

## **The Education System in the Federal Republic of Germany 2007**

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

- Excerpt -



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## 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 in Germany was first regulated in 1969 by the Vocational Training Act [*Berufsbildungsgesetz* – R65]. In 1972, the Federal Government and the Ministries of Education and Cultural Affairs of the Länder laid down a procedure to regulate the various training schemes and their curricula in the so-called *Gemeinsames Ergebnisprotokoll* [Joint Results Protocol]. Since then, the majority of 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 between 550,000 and 580,000 young people enter vocational training in the *duales System*, Germany's dual education system. This corresponds to just less than 60 per cent of school leavers in 2006. Of the trainees with newly concluded training contracts, around 27.3 per cent achieved the *Hauptschulabschluss* as their first general education qualification at the end of the lower secondary level in 2006, whilst 35.5 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 15.9 per cent in 2006. 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. 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.

In recent years, efforts to secure the equivalence of general and vocational education have brought about that vocational education courses are increasingly also offering the leaving certificates generally issued by general education schools.

## 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 [*Zukunft Bildung und Betreuung*], the Federal Government from 2007 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.

In some Länder of western Germany the current almost nationwide curtailment of schooling at the *Gymnasium* from nine to eight years is subject to controversial debate. 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 KMK 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 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 [R70, R72, R74, R76, R78, R81, R83, R85, R87-88, R90, R92, R98, R100-102] and Compulsory Schooling Acts [R93] 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* – R65] of 1969 and the Handicrafts Act [*Gesetz zur Ordnung des Handwerks* – R66] 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]. In 2004, the 1969 Vocational Training Act was completely reformed by the Vocational Training Reform Act. The amended act entered into force on April 1, 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 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*.

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 or with an *Orientierungsstufe* independent of type of school, it commences with grade 7. With ten years of compulsory full-time education, the *Hauptschule* also includes grade 10.

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. 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 or an *Orientierungsstufe* independent of school type, 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.

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 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 or an *Orientierungsstufe* independent of school type]. 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, Thüringen, since 2007 in Sachsen-Anhalt, and in the future also in Baden-Württemberg, Bayern, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Mecklenburg-Vorpommern, 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.

In most of the Länder, on completion of grade 10 of the *Gymnasium*, pupils are qualified to enter the *gymnasiale Oberstufe*, i.e. upper *Gymnasium* level, provided their performance has been at least adequate in all subjects in which particular marks are required in order to be promoted to the next grade or that they have passed an examination [see also chapter 5.17.1.].

### **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 June 2006.

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* – R65]. 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 half 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. The annual *Berufsbildungsbericht* [Vocational Training Report] of the Federal

Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] provides more detailed information about the dual system.

### **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]. A current overview of the regulations of the individual Länder regarding the transition from primary to lower secondary education is available on the website of the Standing Conference.]

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. So far, Education Acts and education policy have

tended to give increasing consideration to parental rights in the choice of the pupil's future school career.

### **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* - R68], 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 depends on the pupil's outside accommodation and how close the place of training is to the parental home. 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. Depending on whether they live with their parents or not and what type of training institution they attend, pupils can receive a financial assistance of between Euro 192 and Euro 536 monthly under the terms of the Federal Training Assistance Act. The assistance provided by the state does not have to be repaid. In December 2007, the *Bundestag* resolved to raise the BAföG rates and the tax exemption limits on additional earnings with effect from the beginning of the school year 2008/2009. Accordingly, the allowance is to be raised by 10% so that the maximum amount for financial assistance under the terms of the Federal Training Assistance Act will be 590 Euros.

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 basic vocational training is given during the first year. Specialised classes in a specific or related *anerkannter Ausbildungsberuf* [recognised occupation requiring formal training] are given in the following one to two and a half years of instruction there.

## **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], which go to make up 93 occupational groups. In addition, as full-time vocational schools, *Berufsfachschulen* offer a wide range of courses of education. In the training of technical assistants, there are 31 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 assistant for environmental technology [*Staatlich geprüfter umweltschutztechnischer Assistent*].

## **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*.

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 as compared to the aspect of mere supervision. Within the compass of the investment programme Future Education and Care [*Zukunft Bildung und Betreuung*], the Federation supplies the Länder with investment funding amounting to Euro 4 billion for the demand-driven establishment and expansion of all-day schools. 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 individual promotion, improved interlocking of the education available in schools with out-of-school educational and leisure facilities and the intensive involvement of parents and pupils. As far as the organisation of the content is concerned, 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. For more detailed information, see the report of the Standing Conference of the Ministers of Education and Cultural Affairs on general education schools providing all-day activities and care [*Allgemein bildende Schulen in Ganztagsform in den Ländern in der Bundesrepublik Deutschland – 2002 bis 2006* –] which is available on the website of the Standing Conference. The internet portal [www.ganztagsschulen.org](http://www.ganztagsschulen.org) provides information on the development of all-day offers in the Länder within the framework of the investment programme Future Education and Care [*Zukunft Bildung und Betreuung*].

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 1.4.]. 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.

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, 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.

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. Classes are also offered to preserve their native-language skills and cultural identity. 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

More detailed information on pilot experiments is available in chapter 9.6.

### **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 *Sonderschulen* [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.

### **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 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 2007, some 150,000 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. 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].

### **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 practice-oriented in providing basic and 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. 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 5/2/1 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.

Before the end of their second year of training, trainees in the *duales System* [dual system] take an intermediate examination according to the standards laid down in the *Ausbildungsordnungen* [training regulations] and *Rahmenlehrpläne* [framework curricula]. These intermediate examinations are administered by the competent bodies [usually chambers of handicrafts or industry etc.]. They consist of a practical and a written component. 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.

At the end of the training, the students take a final examination or a *Gesellenprüfung* [final examination which, if successfully passed, leads to the award of a certificate showing proficiency as journeyman] before the competent body [*zuständige Stelle*] which 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* – B65]. 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].

Under some training regulations or trial regulations [*Erprobungsverordnungen*], the intermediate and final examinations are replaced by so-called stretched-out finals. In the stretched-out finals, 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 stretched-out finals 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.

## **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 2006/2007, 1.0 per cent to 5.2 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 2006/2007, 3.0 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.

## 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*. However, an entrance qualification required for transfer to the *gymnasiale Oberstufe* may be obtained by way of a *Mittlerer Schulabschluss* if a certain level of performance is achieved.

### **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 2006, 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 that are offered, amongst other places, at the *Fachgymnasium* and the *Berufliches Gymnasium* and lead up to the *Allgemeine Hochschulreife* [a general entrance qualification for higher education] take three to four years and conclude with two separate examinations [academic examination and vocational examination]. In combination with the general higher education entrance qualification, vocational leaving certificates can be obtained in some Länder, e.g. for qualification as a technical or business assistant or as a *Erzieher* [a child or youth care worker], to name just a few. In addition, there are also 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 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 final examinations administered by the *authorities responsible for vocational training*. These finals have a practical and a written component. 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*. 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.

Ever since the reformed Vocational Training Act [*Berufsbildungsgesetz* – R65] has entered into force on April 1, 2005, 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.

At the request of the trainee, the responsible authority's certificate is to be supplemented by a translation into English and French.

## **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.

In 2005, 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*]. The Training Pact aims at offering vocational training positions to all school leavers who are willing and able to receive vocational training. 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. In cooperation with the Standing Conference, the partners of the Training Pact drew up a catalogue of criteria which describes the individual requirements for taking up vocational training. Additionally, a guideline for schools and companies intended to improve educational maturity and professional orientation by means of cooperations has been presented.

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. 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

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 are often linked to boarding-schools, can 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.

Special on-the-job training programmes [*Ausbildungsprogramme Ost*] organised by the Federation, the east German Länder and Berlin have been implemented over the last few years 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 aim is to create realistic training conditions by bringing together several companies in the form of a training network. Thanks to these special training programmes, from autumn 2007 up to 10,000 additional training places are being promoted.

### 5.19. Privately-maintained education

The main legal provisions for the establishment of privately-maintained schools are the special laws on private schools [R71, R79, R82, R91, R95, R99, R104] or the relevant provisions in the Education Acts [R70, R72, R74, R76, R78, R81, R83, R85, R87-88, R90, R92, R98, R100-102], 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 22 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 etc., 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 2006

Type of school	
Non-type-related Orientierungsstufe	1,080
<i>Hauptschulen</i>	4,812
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	1,322
<i>Realschulen</i>	2,939
<i>Gymnasien</i>	3,097
<i>Integrierte Gesamtschulen</i>	692
<i>Freie Waldorfschulen</i>	192
Total	14,134

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1, 2006

### Pupils at selected secondary schools providing general education, as per 2006

<b>Lower secondary level</b>	
Non-type related Orientierungsstufe	99,543
<i>Hauptschulen</i>	953,400
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	311,987
<i>Realschulen</i>	1,300,536
<i>Gymnasien</i>	1,691,255
<i>Integrierte Gesamtschulen</i>	420,596
<i>Freie Waldorfschulen</i>	38,083
Total	4,815,400
<b>Upper secondary level</b>	
<i>Gymnasien</i>	757,686
<i>Integrierte Gesamtschulen</i>	76,687
<i>Freie Waldorfschulen</i>	14,310
Total	848,683

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 184, 2007

**Distribution of pupils in grade 8 at lower secondary level by type of school,  
as per 2006**

Type of school	Pupils	per cent
Hauptschulen	190,806	21.8
Schools offering both Hauptschule and Realschule courses	57,959	6.6
Realschulen	227,623	26.0
Gymnasien	276,073	31.5
Integrierte Gesamtschulen	71,982	8.2
Freie Waldorfschulen	6,435	0.7
Sonderschulen <sup>†</sup>	45,885	5.2
<b>Total</b>	<b>876,763</b>	<b>100.0</b>

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

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 184, 2007

**School leavers by type of school qualification and their percentage of the  
population of the same age, as per 2006**

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 Hauptschul- abschluss	76,249	76,249	-	
with Hauptschul- abschluss	276,646	237,495	39,151	
with Mittlerem Schulabschluss	478,524	394,925	83,599	
with Fachhoch- schulreife	129,638	14,256	115,382	13.6
with Hochschulreife	285,629	244,018	41,611	29.9

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 184, 2007

### Vocational schools by type of school, as per 2006

Type of school	
<i>Berufsschulen</i> in the dual system	1,662
<i>Berufsgrundbildungsjahr</i> including <i>Berufsvorbereitungsjahr</i>	1,541
<i>Berufsfachschulen</i>	2,547
<i>Fachoberschulen</i>	849
<i>Berufliche Gymnasien/ Fachgymnasien</i>	553
<i>Berufsoberschule/ Technische Oberschule</i>	216
Other	103
Total	7,471

Source: Statistisches Bundesamt, Fachserie 11, Reihe 2, 2007

### Pupils at vocational schools as per 2006

Type of school	
Berufsschulen [part-time]	1,684,004
of which: <i>Berufsschulen</i> in the dual system	1,670,586
of which: <i>Berufsvorbereitungsjahr</i>	13,418
<i>Berufsschulen</i> [full-time]	105,202
of which: <i>Berufsvorbereitungsjahr</i>	58,489
of which: <i>Berufsgrundbildungsjahr</i>	46,713
<i>Berufsfachschulen</i>	566,219
<i>Fachoberschulen</i>	130,286
<i>Berufliche Gymnasien/ Fachgymnasien</i>	124,085
<i>Berufsoberschule/ Technische Oberschule</i>	19,372
Other	8,233
Total	2,637,401

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 184, 2007

### Trainees in the dual training system by sector, as per 2006

Sector	
Industry and commerce	872,804
Crafts	476,615
Agriculture	42,025
Civil service	42,972
Liberal professions	123,642
Home economics	11,778
Shipping	779
Total	1,570,615

Source: Statistisches Bundesamt, Fachserie 11, Reihe 3, 2007

### Teachers at secondary schools providing general education, as per 2006 (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>	7,013
<i>Hauptschulen</i>	70,483
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	26,028
<i>Realschulen</i>	68,712
<i>Gymnasien</i>	95,201
<i>Integrierte Gesamtschulen</i>	28,649
<i>Freie Waldorfschulen</i>	2,786
Total	298,872
<b>Upper secondary level</b>	
<i>Gymnasien</i>	56,024
<i>Integrierte Gesamtschulen</i>	5,915
<i>Freie Waldorfschulen</i>	1,210
Total	63,149

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 184, 2007

### Teachers at selected vocational schools as per 2006

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

Type of school	
<i>Berufsschulen</i> [part-time]	43,650
of which: <i>Berufsschulen</i> in the dual system	43,209
of which: <i>Berufsvorbereitungsjahr</i>	441
<i>Berufsschulen</i> [full-time]	10,048
of which: <i>Berufsvorbereitungsjahr</i>	6,064
of which: <i>Berufsgrundbildungsjahr</i>	3,984
<i>Berufsfachschulen</i>	38,703
<i>Fachoberschulen</i>	6,626
<i>Berufliche Gymnasien/ Fachgymnasien</i>	9,065
<i>Berufsoberschulen/ Technische Oberschulen</i>	1,338
Others	991
Total	110,421

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 184, 2007

### Pupil-teacher ratio and number of pupils per class at lower secondary level 2006

Type of school	Pupils per teacher	Pupils per class
<i>Orientierungsstufe</i> independent of school type	14.2	22.1
<i>Hauptschulen</i>	13.5	20.8
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	12.0	20.9
<i>Realschulen</i>	18.9	27.0
<i>Gymnasien</i>	17.8	27.2
<i>Integrierte Gesamtschulen</i>	14.7	26.4
<i>Freie Waldorfschulen</i>	13.7	26.9

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 184, 2007

**Pupil-teacher ratio and number of pupils per class in selected full-time vocational schools 2006**

Type of school	Pupils per teacher	Pupils per class
<i>Berufsschulen</i> in the dual system	38.7	20.0
<i>Berufsvorbereitungsjahr</i>	11.1	14.5
<i>Berufsgrundbildungsjahr</i>	11.7	20.9
<i>Berufsfachschulen</i>	14.6	22.0
<i>Berufsoberschulen/ Technische Oberschulen</i>	14.5	22.4
<i>Fachoberschulen</i>	19.7	23.7

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 184, 2007

**Selected privately- maintained schools in the secondary sector in 2006**

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	85	3,908	3.9
<i>Hauptschulen</i>	219	25,462	2.7
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	82	6,675	2.1
<i>Realschulen</i>	322	111,750	8.6
<i>Gymnasien</i>	417	263,037	10.7
<i>Integrierte Gesamtschulen</i>	53	14,706	3.0
<i>Freie Waldorfschulen</i>	192	52,396	100.0
Total	1,370	477,934	8.4
<b>Selected types of vocational schools</b>			
<i>Berufsschulen</i> <sup>1</sup>	191	41,706	2.5
<i>Berufsfachschulen</i>	961	125,556	22.2

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

Source: Statistisches Bundesamt, Fachserie 11, Reihe 1.1, 2007