner [BRIGITTE-SAUZAY Programme]. In addition, the one-year [six months in Germany, six months in France] exchange programme VOLTAIRE has been in existence since the school year 2000/2001. A growing number of exchange or cooperation schemes involving pupils and young people engaged in vocational education and training are being organised under the Lifelong Learning Programme of the European Union and the youth programme of the European Union *Youth in Action*.

The European 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 2010 grants under the Federal Ministry for Foreign Affairs' *Aktion Afrika* initiative enabled around 100 pupils from 16 African countries to visit Germany.

The Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* - BAföG - R83] funds up to one year of study abroad by upper secondary level pupils conditional on parental and own income. A supplement of Euro 250 each way may be paid for outward and return travel if the place of training is in Europe, or Euro 500 each way outside Europe.

At Länder level there are also individual exchange programmes which are carried out together with partner schools abroad.

Exchange programmes for trainees

The reform of the Vocational Training Act [*Berufsbildungsgesetz* - R80] 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, the National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] at the Federal Institute for Vocational Education and

Training [*Bundesinstitut für Berufsbildung* – BIBB] supports training placements abroad. The acquisition of international qualifications and linguistic and intercultural competences helps develop an international vocational expertise which is of growing importance to the labour market and individual career planning. The average length of training placements abroad is between five and six weeks. In Germany the number of placements abroad applied for and approved under the LEONARDO DA VINCI sub-programme has increased substantially over the previous year. The Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] contributed around Euro 3 million in EU part-funding for initial training in 2010, helping support placements abroad for over 11,500 people.

Teacher mobility

With regard to the European and international dimension of teaching, within training and in-service training of teachers special importance is attached to experience acquired abroad. A huge 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] of the Standing Conference of the Ministers of Education and Cultural Affairs. Further training and in-service training of teachers and other education staff working in school education are also served by various programmes for visits abroad and exchange of staff under the auspices of the PAD.

A special seminar programme for female teachers under the *European-Islamic Cultural Dialogue* which is financed by the Federal Foreign Office [*Auswärtiges Amt*] 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. The programme supervised by the PAD, which was also opened to participation by men in 2007 and, as part of the Federal Foreign Office's *Aktion Afrika* initiative, was supplemented from 2008 by a second seminar for experts in education from Islamic African countries, was run for the last time in 2010.

Exchange of vocational training staff

Vocational training staff play a key role in the internationalisation of vocational training in Germany. Through the LEONARDO DA VINCI sub-programme of the European Union's Lifelong Learning Programme, therefore, the National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] also supported training placements abroad for persons active in vocational training. In 2010 1,509 people made use of this support. Many vocational training institutions use the funding opportunities in this area in order to support the necessary staff development measures as part of their increasingly international orientation.

13.3. Mobility in Higher Education

Learner and student mobility

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 – R83] 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 5.8 per cent in 2008. Compared with 2007, the percentage of German students abroad has thus increased by 13 percentage points. 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 2009/2010 amounts to 11.5 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. In this regard, growing importance is being attached to exchange schemes with higher education institutions in central, eastern and south-eastern Europe, as well as in states of the former USSR outside Europe. Therefore in 2002, the initiative *Go East* was started which, besides awarding grants, also has the objective of attracting German students to a period of study at higher education institutions in central and eastern Europe as well as in the Commonwealth of Independent States [CIS]. Since then, more than 5,300 students and graduates have received assistance by the German Academic Exchange Service under the programme *Go East*. With the *go out!* campaign launched in 2006 by the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] and the DAAD other regions of the world were also included in the advertising measures.

The campaign aims to raise the numbers of German students completing study-related placements abroad significantly over the next few years.

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.

As part of the ERASMUS action scheme within the Lifelong Learning Programme, amongst other things the outward mobility of students [study or work placement], is promoted. Promotion is subject to cross-border higher education agreements and the commitment that the achievements accomplished abroad will be recognised by the higher education institution at home. In Germany, the German Academic Exchange Service is responsible for the implementation of the ERASMUS programme. Further information is available on the internet [<http://eu.daad.de>].

Grants for periods of study abroad are also provided under the Federal Training Assistance Act [*Bundesausbildungsförderungsgesetz* – BAföG] [see also chapter 3.3.]. The international mobility of students has been reinforced since 2007 by an amendment of the Federal Training Assistance Act which 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.

Teacher mobility

In foreign educational and cultural policy, special importance is attached to exchange measures in the sector of research and higher education institutions. The exchange of individuals takes place under grant programmes for lecturers and other higher education staff which are predominantly organised by the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* – DAAD]. The DAAD is also responsible for the implementation of the ERASMUS programme. Within this framework, amongst other things, the DAAD promotes the outward mobility of lecturers and other higher education staff.

13.4. Mobility in Adult Education

As a sub-programme of the European Lifelong Learning Programme, the LEONARDO DA VINCI programme for initial and further vocational education and training shall contribute by means of promoting cross-border collaboration to the development of quality and innovations, as well as to intensifying the European dimension in initial and further vocational education and training. In particular, the programme includes the promotion of the mobility of trainees and instructors, as well as innovation projects. The GRUNDTVIG adult education sub-programme aims to provide facilities and institutions as well as their teachers and learners of all age groups and levels of society with new knowledge on the European dimension of their subjects and fields of work. In Germany, the National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbild-*

ung - BIBB] is responsible for the implementation of LEONARDO DA VINCI and GRUNDTVIG [www.na-bibb.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. The information and guidance centre *International Marketing of Vocational Education* [iMOVE] within the Federal Institute for Vocational Education and Training is to support the international marketing for what Germany has to offer in the field of initial and continuing vocational training with suitable measures. In December 2003, the data base on continuing education iMOVE went online: iMove offers a central tool for informing persons from other countries in several languages about German providers of initial and continuing vocational education and training [www.imove-germany.org].

Placements abroad for employees

Through the LEONARDO DA VINCI sub-programme of the European Union's Lifelong Learning Programme, the National Agency Education for Europe [*Nationale Agentur Bildung für Europa*] also supports training placements abroad for employees, the unemployed and graduates of higher-education institutions. The placements abroad provide, as part of continuing vocational education, international professional qualifications and linguistic and intercultural skills. In 2010 1,718 people made use of this opportunity. Many projects are available to this target group facilitating individual access to financial support [so-called pool projects].

13.5. Other Dimensions of Internationalisation in Early Childhood and School Education

The global and international dimension through the curriculum

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz - KMK*] first presented its general outlines on the European dimension in the school system in June 1978 in its Recommendation "Europe in the classroom" [*Europa im Unterricht*], which was amended in December 1990. In May 2008, against the background of developments in Europe, the Standing Conference adopted an update to the Recommendation under the title *Europabildung in der Schule* [educating about Europe in schools]. Under the amended version the school has the task, by addressing key aspects and content of European history and the process of European integration, of developing skills and attitudes which contribute to a successful life in Europe. Pupils should

- develop an understanding of the geographical diversity of Europe with its physical, social and economic structures;
- compare and evaluate the political and social structures of Europe against the background of its similarities and differences;
- assess the importance of the functions and procedures of European institutions;

- examine the influential historical forces in Europe, especially the development of European legal and political thinking and the ideal of freedom, and draw conclusions about current developments and personal courses of action;
- appreciate the lines of development, features and evidence of a common European culture notwithstanding its diversity and be prepared to defend them;
- recognise the cultural richness which the linguistic diversity of Europe represents;
- appreciate the history of European thinking and the efforts made towards integration by the states of Europe;
- recognise the need for the balance of interests and joint action in Europe to resolve economic, environmental, social and political problems within the European states and beyond;
- develop an awareness of and willingness for the mobility essential in a Europe which is growing closer together, in study, training and work;
- be aware of the importance of their own commitment to a democratic Europe and a peaceful world.

All subjects should, as a rule, contribute to the development of the European dimension in teaching and education. Primarily these topics are integrated into subjects of a social and economic nature and into German and foreign-language lessons. A range of specific goals and topics as well as information about suitable subjects, useful forms of work and desirable attitudes have been included into the education plans and curricula of the various school types and levels. Interdisciplinary and multilateral projects and school competitions, exchanges and school twinning projects, as well as the exchange of teachers and foreign language assistants, can be used to develop the European dimension. Within this framework, greater importance is attached to the new information technologies, which permit encounters, collaboration and exchange. The great importance of European issues is also reflected in school books. In addition, the Institutes for School Pedagogy of the Länder and the Central Offices of the Länder for Civic Education [*Landeszentralen für politische Bildung*] have produced recommendations 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.

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 5.3.]. This is partly in the form of cross-border regional projects to promote cooperation between schools. Foreign-language teaching, including terminology related to the professional field, is being stepped up at vocational schools. The number of pupils learning the less common foreign languages of Italian and Spanish has increased appreciably over the last years, and Danish, Dutch, Polish and Czech are taught in the relevant neighbouring regions. Bilingual educational courses in the lower and upper secondary levels and in some cases even at primary level have been established in several Länder or are still at the pilot stage. These forms of education place increased emphasis on foreign-language teaching and involve foreign-language tuition mainly in social sciences subjects. The report Concepts for Bilingual Teaching – Field report and proposals for further development [*Konzepte für den bilingualen Unterricht – Erfahrungsbericht und Vorschläge zur Weiterentwicklung*] of the Standing Conference of April 2006 evaluates the concepts of the Länder for bilingual teaching and the experience gained so far. Further, this report is to serve as basis for proposals regarding the further development of bilingual teaching as well as of foreign language instruction in general.

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.

As part of the Committee on Innovation in Continuing Training [*Innovationskreis berufliche Bildung*], in 2007 the Federal Government and the social partners in 2007 set

out guidelines for the sustainable organisation of vocational education. The opening up of the national training and further training rules to Europe was viewed as an important instrument to this end in safeguarding internationally sustainable qualifications. Courses of education which provide additional international qualifications are therefore particularly desired by all partners involved in vocational education. Searches to find relevant courses can be made in the database *AusbildungPlus* [www.ausbildungplus.de] for instance.

Partnerships and networks

In 2008 the Federal Foreign Office [*Auswärtiges Amt*] launched the initiative “Schools: Partners for the Future” [*Schulen: Partner der Zukunft* - PASCH]. In 2010 the initiative already covered a network of 1,500 partner schools abroad at which German is taught to a significant degree. The aim is to promote pupils’ interest in Germany and the German language, and to win over teachers, parents, head teachers and education authorities to committing themselves to the German language and its permanent integration in the education system. The Federal Foreign Office coordinates the partner schools initiative and is implementing it in cooperation with the Central Agency for Schools Abroad [*Zentralstelle für das Auslandsschulwesen*], the *Goethe-Institut*, the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* - DAAD] and the [Educational Exchange Service [*Pädagogischer Austauschdienst* - PAD] of the Standing Conference. Partner schools include German schools abroad, schools in the national education systems of partner countries which offer the German Language Certificate [*Deutsches Sprachdiplom*] of the Standing Conference. The German Language Certificate enables holders to study at a German higher education institution. Schools wishing to introduce or build on their German language-teaching are also part of the network. The PAD is responsible for opening up partner-school access to schools in Germany. Long-term school partnerships are intended to make a contribution to promoting the teaching of German at foreign schools, and promote interest in modern Germany and its society.

13.6. Other Dimensions of Internationalisation in Higher Education

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 per cent 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 2009/2010, some 230 first degree courses of study leading to international double degrees are on offer at German higher education institutions.

A growing number of higher education institutions are offering a range of European-oriented special graduate study courses, especially in law, economics and engineering. 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 German Academic Exchange Service [*Deutscher Akademischer Austauschdienst* - DAAD] [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 higher education institutions in Germany offer some 830 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 [*Deutsche 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 [*Graduiertenschulen*] 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.

Partnerships and networks

The Franco-German University [*Deutsch-Französische Hochschule* - DFH] is an association of German and French members with its own legal personality and secretariat in Saarbrücken. The aim of the DFH is to strengthen the collaboration between Germany and France in higher education and research. It supports the establishment of joint integrated study courses and awards grants to participants. In 2009/2010 the DFH offers 128 binational integrated study courses in various disciplines. There are furthermore 17 trilateral curricula where a German and a French higher education institution cooperate with a higher education institution in a third country. In the 2009/2010 academic year around 4,800 students are registered at the Franco-German University.

13.7. Other Dimensions of Internationalisation in Adult Education and Training

Partnerships and networks

Promoting international cooperation and initiating collaboration and business relations in in-company vocational training and vocational further education is the aim of the iMOVE centre of the Federal Ministry for Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF], which is based within the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung* - BIBB] in Bonn. Against this background iMOVE supports inter alia state agencies in seeking experienced organisations to set up in-company vocational training and vocational further education systems, companies to whom iMOVE recommends competent further education providers, and cooperation between German and international education institutes. iMOVE also informs interested parties worldwide about qualification/training opportunities in Germany and helps German providers of in-company vocational training and vocational further education to develop and expand their international activities.

13.8. Bilateral Agreements and Worldwide Cooperation

International cooperation in the school sector

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 [*Kultusminister-*

konferenz – KMK] are for the most part based on bilateral agreements on cooperation in the cultural and educational sector. With regard to international contacts and the international education in schools, the PAD is partner of the Ministries of Education and Cultural Affairs and the Senate Departments of the Länder. Furthermore, with regard to the implementation of foreign cultural and educational policy, the PAD is partner of the Federal Foreign Office [*Auswärtiges Amt*]. With regard to the cooperation between two states in the field of school education, the PAD also participates in numerous commissions and committees.

The funds allocated as part of the “Schools: Partners for the Future” [*Schulen: Partner der Zukunft* – PASCH] initiative launched by the Federal Foreign Office also enable the PAD to extend existing programmes to promote the German language abroad. The number of participants in these programmes has been increased as a result, and the circle of partner states widened. This concerns further education programmes for foreign German teachers, the international award programme for foreign pupils [*Internationales Preisträgerprogramm*] and the exchange of foreign language assistants with China.

Since 2009, as part of the Federal Ministry for Foreign Affairs’ voluntary service “*kulturweit*” [culture-wide], the PAD has also been placing young people in German schools abroad and at schools at which the German Language Certificate [*Deutsches Sprachdiplom*] may be acquired.

In the school year 2009/2010, around 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, countries of central, eastern and south-eastern Europe, the Baltic states 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 countries of central, eastern and south-eastern Europe, Mongolia, Spain and the USA. Within the framework of the “Schools: Partners for the Future” initiative, further training measures and study visits are arranged for foreign teachers from the countries of central, eastern and south-eastern Europe, the Commonwealth of Independent States [CIS], Asia, Latin America and Africa. Teachers of all school forms and grades 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.

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 ac-

tive and key role in the Copenhagen Process from the start and is represented in all important working groups that were set up in order to implement the process. The working groups achieved four key results:

- a uniform framework for the transparency of qualifications and skills [EUROPASS],
- joint European principles for the identification and validation of learning results that have been achieved either non-formally or informally,
- a joint European qualification framework [EQF - European Qualifications Framework]
- principles of a basic model for a credit transfer system for vocational 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 [*Nationale Agentur Bildung für Europa*] at the Federal Institute for Vocational Education and Training [*Bundesinstitut für Berufsbildung - BIBB*] has been appointed as the National EUROPASS Centre [NEC] in Germany. The NEC awards the EUROPASS Mobility in the field of vocational education and adult education. Issuing agencies of the EUROPASS Mobility are the Educational Exchange Service [*Pädagogischer Austauschdienst - PAD*] of the Standing Conference of the Ministers of Education and Cultural Affairs for the school sector, the German Academic Exchange Service [*Deutscher Akademischer Austauschdienst - DAAD*] for the higher education 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].

As a further objective of the Copenhagen Declaration in 2002 European cooperation was established in the field of quality assurance. In August 2008, as part of the extension of a European network for quality assurance in vocational education and training, the German Reference Agency for Quality Assurance in Vocational Education and Training [DEQA-VET] was founded. It is part of the European Network for Quality Assurance in Vocational Education and Training EQAVET and is based at the Federal Institute for Vocational Education and Training in Bonn. In 2010 EQAVET replaced the ENQA-VET network which existed from 2005 to 2009 and was largely supported by the Member States on a voluntary basis.

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.

The bilateral exchange programmes of the Federal Ministry of Education and Research 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. 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 has since 1995 reached agreements on bilateral exchange programmes in vocational training with the Netherlands, the United Kingdom and Norway. In Germany the programmes are coordinated by InWent - *Internationale Weiterbildung und Entwicklung gGmbH* [InWent - Capacity Building International] [www.inwent.org].

International cooperation in higher education

Further major impulses for the internationalisation of German higher education institutes are provided by the Bologna Process. The Bologna Process was introduced in 1999 with the aim of creating a European Higher Education Area by 2010, characterised by a free mobility to be achieved through the transparency and compatibility of consecutive study structures, networked quality assurance systems and the mutual recognition of academic achievements and qualifications. The objectives of the Bologna Process correspond with the reform efforts of the Federation and the Länder in the higher education sector.

In March 2010 the higher education ministers of the now 47 Bologna signatories met in Budapest and Vienna in order to open up the European Higher Education Area. In the Budapest-Vienna Declaration the Ministers took stock of the successes of the Europe-wide higher education reform process since 1999. The ministers noted that further efforts were required to achieve the objectives of the Bologna Process and committed themselves to the full and proper implementation of the agenda laid down in the Leuven/Louvain-la-Neuve Communiqué of 2009. In their Declaration the Ministers agreed to continue the good cooperation with each other and with the institutions involved in the decade to come so as to achieve the objectives of the Bologna Process in full. They emphasized that increasing the mobility of students and academic staff remained one of the main objectives of the Process. In this context it was agreed that by 2020 20 per cent of all graduates Europe-wide should complete a study trip or work placement abroad.

Other focuses are improving the employability of graduates, strengthening the social dimension of higher education, developing lifelong learning. The drafting of national qualifications frameworks for higher education degrees should be completed by 2012.

Further information on the current developments in the Bologna Process is available online at www.ehea.info.

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 just less than 103,000 in 2008. The share of consecutive study courses for Bachelor's and Master's qualifications on offer at German higher education institutions has increased from 79 per cent in the winter semester 2009/2010 to 82 per cent in the winter semester 2010/2011. As early as 2005, the German 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, as part of the national report on the implementation of the Bologna Process in Germany, passed a National Action Plan for the recognition of foreign qualifications [*Nationaler Aktionsplan zur Anerkennung ausländischer Qualifikationen*]. In December 2008, a National Action Plan for the social dimension was resolved. More detailed information on the realisation of the targets of the Bologna Process in Germany can be found in the national report on the implementation of the Bologna Process for the period from 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, the German Academic Exchange Service, students, the Accreditation Council [*Akkreditierungsrat*], the social partners and the German Student Services Association [*Deutsches Studentenwerk*]. The BolognaNet [www.bolognanet.hrk.de] of the German Rectors' Conference and the team of Bologna experts that is coordinated by the DAAD [<http://eu.daad.de/eu/bologna/06970.html>], support the higher education institutions in implementing the Bologna Process.

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.

Pursuant to Article III.1 of this Convention holders of foreign higher education qualifications can apply to the Central Office for Foreign Education [*Zentralstelle für ausländisches Bildungswesen* – ZAB], based in the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder, for an assessment of their degree. An administrative fee currently amounting to Euro 100 is charged for this assessment.

The Central Office for Foreign Education is the competent information and expert body for the rating and ranking of foreign school and university certificates in the Federal Republic of Germany. On an international level the ZAB cooperates closely with the national centres of equivalence in the countries of the European Union [NARIC], the European Council

and UNESCO [ENIC] and is the national information point designated by the Federation for questions of recognition as part of the EU Directive on the recognition of professional qualifications. Through the *anabin* database the ZAB provides information on the education systems of around 180 countries. The data ranks almost 25,000 foreign education certificates and is open to the public. For authorities a password-protected area is available.

The DAAD promotes 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.

International cooperation in adult education

Both as part of further education monitoring, in the Adult Education Survey for instance, and also with respect to European further education networks such as the European Association of Regional & Local Authorities for Lifelong Learning, the European and international dimension of further education is becoming increasingly important. This applies to the sphere of competence of the Federation as well as that of the Länder.