

The Education System in the Federal Republic of Germany 2019/2020

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



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PREFACE BY THE EDITOR

The Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs is herewith presenting the NATIONAL DOSSIER for Germany as a contribution to the better mutual understanding of the education systems in Europe. The Dossier describes the responsibilities, structures and key developments in educational policy up to the middle of 2020.

The discussion on education policy in Germany continues to revolve around further development and quality assurance measures with respect to school education and around improving comparability and mobility. The introduction of educational standards binding for all Länder and the establishment of the Institute for Educational Quality Improvement (*Institut zur Qualitätsentwicklung im Bildungswesen* – IQB) to review and develop them marked the beginning of a paradigm shift towards an output-oriented control of the education system. In 2019, the results of the second review of the educational standards of the Standing Conference in the subjects of mathematics, biology, chemistry and physics at lower secondary level were published in a comparison between the Länder.

With the resolution of educational standards for the *Allgemeine Hochschulreife* (general higher education entrance qualification) and the establishment of a pool of *Abitur* examination tasks in the subjects German, mathematics and advanced foreign languages that is common for all Länder, the Länder community since the 2016/2017 school year guarantees the comparability and high quality of the *Abitur* tasks. In June 2020, the Standing Conference adopted educational standards for the *Allgemeine Hochschulreife* in the natural science subjects biology, chemistry and physics. The educational standards are to be implemented in the *gymnasiale Oberstufe* from the 2022/2023 school year onwards. In the school year 2024/2025, the first nationwide *Abitur* examinations will be conducted on the basis of the new educational standards in the natural science subjects.

Another key topic is the further development of education against the backdrop of the opportunities and challenges brought about by the progressive digitalisation of all areas of life. In December 2016, the Standing Conference adopted the strategy "Education in the Digital World", which formulates clear goals for digital education in schools and higher education institutions and defines the orientation of educational content. In the school sector, teaching and learning in the digital world must follow the primacy of pedagogy, i.e. the educational mission. In the period under review, the "Education in the Digital World" strategy was supplemented by recommendations on digitisation in higher education teaching. The recommendations are addressed to the federal and Länder governments, as well as to administrations of higher education institutions, faculties and departments, and teachers themselves. They are to be understood as impulses and suggestions for shaping the digital transformation in all areas of higher education and across higher education institutions and for making profitable use of it.

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

The National Dossier has been drawn up each year since 1993 as part of the Information Network on Education in Europe (EURYDICE) on the basis of a common structure for all states. The complete texts of each National Dossier are available online in English, and partly also in the national language(s) of the country or region concerned, on the EURYDICE-Website.

The website allows Europe-wide comparisons of individual aspects of the education systems in the 37 countries participating in the activities of the EURYDICE information network.

In accordance with the function of the national dossiers, the annual report for 2019/2020 contains a reliable presentation of the German education system completed in consultation with the ministries responsible for education. In this regard, the dossier supplements the reporting on education based on statistical indicators and serves Germany as basic documentation and reference source on the federal education system for international contacts and consultations at European level. Furthermore, the National Dossier, being an up-to-date assessment of responsibilities, structures and developments in the German education system, addresses all interested readers in Germany and abroad.



Udo Michallik

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

PREFACE BY THE FEDERAL MINISTRY OF EDUCATION AND RESEARCH

In recent years, Europe has had to face a variety of transnational challenges that have also had an impact on the education sector. The year 2020 was particularly marked by the COVID 19 pandemic. This has posed major challenges for all education systems in Europe. At the same time, it was a driver for system reforms in many countries. The cooperation of European countries is particularly characterised by the need to meet these challenges together. Against this background, a close exchange between the European states is indispensable. Learning with and from our European partner countries is an important key to moving forward together.

The regular observation of Europe's education systems, including their innovations and reforms, and their descriptive processing, is a proven instrument of the education network Eurydice, which was initiated in 1980 by the European Commission and the European Member States.

The exchange of information and experience is facilitated by the comparative reports produced by Eurydice and the overview of the different education systems. This provides a sound knowledge base that policy makers and decision makers at national and European level can use to meet the challenges of our time.

This includes the Eurydice publication "The Education System in the Federal Republic of Germany 2019/2020", which provides a detailed description of the German education system and current policy plans. The report, prepared jointly by the Federal Government and the Länder for Eurydice, covers all education sectors and levels as well as current reform initiatives.

Such an overview is prepared by each member state of the Eurydice network on its own education system. This provides transparency and good comparability. All information on the respective education systems is also published in the Eurydice online encyclopaedia.



Armin Reinartz

Director General for European and International
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1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS

1.1. Introduction

The Federal Republic of Germany lies at the heart of Europe and is surrounded by nine neighbouring states. The territory covers around 357,000 km² and stretches from the North and Baltic Seas in the north to the Alps in the south. Germany has 82.8 million inhabitants, making it the most populous state in the European Union (EU). Just less than 20 million inhabitants have a migrant background, just less than 10 million of these are foreign nationals and over 9.7 million have German citizenship. The national and official language is German. Special provisions exist in Sachsen and Brandenburg for the use of the Sorbian and Lower Sorbian language, respectively, and in Schleswig-Holstein for the use of the Low German, Frisian and Danish languages.

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

A decisive factor in the development of the German education system in a similar direction as from 1945 on was the cooperation of the Länder in the *Kultusministerkonferenz* (KMK), or Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, which was founded in 1948. The Unification Treaty of 1990 (*Einigungsvertrag* – R2) between the Federal Republic of Germany and the German Democratic Republic required the five Länder in eastern Germany to lay the legislative foundations for the reorganisation of education by 30 June 1991. Under the Establishment of Länder Act (*Ländereinführungsgesetz* – R3) of July 1990, the five Länder in eastern Germany set up their own Ministries of Education, Cultural Affairs and Science which joined the Standing Conference of the Ministers of Education and Cultural Affairs in December 1990 with a view to introducing a common and comparable basic structure in the education system by way of the self-coordination of the Länder in the Federal Republic.

1.2. Historical Development

Following the end of the Second World War in 1945, Germany was divided into American, British, Soviet and French zones of occupation and placed under the control of the four powers. No agreement could be reached between the three Western powers and the Soviet Union on a common political and social structure for Germany. Therefore, in the three Western zones of occupation the Federal Republic of Germany, a democratic and social federal state, was created in May 1949 with the promulgation of the Basic Law (*Grundgesetz* – R1), whilst in the Soviet zone of occupation, the German Democratic Republic (GDR) was established in October 1949. The accession of the new Länder on the former territory of the GDR to the Federal Republic of Germany

on 3 October 1990 marked the end of over forty years of division and the restoration of a unified German state. The changes in the Soviet Union and the upheaval in the countries of eastern and central Europe had helped to create the political climate for German unity.

Since 1990, the Federal Republic of Germany has been made up of 16 Länder: Baden-Württemberg, Bayern, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Mecklenburg-Vorpommern, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz, Saarland, Sachsen, Sachsen-Anhalt, Schleswig-Holstein and Thüringen.

Germany was involved in the process of European integration from the very outset. In the year 1957, Germany signed the Treaty of Rome together with Belgium, France, Luxembourg, Italy and the Netherlands. Germany is a founding member of the European Union.

In order to bring about German unity in the areas of culture, education and science, the Unification Treaty (*Einigungsvertrag* – R2) concluded between the Federal Republic of Germany and the GDR on 31 August 1990 contains fundamental provisions which aim to establish a common and comparable basic structure in education – particularly in the school system – and a common, though differentiated, higher education and research landscape in the Federal Republic of Germany.

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

Basic background information on Germany can be found in the handbook *Facts about Germany* (www.tatsachen-ueber-deutschland.de) published by the Federal Foreign Office (*Auswärtiges Amt*).

1.3. Main Executive and Legislative Bodies

Constitutional groundwork

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

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

The Basic Law states that the Federal Republic of Germany is a democratic and social federal state (Art. 20). All public authority emanates from the people. It is exercised by the people through elections and referendums and by specific legislative, executive and judicial bodies. The legislature is bound by the constitutional order, the

executive and the judiciary by laws and justice. This applies both to the Federation and the Länder.

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

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

The Federal President

The Federal President (*Bundespräsident*) is the head of state of the Federal Republic of Germany. He is elected by the Federal Convention (*Bundesversammlung*) for a period of five years (Art. 54 of the Basic Law). The Federal Convention is a constitutional body which meets only to elect the Federal President. It is made up of members of the *Bundestag* as well as the same number of delegates elected by the parliaments of the Länder. The Federal President represents the Federal Republic of Germany in its international relations. He concludes treaties with foreign countries on behalf of the Federation, while the actual conduct of foreign policy is the prerogative of the Federal Government.

The present incumbent is Frank-Walter Steinmeier who entered office in February 2017.

The Bundestag

The *Bundestag* is the parliamentary assembly representing the people of the Federal Republic of Germany. After the elections to the German *Bundestag* in September 2017, the assembly currently features 709 seats. The members of the *Bundestag* are elected by secret ballot at general, direct, free and equal elections for a term of four years (Art. 38 of the Basic Law). The main functions of the *Bundestag* are to adopt legislation, elect the Federal Chancellor and monitor and control the activities of the Federal Government. The *Bundestag* has formed committees for specific subject areas. Education and research are dealt with by the Committee on Education, Research and Technology Assessment. Most of the bills submitted to parliament for its consideration come from the Federal Government, while a smaller number are introduced from the floor of the *Bundestag* itself or by the *Bundesrat*, the representative body of members of the Länder governments.

The Bundesrat

The *Bundesrat*, the representative body of the 16 Länder, is also involved in legislation and federal administration as well as in issues of the European Union (Art. 50 of the Basic Law). The *Bundesrat* is composed of members of government in the Länder. Each of the Länder has between three and six votes depending on their population, although the votes of one Land cannot be split. The smallest of the 16 Länder have three votes, those with a population over two and up to six million inhabitants have

four votes, while Länder with a population over six million are entitled to cast five votes and those with a population over seven million may cast six votes of the total of 69 votes. A considerable part of all federal legislation is subject to the approval of the *Bundesrat*. Legislation requires such approval particularly when it refers to the finances or the administrative authority of the Länder.

Of the *Bundesrat's* 16 committees, the Cultural Affairs Committee, the Internal Affairs Committee and the Committee for European Union Issues are the main committees responsible for science and education. For urgent cases the Bundesrat has a Europe Chamber, which can quickly take decisions on EU legislative proposals (Art. 52, paragraph 3a of the Basic Law). The Länder rights of participation in European Union affairs are laid down in Article 23 of the Basic Law and set out in detail in the Act on Cooperation between the Federation and the Länder in European Union Affairs (*Gesetz über die Zusammenarbeit von Bund und Ländern in Angelegenheiten der Europäischen Union* – EUZBLG – R10) adopted in 1993. The rights and obligations of participation of the Länder provided for in said Law are exercised through the *Bundesrat*. The nature and scope of such rights and duties are based on the internal assignment of responsibilities between the Federation and the Länder. When legislative powers exclusive to the Länder in school education, culture or broadcasting are primarily affected, the exercise of the rights belonging to the Federal Republic of Germany as a member state of the European Union is delegated to a representative of the Länder designated by the *Bundesrat*.

The Federal Government

The Federal Government is comprised of the Federal Chancellor and the Federal Ministers. The Federal Chancellor enjoys an autonomous, eminent position within the Federal Government and with regard to the Federal Ministers. He makes proposals to the Federal President on the appointment and removal of ministers (Art. 64 of the Basic Law) and directs the affairs of the Federal Government. The strong position of the Federal Chancellor is based first and foremost on his power to determine general policy guidelines as enshrined in Article 65 of the Basic Law: *The Federal Chancellor sets out general policy guidelines and is responsible for them.*

The present incumbent, ANGELA MERKEL (Christian Democratic Union), has been in office as Federal Chancellor since November 2005. After the general elections in September 2017, the *Bundestag* elected her Federal Chancellor for a further four years in March 2018.

Within the Federal Government, it is the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF), that is responsible for policy, coordination and legislation regarding out-of-school vocational training and continuing education, financial assistance for pupils and students, as well as for the admission to higher education institutions and the degrees they confer. Furthermore, the Federal Ministry of Education and Research exercises the responsibilities of the Federation as part of the *joint tasks* of the Federation and the Länder (Art. 91b of the Basic Law). For more detailed information on the responsibilities of the BMBF, see chapter 2.7. Other Federal ministries are also involved, as they are responsible for certain aspects of education and science. As of 2020, these ministries are:

- the Federal Foreign Office is responsible for Foreign Cultural Policy including German schools abroad

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

The Federal Constitutional Court

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

The Länder as constituent states within the federal state

One of the fundamental elements of the Basic Law (*Grundgesetz*), besides the principles of democracy and the rule of law, is the principle of federalism (Art. 20, paragraph 1). Federalism has a long, many centuries covering tradition in Germany. The members of the *Parlamentarischer Rat* (Parliamentary Council) who established the constitutional order of the Basic Law in 1948/49 created a federalist order in the newly-founded Federal Republic of Germany not only in order to carry on this constitutional tradition but also in order to make a conscious break with the National Socialist centralist state (1933-1945). In doing so they returned the school system, in particular, into the hands of the Länder. The Federal order is an unassailable constitutional principle which is subject to the so-called 'Eternity Clause' of the Basic Law (Art. 79, paragraph 3) and is therefore exempt from constitutional amendment.

The major characteristic of the federal state is that both the Federation and its constituent states, known as Länder, have the status of a state. One core element of this status is, according to the constitutional order laid down in the Basic Law, the so-called cultural sovereignty (*Kulturhoheit*), i.e. the predominant responsibility of the Länder for education, science and culture. This element is at the heart of their sovereignty. This means in principle that each Land bears responsibility for its educational and cultural policy, with the proviso that, in accordance with the federalist principle, they lend expression to the historical, geographical, cultural and socio-political aspects specific to their Land and thus to diversity and competition in the education system and in the field of culture. On the other hand, the constituent states of the federal state bear joint responsibility for the entire state. This overall responsibility both entitles and obliges them to cooperate with one another and to work together with the Federal Government.

Except as otherwise provided or permitted by the Basic Law, the exercise of governmental powers and the discharge of governmental functions are incumbent on the

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

With a view to coordinating cooperation in the areas of education and training, higher education and research, as well as cultural matters, the Länder established the Standing Conference of the Ministers of Education and Cultural Affairs (*Ständige Konferenz der Kultusminister der Länder*) in 1948, which has served as a forum for cooperation ever since (as to its special status see chapter 2.7.). The Conference of Ministers of Youth and Family Affairs (*Jugend- und Familienministerkonferenz – JFMK*) is the expert body of the ministers and senators of the Länder responsible for child, youth and family policy. It discusses and decides on important and fundamental matters of child, youth and family policy. Similarly, the Länder have set up conferences of the relevant ministers for the other areas of responsibility, such as the Conference of Ministers of the Interior and the Conference of Ministers of Economics.

Local self-government

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

1.4. Population: Demographic Situation, Languages and Religions

Demographic Situation

Organisation of administration

As of 31 December 2018, Germany has been divided regionally and for administrative purposes into 16 Länder (including three city states), 19 administrative regions (*Regierungsbezirke*), 401 districts (*Kreise*) comprising 107 municipalities with the status of a district (*kreisfreie Städte*) and 294 rural districts (*Landkreise*) and 11,014 municipalities (*Gemeinden*). The city states of Berlin, Bremen (two municipalities) and Hamburg are also counted as local authorities, as are all municipalities with the status of a district and inhabited areas not belonging to any municipality. Some Länder also

have intermunicipal corporations (*Gemeindeverbände*) which are formed if their members agree to pool their efforts with each retaining its individual rights.

Population structure

The number of foreign nationals living in Germany is an important factor influencing the changing population structure. According to the Central Register of Aliens (*Ausländerzentralregister – AZR*), in 2018 there were just less than 11 million foreign nationals. In numerical terms, Turks represented the biggest group, at 13.5 per cent of Germany's foreign population. In 2018, 43.9 per cent came from EU Member States, of which Poland was most strongly represented at 7.9 per cent of the entire foreign population.

Settlement structure

Since the restoration of German unity, the Federal Republic of Germany covers a total of some 357,000 km². In 2017, 82.8 million people lived in Germany. With a population density of 232 inhabitants per km² in 2017, Germany is one of the most densely populated nations in Europe.

In geographical terms, the population is distributed extremely unevenly. The most densely populated areas are the city states of Berlin, Bremen and Hamburg. Nordrhein-Westfalen, where towns and cities run into each other without any clear boundaries in the industrial area surrounding the Rhine and Ruhr rivers, had around 17.9 million inhabitants in 2017 with a population density of 525 inhabitants per km². Other conurbations include the Rhine-Main area, the industrial area in the Rhine-Neckar district, the commercial area around Stuttgart and the areas around Bremen, Cologne, Dresden, Hamburg, Leipzig, Munich and Nuremberg/Fürth.

These densely populated regions contrast with extremely thinly populated areas, e.g. in the North German Plain, parts of the Central Upland, the Brandenburg Marches and in Mecklenburg-Vorpommern. The west of Germany is considerably more densely populated than the east of Germany, including Berlin.

In 2017, over 29.7 million persons or 35.9 per cent of the German population lived in urban or densely-populated areas (municipalities with at least 50,000 inhabitants and a population density of more than 500 inhabitants per km²). Around 34.3 million people lived in semi-urban or medium density population areas (municipalities with at least 50,000 inhabitants and a population density of 100 to 500 inhabitants per km²). This corresponds to 41.4 per cent of the total population. Just less than 18.8 million people lived in municipalities in rural areas with a population density of fewer than 100 inhabitants per km². This was 22.7 per cent of the total population.

Birth rate development

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

The number of births in Germany in 2017 was 784,884. Compared to the year 2016, the number of births has slightly decreased by around 7,000.

Age distribution

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

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

In 2017, more than 15 million inhabitants were younger than 20. This corresponds to a proportion of 18.5 per cent. The proportion of inhabitants aged 60+ increased from 20.0 per cent in 1970 to 28 per cent in 2017. Their numbers amounted to 23.1 million and, in 2017, they outnumbered the younger inhabitants.

Population by age

Age from	2005	2010	2017
0 to 5	3,570,858	3,409,120	3,846,778
5 to 10	3,968,520	3,568,345	3,642,216
10 to 15	4,110,494	3,963,736	3,682,765
15 to 20	4,835,789	4,140,394	4,080,567
20 to 25	4,853,808	4,995,991	4,602,514
25 to 45	23,736,398	21,387,571	20,539,899
45 to 60	16,822,030	18,792,715	19,312,848
60 and over	20,540,098	21,493,730	23,084,764
Total	82,437,995	81,751,602	82,792,351

Source: Statistisches Bundesamt

Migration (cross-border arrivals and departures)

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

In 2017, 1,550,721 people immigrated from abroad, 1,134,641 left Germany. This represents an increase of 416,080 people. On average between 1991 and 1996, Germany's migration excess was just below 500,000 persons per year. In 2017, 67.0 per cent of immigrants to Germany came from Europe, just less than 80 per cent of these from European Union member states.

Languages

German is stipulated by law as the official language of administration and the judiciary of the Federation and the Länder. The two main provisions for the federal domain can be found in the Administrative Procedure Act (*Verwaltungsverfahrensgesetz*, Section 23 – R5) and the Court Constitution Act (*Gerichtsverfassungsgesetz*, Section 184 – R4). Special provisions exist in Sachsen and Brandenburg for the use of the Sorbian and Lower Sorbian language, respectively, and in Schleswig-Holstein for the use of the Low German, Frisian and Danish languages.

There are no corresponding legislative provisions on the language of instruction in the education sector. German is the normal language of instruction and training at general education and vocational schools as well as institutions of higher education. The exceptions in the school sector include, alongside certain privately-maintained schools, all bilingual schools and classes as well as instruction and extra classes in the native language for pupils with migrant backgrounds or those whose native tongue is not German. In 1998, Germany joined the European Charter of Regional and

Minority Languages of the Council of Europe and applies this agreement to those speaking Danish, Frisian, Sorbian, Romany and Low German. The children of the Danish minority in Schleswig-Holstein can attend privately-maintained *Ersatzschulen* (alternative schools) instead of the general education schools of the public sector, as long as the educational objectives of these schools essentially correspond to those of the school types provided for in the Schleswig-Holstein Education Act (R100). Lessons in these schools are taught in Danish. As a rule, German is a compulsory subject as of grade 2. Parents may choose whether their children should attend schools catering for the Danish minority. They merely have to inform the local *Grundschule* (primary school) that their child has been accepted at a school which caters for the Danish minority, and thus absolve him/her from the need to attend the public-sector school.

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

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

Religions

The Basic Law (*Grundgesetz* – R1) guarantees freedom of belief and conscience and the freedom of creed, religious or ideological; the undisturbed practice of religion is guaranteed (Art. 4). This guarantee can be invoked by both individuals and associations of individuals; the latter are referred to as religious communities or religious society under certain conditions.

There is no state church in the Federal Republic of Germany; the Basic Law guarantees the rights of the religious communities or religious societies (Art. 140). As religious communities, their relationship with the state has been adopted from the provisions of the 1919 Weimar constitution (Art. 136–139 and 141), which are part of the Basic Law, and is characterised by the principle of the separation of church and state. Unless religious communities were already corporations under public law before 1919, they can obtain this status on application if they offer the guarantee of permanence

through their constitution and the number of their members (Art. 137 paragraph 5 No. 2 of the Weimar constitution) and adhere to the law. However, religious communities can also be organised under private law or dispense with a legal constitution. In some Länder, individual umbrella organisations of Islamic communities have the status of recognized religious communities. There are also religious communities outside the spectrum of Abrahamic religions such as the Bahá'í community in Germany.

In 2017, the Roman Catholic Church in Germany had 23.3 million members and the Protestant Church had 21.5 million members (just less than a third of the population each). The Evangelical Free Churches and the Orthodox Churches as well as the Jewish communities and their associations are also represented among others. As of 2015, the large number of people with migrant backgrounds who have made their home in the Federal Republic account for between 4.4 and 4.7 million Muslims, the largest group of which are of Turkish descent.

According to the Basic Law, religious instruction is part of the curriculum in public-sector schools, except non-denominational schools, and is given in accordance with the doctrine of the religious community concerned (Art. 7, paragraph 3 GG). The stipulations contained in the Basic Law on religious instruction as a standard subject are not, however, applied in Bremen and Berlin since these Länder had already laid down different regulations under Land law on 1 January 1949, in other words prior to the promulgation of the Basic Law (Art. 141 GG). The validity of this so-called *Bremer Klausel* in the Land of Brandenburg has not yet been conclusively established.

In about half of the Länder there are lessons for pupils of Jewish, Orthodox and other faiths.

The Basic Law stipulates that legal guardians have the right to decide whether children receive religious instruction (Art. 7, paragraph 2 GG). According to the Law on the Religious Education of Children (*Gesetz über die religiöse Kindererziehung – R11*), once a child has reached the age of 12, the decision made by the parents must have the child's consent. From the age of 14, each child is free to decide whether to attend religious instruction, unless Land legislation makes other provision. For pupils who do not take part in religious education, "ethics instruction" (under names such as ethics, philosophy, life design-ethics-religious studies, values and norms) has been established as a regular subject in most Länder. According to the largely unanimous guidelines of the Länder, ethics instruction serves to educate and train pupils to make responsible and value-conscious judgments and actions. Its objectives and content are based on the values laid down in the Basic Law, in the constitutions of the Länder and in their Education Acts for the educational mission of the school. These subjects are intended to provide a critical understanding of the values and norms that are effective in society, as well as access to philosophical, ideological and religious issues. In some Länder, this also includes knowledge of religion. The aim is to impart ethical orientation competence in a rapidly changing technological and social world and to enable students to form well-founded judgments and to act responsibly. The subjects mentioned above take into account the plurality of confessions and world views. This is done in dialogue and discussion with the convictions and traditions that are effective in our society. From this, sustainable orientations for thought and action are to be gained by way of substantiation and reflection. The teaching of certain contents

and ways of thinking in the sense of a closed world view with a uniform interpretation of questions of life and meaning is not the concern of this instruction.

For the situation of Protestant religious education and Catholic religious education, see the reports of 2002 of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder. In June 2019, the Presidium of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (*Kultusministerkonferenz – KMK*) and representatives of the Protestant churches in Germany and the German Bishops' Conference agreed on a new update of the reports. A new version of the report on ethics education has been published in June 2020 under the title “On the situation of instruction in the subjects ethics, philosophy, fundamental questions of life – ethics – religious education (L E R), values and norms in the Federal Republic of Germany” (*‘Zur Situation des Unterrichts in den Fächern Ethik, Philosophie, Lebensgestaltung-Ethik-Religionskunde (L E R), Werte und Normen in der Bundesrepublik Deutschland’*).

The efforts of many Länder to establish religious education or teaching of religious studies following non-Christian beliefs or those confessions whose geographical origin is not in the European cultural sphere are to be seen as a measure to promote comprehensive education and integration in the field of education. This applies in particular to the establishment of Islamic religious instruction or Islamic instruction in public schools. In earlier years, religious aspects of Islam were taught in individual Länder, for example as part of the instruction given in the pupils' native language. Some Länder also offered Islamic instruction in German, predominantly as pilot projects and trials at individual schools. However, these were not state religious education within the meaning of Article 7, paragraph 3 of the Basic Law, as there were no cooperation partners whose status as a religious community within the meaning of the Basic Law had previously been established. In 2012 and 2013, Islamic religious education was established as a regular subject in Nordrhein-Westfalen and Niedersachsen. An advisory body (committee, commission) is acting for Islamic religious communities under the terms of the Basic Law on a transitional basis and representing the concerns and interests of Islamic organisations in the process of introducing and implementing Islamic religious education as a standard subject. Since the 2013/2014 school year, two legally and organisationally separate forms of Islamic religious instruction have been established in Hessen in cooperation with two Islamic organisations in accordance with Article 7, paragraph 3 of the Basic Law. In Bayern and Schleswig-Holstein Islamic instruction is given in state responsibility and without the participation of Muslim associations. In Baden-Württemberg, Islamic religious education in the Sunni denomination will be offered from the school year 2019/2020 on the basis of a provisional sponsorship by the Foundation Sunni School Council (*Stiftung Sunnitischer Schulrat*), which in particular exercises the technical school supervision. Persons with a corresponding qualification which can be acquired in Baden-Württemberg at the University of Tübingen and at four of the six colleges of education (*Pädagogische Hochschulen*) as well as by a successfully completed preparatory service, can be employed as teachers. In Hamburg, a non-denominational, dialogue-oriented “religious education for all” based on Article 7, paragraph 3 of the Basic Law has been developed since 2013 within the framework of pilot experiments with the participation also of Islamic religious communities. According to the Standing Conference, over 54,000 pupils took part in Islamic religious instruction or Islamic studies.

1.5. Political and Economic Situation

Gross national revenue in Germany reached Euro 3,458.5 billion in 2018. Per capita this was Euro 41,717. Gross domestic product totalled Euro 3,386.0 billion and Euro 40.843 per capita.

In 2018, based on the yearly average according to the microcensus, the number of people in employment in Germany was just less than 41.9 million or 59.2 per cent of the working-age population, including more than 19.5 million women, i.e. 54.3 per cent of the female working-age population.

In 2018, the average number of unemployed was over 2.3 million people, just less than 1.8 million in the Länder in western Germany and just less than 0.6 million unemployed in the Länder in eastern Germany. In the Länder in western Germany, the unemployment rate was 4.8 per cent, in the Länder in eastern Germany 6.9 per cent. This amounts to an unemployment rate for Germany of 5.2 per cent. An average of 210,342 (9 per cent of all unemployed people) persons under 25 years of age were without employment in 2018.

Education spending as a proportion of gross domestic product

2000	2005	2018 (provisional data)
3.7	4.1	4.2

Source: Statistisches Bundesamt, Bildungsfinanzbericht 2020

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

	2005	2010	2019
Below upper secondary	17	14	14
Upper secondary and post-secondary non-tertiary	59	59	57
Tertiary education	25	27	29

Source: OECD. Education at a Glance, 2020

2. ORGANISATION AND GOVERNANCE

2.1. Introduction

In the Federal Republic of Germany responsibility for the education system is determined by the federal structure of the state. Unless the Basic Law (*Grundgesetz* – R1) awards legislative powers to the Federation, the Länder have the right to legislate. Within the education system, this applies to the school sector, the higher education sector, adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the Länder. Detailed regulations are laid down in the constitutions of the Länder (R13–28) and in separate laws of the Länder on early childhood education, on the school system, on higher education, on adult education and on continuing education. Responsibility for the remuneration and pensions of civil servants (e.g. teachers, professors and junior professors) also lies with the Länder.

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

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

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

In addition to the division of responsibilities described above, the Basic Law also provides for particular forms of cooperation between the Federation and the Länder within the scope of the so-called joint tasks (*Gemeinschaftsaufgaben*). Pursuant to Article 91b, paragraph 1 of the Basic Law, the Federation and the Länder may mutually agree to cooperate in cases of supra-regional importance in the promotion of science, research and teaching. Additionally, pursuant to Article 91b, paragraph 2 of the Basic Law, the Federation and the Länder may mutually agree to cooperate for the assessment of the performance of educational systems in international comparison and in drafting relevant reports and recommendations. Furthermore, pursuant to Article 91c, the Federation and the Länder may cooperate in planning, constructing, and operating information technology systems needed to discharge their responsibilities.

An amendment to Article 104c of the Basic Law entered into force in April 2019. The amendment enables the Federation to grant financial aid to the Länder for

investments by the Länder and municipalities that are significant for the nation as a whole in order to increase the efficiency of the municipal education infrastructure. The new Article 104c is the constitutional basis for the DigitalPact School 2019-2024 (*DigitalPakt Schule 2019–2024*), with which the Federation and the Länder, among other things, pursue the goal of creating digital education infrastructures suitable for the future.

For more detailed information on the collaboration between the Federation and the Länder in the education sector, see chapter 2.7.

2.2. Fundamental Principles and National Policies

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

2.3. Lifelong Learning Strategy

Information on life-accompanying learning in the Federal Republic of Germany is available in chapter 8 on adult education and training and chapter 14 on ongoing reforms and policy developments.

2.4. Organisation of the Education System and of Its Structure

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

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

Early childhood education and care

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

Compulsory education

As a rule, general compulsory schooling begins for all children in the Federal Republic of Germany in the year in which they reach the age of six and involves nine years of

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

Children and young people with disabilities are also required to attend school and complete their compulsory education. On the basis of their *sonderpädagogischer Förderbedarf* (special educational needs), they are either taught in mainstream schools together with non-handicapped pupils, or in *sonderpädagogische Bildungseinrichtungen* (special schools). In recent years, based on a changed understanding of disability and the principles of participation and accessibility, the responsibility of general schools for all children and young people with and without disabilities has been emphasised.

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

For children of school age, the child and youth welfare sector offers before-school and after-school care options, as well as full-day school offers.

Primary education

As a rule, in the year in which children reach the age of six, they are obliged to attend primary school. All pupils in Germany enter the *Grundschule* which covers grades 1 to 4. In Berlin and Brandenburg, the *Grundschule* covers grades 1 to 6. Primary education is dealt with in detail in chapter 5.

For pupils with *sonderpädagogischer Förderbedarf* (special educational needs), who do not attend mainstream schools, additionally a range of *sonderpädagogische Bildungseinrichtungen* (special schools) exists (e.g. *Förderschulen*, *Förderzentren*, *Schulen mit sonderpädagogischem Förderschwerpunkt*, *Sonderpädagogische Bildungs- und Beratungszentren*). More detailed information on special needs education is available in chapter 12.3.

Transition from primary to secondary education

The transition from the *Grundschule* (primary school) to one of the different lower secondary school types where pupils remain at least until the completion of their full-time compulsory education is dealt with differently depending on Land legislation. The vote of the school which the pupil is leaving is taken as a basis for the decision or as guidance in the decision regarding the pupil's future school career. This is accompanied by detailed consultations with parents. The final decision is taken either by the parents or the school or school supervisory authority. For certain school

types, it is dependent on pupils demonstrating a certain level of ability and/or on the capacity available in the desired school. For an overview of regulations specific to the various Länder with regard to the transition from the *Grundschule* (primary school) to lower secondary education, see the website of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz – KMK*).

Secondary education

Following the primary school stage at which all children attend mixed-ability classes (grades 1 to 4, in Berlin and Brandenburg grades 1 to 6) the structure of the secondary school system (grades 5/7 to 12/13) in the Länder is characterised by division into three educational paths with their respective leaving certificates and qualifications for which different school types are responsible, either as school types offering one course of education or as school types offering more than one course of education.

At school types offering one course of education all teaching is channelled to a specific qualification. These have traditionally been the *Hauptschule*, *Realschule* and *Gymnasium*. *Schularten mit mehreren Bildungsgängen* (schools offering more than one type of course of education) bring two or three courses of education under one umbrella. In most of the Länder they have meanwhile led to the abolition of the *Hauptschule* and *Realschule*. The various types of school will be described in more detail in chapter 6 as part of the description of secondary education.

For pupils with *sonderpädagogischer Förderbedarf* (special educational needs), additionally various types of *sonderpädagogische Bildungseinrichtungen* (special schools), have been set up within the organisational framework of general and vocational education (e.g. *Förderschulen*, *Förderzentren*, *Schulen mit sonderpädagogischem Förderschwerpunkt*, *Sonderpädagogische Bildungs- und Beratungszentren*). Since 2007, the proportion of pupils with special educational needs taught at special schools has been falling, while the proportion of pupils with special educational needs taught at general schools has risen significantly. More detailed information on special needs education at special education institutions is available in chapter 12.3.

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

General education schools:

- Gymnasium
- Schularten mit drei Bildungsgängen and gymnasiale Oberstufe

Vocational schools:

- Berufsschule
- Berufsfachschule
- Fachoberschule
- Berufsoberschule
- Berufliches Gymnasium

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

Tertiary education

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

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

- Universitäten, Technische Hochschulen/Technische Universitäten, Pädagogische Hochschulen, Theologische Hochschulen
- *Kunsthochschulen* and *Musikhochschulen* (colleges of art and music)
- Fachhochschulen/Hochschulen für angewandte Wissenschaften

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

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

The *Fachschulen* and the *Fachakademien* in Bayern are institutions of continuing vocational education that, as a rule, call for the completion of relevant vocational education and training in a *anerkannter Ausbildungsberuf* (recognised occupation requiring formal training) and relevant employment. The qualification level achieved here is comparable to the first level of the tertiary sector in accordance with the International Standard Classification of Education ISCED. For more detailed information on tertiary education institutions, see chapter 7.

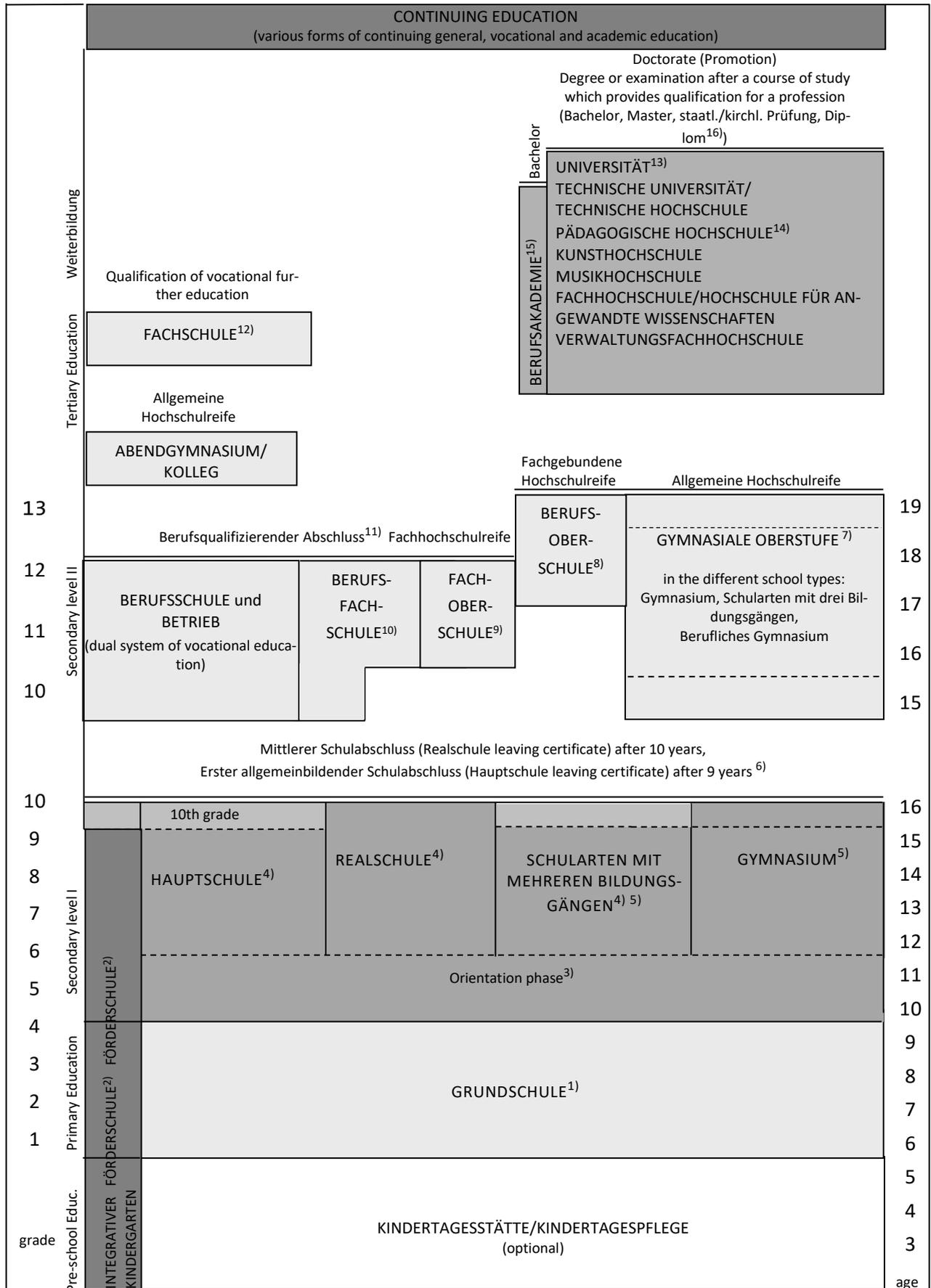
Continuing education

Continuing education and further learning are becoming increasingly important with the present demographic development. In terms of lifelong learning, institutionalised continuing vocational training addresses the further development of individual qualifications as well as individual reorientation relative to the qualification. The development, recognition and certification of competences will become more and more important in future, as will new, non-formal learning. Continuing education encompasses the general, vocational, academic and socio-political domains in equal measure. Their interactions are on the increase, particularly in view of the development and transfer of competences in the sense of lifelong further learning.

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

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

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



Annotations

Diagram of the basic structure of the education system. The distribution of the school population in grade 8 as per 2018 taken as a national average is as follows: *Hauptschule* 9.0 per cent, *Realschule* 18.0 per cent, *Gymnasium* 36.6 per cent, *integrierte Gesamtschule* 19.5 per cent, types of school with several courses of education 12.4 per cent, special schools 3.7 per cent.

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

- 1 In some Länder special types of transition from early childhood to primary education (*Vorklassen, Schulkindergärten*) exist. In Berlin and Brandenburg, the primary school comprises six grades.
- 2 Teaching pupils with special educational needs in inclusive classes at general education schools or special education institutions with corresponding special educational focuses. Designation of schools varies according to the law of each Land. *Sonderpädagogische Bildungseinrichtungen* with a focus on “learning” and *sonderpädagogische Bildungseinrichtungen* with a focus on “mental development” award school-specific qualifications.
- 3 Grades 5 and 6 constitute a phase of particular promotion, supervision and orientation with regard to the pupil's future educational path and its particular direction.
- 4 *Hauptschule* and *Realschule* only exist in any appreciable numbers in five Länder (Baden-Württemberg, Bayern, Hessen, Niedersachsen, Nordrhein-Westfalen). In Bayern, the type of school comparable to a *Hauptschule* is called a *Mittelschule*. The *Hauptschule* and *Realschule* courses of education are also offered at schools with several courses of education, for which the names differ from one Land to another.
- 5 The following types of school with two courses of education bring the courses of education of *Hauptschule* and *Realschule* under one educational and organisational umbrella: *Regelschule* (Thüringen), *Sekundarschule* (Bremen, Sachsen-Anhalt), *Verbundene Haupt- und Realschule* (Hessen), *Regionale Schule* (Mecklenburg-Vorpommern), *Realschule plus* (Rheinland-Pfalz), *Oberschule* (Brandenburg, Sachsen), *Mittelstufenschule* (Hessen). The *Gymnasium* course of education is also offered at schools with three courses of education. The following types of school can include the three courses of education of *Hauptschule*, *Realschule* and *Gymnasium*: *Integrierte Gesamtschule*, *Kooperative Gesamtschule*, *Integrierte Sekundarschule* (Berlin), *Oberschule* (Bremen, Niedersachsen), *Stadtteilschule* (Hamburg), *Gemeinschaftsschule* (Baden-Württemberg, Berlin, Saarland, Sachsen, Sachsen-Anhalt, Schleswig-Holstein, Thüringen), *Sekundarschule* (Nordrhein-Westfalen).
- 6 The general education qualifications that may be obtained after grades 9 and 10 carry particular designations in some Länder. These certificates can also be obtained in institutions offering secondary education for adults known as *Zweiter Bildungsweg* and at vocational schools or through an external examination before a state examining board.
- 7 Admission to the *gymnasiale Oberstufe* requires a formal entrance qualification which can be obtained after grade 9 or 10. The *Allgemeine Hochschulreife* can be obtained after

the successful completion of 12 or 13 consecutive school years (eight or nine years at the *Gymnasium*). At schools with three courses of education the *Gymnasium* course of education is not, as a rule, reduced to eight years.

- 8 The *Berufsoberschule* has so far only existed in a few Länder and offers school-leavers with the *Mittlerer Schulabschluss* who have completed vocational education and training or five years' working experience the opportunity to obtain the *Fachgebundene Hochschulreife*. Pupils can obtain the *Allgemeine Hochschulreife* by proving their proficiency in a second foreign language.
- 9 The *Fachoberschule* is a school type lasting for two years (grades 11 and 12) which admits pupils who have completed the *Mittlerer Schulabschluss* and qualifies them to study at a *Fachhochschule*. In the majority of Länder, pupils who have successfully completed the *Mittlerer Schulabschluss* and have been through initial vocational training can also enter the *Fachoberschule* directly in grade 12. The Länder may also establish a grade 13. After successful completion of grade 13, pupils can obtain the *Fachgebundene Hochschulreife* and under certain conditions the *Allgemeine Hochschulreife*.
- 10 *Berufsfachschulen* are full-time vocational schools differing in terms of entrance requirements, duration and leaving certificates. Basic vocational training can be obtained during one- or two-year courses at *Berufsfachschulen* and a vocational qualification is available at the end of two- or three-year courses. Under certain conditions the *Fachhochschulreife* can be acquired on completion of a course lasting a minimum of two years.
- 11 Extension courses are offered to enable pupils to acquire qualifications equivalent to the *Hauptschule* and *Realschule* leaving certificates. Under certain conditions the *Fachhochschulreife* can also be acquired.
- 12 *Fachschulen* cater for continuing vocational education (1–3 year duration) and as a rule require the completion of relevant vocational education and training in a recognised occupation and subsequent employment. In addition, the *Fachhochschulreife* can be acquired under certain conditions.
- 13 Including institutions of higher education offering courses in particular disciplines at university level (e.g. theology, philosophy, medicine, administrative sciences, sport).
- 14 *Pädagogische Hochschulen* (only in Baden-Württemberg) are higher education institutions for teacher training and the right to award doctoral and post-doctoral degrees. The six *Pädagogische Hochschulen* in the federal state offer courses of study in teacher training and study courses leading to professions in the area of education and pedagogy outside the school sector.
- 15 The *Berufsakademie* is a tertiary sector institution in some Länder offering academic training at a *Studienakademie* (study institution) combined with practical in-company professional training in keeping with the principle of the dual system.
- 16 The reform of the study structure with the conversion to Bachelor's and Master's degrees is to a large extent complete. Only a small number of study courses lead to a *Diplom* or *Magister* degree.

As at August 2020

2.5. Organisation of Private Education

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

Early childhood education and care

Particularly in the Länder in western Germany, the education, socialisation and care of children up to school age takes place mainly in privately-maintained day-care centres. Book Eight of the Social Code VIII (*Achtes Buch Sozialgesetzbuch – Kinder- und Jugendhilfe* – R61) gives priority to institutions run by non-public bodies (churches, welfare associations, parents' associations etc.) in the interests of providing a diverse range. The local maintaining bodies of public child and youth welfare – municipalities with the status of a district (*kreisfreie Städte*) and rural districts (*Landkreise*) – should only establish their own institutions if non-public bodies do not offer suitable recognised institutions or cannot set them up in time. As a result of this principle, around 67 per cent of day-care centres in Germany were run by non-public bodies of the child and youth welfare services in 2019.

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

Privately-maintained schools

The right to establish privately-maintained schools is expressly guaranteed by the Basic Law (*Grundgesetz*, Art. 7, paragraph 4 – R1) and, to some extent, by provisions in the constitutions of the individual Länder. This freedom to establish privately-maintained schools is combined with a guarantee of the privately-maintained school as an institution. Thus, constitutional law rules out a state monopoly of education. The proportion of privately-maintained schools varies considerably from Land to Land and between the different types of school. The main legal provisions for the establishment of privately-maintained schools are the relevant provisions in the Education Acts (R86–103) and the special laws on privately-maintained schools (R104–110), as well as financial aid regulations in the form of laws and regulations of the Länder. Standard framework conditions in the Länder are guaranteed by an Agreement on Private Schools (*Vereinbarung über das Privatschulwesen*) of August 1951 drawn up by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz* – KMK).

Under the Basic Law, privately-maintained schools are also under the supervision of the state. When establishing a privately-maintained school, general legal requirements must be observed first of all, for instance with regard to building and fire safety regulations, health protection and protection of children and young people. The personal suitability of maintaining bodies, managers and teachers also has to be vouched for.

Primary sector

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

Secondary sector

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

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

State approval of Ersatzschulen

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

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

- the equivalence of educational aims:

As far as the equivalence of the educational aims of private schools and the corresponding school type in the public sector is concerned, strict adherence to the approved 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 3.2.

State recognition of Ersatzschulen

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

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

The approval or later 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, from the time a free school is approved, a fundamental right to public funding from the Länder for the school. Public funding for pupils of public-sector schools is used as a yardstick for funding directed at pupils of *Ersatzschulen*. Teachers may also be granted sabbatical leave to work at recognised alternative schools and have these years included in their years of teaching service. They bear titles like those conferred on teachers in the public sector; and schools can train student teachers. On the other hand, recognised schools in some Länder are also obliged to abide by public-sector school provisions relating to *Schulordnung* (school regulations), provision governing council meetings and rights to participation.

State-recognised institutions in the tertiary sector

The Framework Act for Higher Education (*Hochschulrahmengesetz* – R123) and the Länder laws governing higher education (*Hochschulgesetze* – R129–144) stipulate what minimum requirements have to be satisfied if non-public institutions are to be recognised as institutions of higher education by the state.

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

While the number of state-run and state-recognised institutions of higher education has remained relatively constant in recent years, the number of students has risen steadily. As at the 2020 summer semester, according to the German Rector's Conference (*Hochschulrektorenkonferenz* – HRK), there were a total of 390 state-run and state-recognised institutions of higher education in the Federal Republic of Germany. These include 150 – mainly small – state-recognised institutions of higher education maintained privately or by the Churches.

Berufsakademien (professional academies) are governed by regulations specific to the Länder (R148–153). Whilst the professional academy is publicly maintained in Sachsen, the *Berufsakademie* laws in Hessen, Niedersachsen, Saarland and Schleswig-Holstein only provide for the existence of exclusively state-recognised professional academies, which require the approval of the relevant Land ministry. The Hamburg

Berufsakademie law facilitates the establishment of state as well as state-recognised institutions. In Baden-Württemberg and Thüringen, the state *Berufsakademien* have been converted into *duale Hochschulen* (dual institutions of higher education). Unlike the state institutions, the non-public professional academies in Germany are not financed by the Länder.

Privately-maintained institutions providing adult education and training

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

2.6. National Qualifications Framework

The development of the German Qualifications Framework for Lifelong Learning (*Deutscher Qualifikationsrahmen für Lebenslanges Lernen – DQR*) is part of a European process based on the Recommendation of the European Parliament and the Council on the establishment of the European Qualifications Framework (EQF), which entered into force in 2008 and was revised in 2017. To implement the EQF, 39 European countries have now decided to develop national qualifications frameworks (NQFs). These NQFs can have a different number of levels and pursue different objectives. In addition to Germany, 38 other countries have assigned their NQFs to the EQF as part of the referencing process. The implementation process is closely monitored by the European Commission. The new Europass portal provides information on the current status of developments (<https://europa.eu/europass/de/european-qualifications-framework-eqf>).

The EQF, as a reference framework for lifelong learning, maps the learning outcomes of the respective European national education systems in eight levels. It serves as a translation device between the education and qualifications systems of the EU member states and is intended to make learning outcomes from all educational sectors internationally more comprehensible and more comparable, thus promoting the mobility of employees in Europe.

Like the EQF, the DQR describes eight levels that describe learning outcomes that are bundled into competences independently of the degree. In principle all DQR levels should be accessible via various educational pathways. In levels 5 to 8 the DQR opted for parallel descriptions allowing the allocation of academic and vocational qualifications. Compatibility with the Qualifications Framework for German Higher Education Qualifications (*Qualifikationsrahmen für Deutsche Hochschulabschlüsse – HQR*) adopted in 2005 is guaranteed in DQR levels 6 to 8.

The allocation of the DQR levels to the EQF levels was carried out in the so-called referencing process. The German Referencing Report was successfully presented to and approved by the EQF Advisory Group, the advisory body at European level, in December 2012.

The signing of the Joint Resolution on the DQR by the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*), the Federal Ministry for Economic Affairs and Energy (*Bundesministerium für Wirtschaft und*

Energie – BMWi), the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz* – KMK) and the Conference of Ministers of Economics of the Länder (*Wirtschaftsministerkonferenz* – WMK) in May 2013, laid the foundation for the introduction of the DQR.

The aim of the DQR is to make the German qualification system more transparent, to support reliability, permeability and quality assurance and to increase the comparability of qualifications. The Federation and the Länder agree that the assignment of qualifications and degrees to levels does not replace the existing system of entrance qualifications. The allocation takes place in accordance with the principle that each qualification level should always be accessible via various educational pathways. The achievement of a level does not provide automatic entitlement to access the next level and is not considered in conjunction with the implications for collective wage agreements and laws relating to remuneration. The EU Directive on the Recognition of Professional Qualifications remains unaffected by the EU Recommendation.

The DQR was the first framework to cover all qualifications of the German education system across all educational sectors. In the Annex to the Joint Resolution, the qualifications of the formal sector assigned by consensus are presented in a tabular overview. A learning outcome-oriented justification is attached in each case. In most cases, an anchor qualification stands for a qualification type. The exemplary reason is then followed by a list of qualifications that correspond to this type and are assigned in the same way.

In 2017, the KMK decided on the allocation of general education degrees. The *Hauptschulabschluss* (HSA) was assigned DQR level 2, the *Mittlere Schulabschluss* (MSA) DQR level 3 and the *Fachhochschulreife* (FHR), the *Fachgebundene Hochschulreife* (FgbHR) and the *Allgemeine Hochschulreife* (AHR) DQR level 4. An allocation to two levels was confirmed for initial vocational education and training: Level 3 for two-year training programmes and level 4 for three-year and three-and-a-half-year training programmes. This ensures the equivalence of vocational and general education and training in the assignment process to the DQR.

The indication of the EQF/DQR reference level on new certificates issued for qualifications is being carried out by the respective authorities (vocational schools, chambers, etc.). In higher education, the EQF/DQR level is shown in the Diploma Supplement. A uniform formulation is used in all areas of education. The DQR level is not shown for qualifications obtained before the Joint Resolution came into force. The assignment is only noted on certificates of qualifications that are listed in the annually updated “List of Assigned Qualifications” (ww.dqr.de).

In principle, all assignments of qualifications from the formal area are also shown bindingly in the DQR Qualifications Database in German (partly also in English).

As well as qualifications from the formal sector, in future the qualifications of the non-formal sector are also to be allocated to the DQR – i.e. from the area that works with regulatory means that are not regulated by laws or ordinances. A pilot procedure for this was launched. The aim is to develop procedures and criteria for assigning qualifications obtained through non-formal learning to the levels of the DQR.

The DQR Manual explains the DQR to all interested persons. It serves as a guide for authorities which are responsible for allocating qualifications to the DQR. It specifies the criteria and procedures for the description of qualifications for the DQR and is

intended to ensure that the allocation of newly developed qualifications always follows the same criteria and procedures. It lays down binding allocations which indicate the competences acquired through a particular qualification, thereby making the allocations comprehensible, and also describes the competences and sources of information. A glossary explains the terms which are important to understand the DQR.

More detailed information on the DQR is available under www.dqr.de.

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

Responsibilities of the Federal Government

Where the Federation has responsibility for education, science and research, within the Federal Government this responsibility lies primarily with the FEDERAL MINISTRY OF EDUCATION AND RESEARCH (*Bundesministerium für Bildung und Forschung – BMBF*). The FEDERAL MINISTRY FOR FAMILY AFFAIRS, SENIOR CITIZENS, WOMEN AND YOUTH (*Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ*) is responsible for early childhood education and care in day-care centres and in child-minding services.

The Federal Ministry of Education and Research was founded in 1955 as the Federal Ministry for Nuclear Affairs. Following an amendment to the German Basic Law in 1969, the Federation was assigned responsibilities in the planning of education and research support, a consequence of which was that the Ministry was renamed the Federal Ministry of Education and Science (BMBW). In 1994 it was merged with the Federal Ministry for Research and Technology (BMFT) which had been founded in 1972. Wherever necessary, consultations between Federation and Länder take place in the *Bundesrat*, the Joint Science Conference (*Gemeinsame Wissenschaftskonferenz – GWK*), the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) and the Science Council (*Wissenschaftsrat*). The Federal Ministry of Education and Research is organised in one Central Directorate-General and seven further Directorates-General:

- Directorate-General 1: Policy Issues and Strategies; Coordination
- Directorate-General 2: European and International Cooperation in Education and Research
- Directorate-General 3: General Education and Vocational Training; Lifelong Learning
- Directorate-General 4: Higher Education and Research System
- Directorate-General 5: Research for Technological Sovereignty and Innovation
- Directorate-General 6: Life Sciences
- Directorate-General 7: Provision for the Future – Basic Research and Research for Sustainable Development

For current information on the direction of the Ministry, see the website (www.bmbf.de).

The purview of the Federal Ministry of Education and Research embraces the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*). It is a major instrument for cooperation between employers, trade unions, Federation and Länder at the national level. The Vocational Training Act (*Berufsbildungsgesetz – R81*) defines the institute's responsibilities inter alia as follows:

- to carry out vocational education and training research on the basis of an annual research programme (*Jahresforschungsprogramm*);
- in accordance with the instructions of the competent federal ministry, to take part in the drafting of *Ausbildungsordnungen* (training regulations) and other statutory instruments to be issued under the Vocational Training Act or under Part Two of the Crafts and Trades Regulation Code (*Handwerksordnung – R82*), to take part in the preparation of the Report on Vocational Education and Training (*Berufsbildungsbericht*), to take part in the compilation of vocational education and training statistics, to promote pilot schemes, including scientific investigations, to take part in international cooperation in the field of vocational education and training, as well as to assume further administrative tasks of the Federation for the promotion of vocational education and training;
- in accordance with general administrative provisions of the competent federal ministry, to implement the promotion of inter-company training centres and support the planning, establishment and further development of these facilities;
- to maintain and publish the register of *anerkannte Ausbildungsberufe* (recognised occupations requiring formal training);
- to carry out the tasks described in the Law on the Protection of Participants in Distance Education (*Fernunterrichtsschutzgesetz – R166*) in accordance with approved guidelines and to contribute to the improvement and extension of vocational distance learning through the promotion of development projects;
- to carry out the tasks in accordance with section 53 (5) sentence 1 and section 54 of the Nursing Professions Act (*Pflegeberufgesetz*).

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

Vocational education and training in Germany is based on the consensus principle. Whenever major decisions on structure and substance have to be taken, such decisions are reached in a joint effort by Federation and Länder, employers and employees. These groups are members of the Federal Institute for Vocational Education and Training's board. One representative each of the Federal Employment Agency (*Bundesagentur für Arbeit – BA*), the umbrella organisations of municipal associations established at federal level and the Research Council may attend the meetings of the Board in an advisory capacity. The scientific advisory committee is intended to promote the quality of the Institute's research work by advising the board and the President of the Federal Institute.

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

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

Following the founding of the Federal Republic of Germany, it soon became clear that there was a basic public need for education to be coordinated and harmonised throughout the country if people were to be provided with the opportunity of

mobility between the Länder in their professional and private lives. The main aim of the cooperation entered into by the Länder in 1948 with the founding of the STANDING CONFERENCE OF THE MINISTERS OF EDUCATION AND CULTURAL AFFAIRS OF THE LÄNDER IN THE FEDERAL REPUBLIC OF GERMANY (*Kultusministerkonferenz – KMK*) was to guarantee by means of coordination the necessary measure of shared characteristics and comparability in the Federal Republic of Germany's education system, an aim that is still pursued to this day.

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

Cooperation within the Standing Conference has led to uniform and comparable developments in many areas of the school and higher education system. Some of the most important results of the coordination work of the Standing Conference are detailed below.

The so-called *Hamburger Abkommen* (R85), an agreement which was drawn up by the Standing Conference and adopted by the Prime Ministers of the Länder in 1964 (last amended in 1971), remains the cornerstone on which the joint fundamental structures of the school system in the Federal Republic of Germany is based. It incorporates the following general provisions: the beginning and duration of full-time compulsory education, the dates for the start and end of the school year, the length of school holidays as well as the designation of the various educational institutions and their organisation (types of school etc.), the recognition of examinations and leaving certificates, and the designation of grade scales for school reports. On the basis of the *Hamburger Abkommen*, the Standing Conference has agreed further fundamental common features for the school system over the past few decades as well as mutual recognition of leaving certificates for schools in all Länder, through supplementary resolutions, which were summarised in a resolution in May 2001. Further structural development in school education in general has been stimulated by German unity, and, in particular, by the framework agreement of 1993 on types of school and courses in lower secondary education and their leaving certificates (last amended in September 2014). In June 2000 a revised version of the agreement on the structure of the *gymnasiale Oberstufe* and the *Abitur* examination (*Sekundarstufe II*) of 1972 was adopted, which not only reinforces the importance of acquiring knowledge in major subjects such as German, mathematics and foreign languages in preparation for higher education, but also takes into account new educational findings in learning methods and class organisation (last amended in February 2018). With the so-called *Husumer Beschlüsse* of 1999, agreements in the four subject areas – teacher training and mutual

recognition of teaching careers, equivalence of general and vocational training, the *gymnasiale Oberstufe*, i.e. upper *Gymnasium* level, and pilot projects – were changed in order to allow the individual Länder greater scope for their own decisions.

With the so-called *Konstanzer Beschluss*, in October 1997 the Standing Conference has made quality development and quality assurance in schools one of its central issues. In March 1999, the Länder within the Standing Conference agreed that the collaboration would increasingly consist in the agreement of qualitative standards. As a consequence, the simultaneous reduction of detailed formal regulations is affording greater importance to the diversity and the competition between the Länder. In May 2002, the Standing Conference agreed to coordinate the measures for assuring quality already implemented by the Länder and in 2003 and 2004 adopted *Bildungsstandards* (educational standards) binding for all Länder for the primary sector, for the *Hauptschulabschluss* and for the *Mittlerer Schulabschluss*. The Institute for Educational Quality Improvement (*Institut zur Qualitätsentwicklung im Bildungswesen – IQB*), which has been founded in 2004 and is jointly supported by the Länder, is to review and further develop the educational standards in cooperation with the Länder. The resolution of educational standards for the *Allgemeine Hochschulreife* (general higher education entrance qualification) in October 2012 and the establishment of a pool of *Abitur* examination tasks in the subjects German, mathematics and in the advanced foreign languages (English, French) that is common for all Länder, increased the comparability of *Abitur* requirements between the Länder and guaranteed the quality of the joint *Abitur* tasks. In June 2020, the Standing Conference established uniform performance requirements for the *gymnasiale Oberstufe* and the *Abitur* in the natural sciences in all 16 Länder. To this end, binding educational standards were adopted in the natural science subjects of biology, chemistry and physics. The educational standards are part of a comprehensive strategy for educational monitoring as adopted by the Standing Conference in 2006 and revised in June 2015. For further information on the procedures and tools of educational monitoring, see chapter 11.2.

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

The expansion of vocational schools as an alternative course of education to acquire the entitlements of the general education school system was supported by the Standing Conference through resolutions on the mutual recognition of the leaving certificates and entitlements.

In the higher education sector the Standing Conference contributes, through agreements, and by effecting coordinated administrative action, to ensuring a common higher education structure and to its continued development. The Standing Conference is thereby involved in a continuing reform process which is taking place in the German higher education sector and covers both the research and teaching tasks of higher education institutions and the rights and obligations of members of higher

education institutions, the internal organisation of higher education institutions, their legal status, and the relationship between the State and higher education institutions. Internationalisation, competition and performance orientation have become major factors in the management and funding of higher education institutions. The relationship between the State and higher education institutions is also shaped by agreements on targets and performance requirements, and growing freedom on the part of the higher education institutions in evaluation and opting how to achieve targets. Performance measurement systems have an important role.

The Standing Conference contributes to this development through information exchange between the Länder, through joint recommendations on individual aspects of the structural reform of higher education and – where required for the purposes of transparency, mobility and safeguarding the performance of higher education – through cross-Länder agreements. In this process the Standing Conference works closely together with the (*Hochschulrektorenkonferenz* – HRK) and the Federation, and with scientific organisations – particularly the German Science Foundation (*Deutsche Forschungsgemeinschaft* – DFG), the Science Council (*Wissenschaftsrat*) and the Max Planck Society.

Topics relating to the field of higher education which have been covered in depth by the Standing Conference over the past few years include the further development of the system of the accreditation of study courses within the framework of quality assurance across the Länder and across institutions of higher education, quality assurance in teaching, teacher training, the right of higher education institutions to decide on the admission of applicants, the further development of the dialogue-oriented service procedure (*Dialogorientiertes Serviceverfahren* – DoSV), the new regulation of admission to courses of study with nationwide admission restrictions, the continuation of the follow-up of the Bologna Process for the realisation of a European Higher Education Area and access to higher education and higher education admission for refugees.

In addition to school and higher education policy, art and culture are the third focal points of the coordination work of the Standing Conference. In order to give even greater visibility to the cultural policy concerns of the Länder as the core element of the constitutionally guaranteed cultural sovereignty of the Länder and to improve their status in public perception, the Standing Conference has decided to set up its own Culture Ministers' Conference (*Kulturministerkonferenz* – Kultur-MK). The Kultur-MK began its work on 1 January 2019.

The heads of cultural ministries want to enter into a closer discourse with each other with regard to the challenges and increasing social relevance of cultural policy. Furthermore, projects of national interest and measures concerning the cultural development of the Länder should be better coordinated between the Länder and the Federal Government in the spirit of cooperative cultural federalism. Accordingly, the Kultur-MK deals with matters of cultural policy of supra-regional importance with the aim of forming common opinions and wills and representing common concerns vis-à-vis the Federal Government.

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

Cooperation between Federation and Länder

Joint Science Conference

Pursuant to Article 91b, paragraph 1 of the Basic Law, the Federation and the Länder may mutually agree to cooperate in cases of supra-regional importance in the promotion of science, research and teaching.

Through an administrative agreement from 11 September 2007, last amended on 17 April 2015, the Bund and Länder agreed to set up a Joint Science Conference (*Gemeinsame Wissenschaftskonferenz – GWK*) on the basis of Article 91b, paragraph 1 of the Basic Law. The GWK has replaced the former Commission of the Federation and the Länder for Educational Planning and Research Promotion (*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung – BLK*) since 1 January 2008. Members of the GWK are the Ministers and Senators of the Federation and Länder responsible for science and research as well as for finance. The GWK addresses all questions of research funding, science and research policy strategies and the science system which jointly affect the Federal Government and the Länder.

The joint promotion of science, research and teaching in cases of supra-regional importance extends in particular to the institutions and projects named in the Annex to the GWK agreement.

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

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

Coordinating Committee for Training Regulations and Framework Curricula in vocational training

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

curricula) for vocational education in schools. In the coordinating committee, the Federal Government is represented by the Federal Ministry of Education and Research, the Federal Ministry for Economic Affairs and Energy (*Bundesministerium für Wirtschaft und Energie* – BMWi), and by the Ministry responsible for the respective occupation requiring formal training. The Länder are represented by the members of the Committee for Vocational Education of the Standing Conference.

Science Council

Under an administrative agreement between the Federation and the Länder, the Science Council (*Wissenschaftsrat*) was established in 1957. Its tasks include the drawing up of recommendations on the content and structural development of higher education, science and research for the Federal Government and the governments of the Länder, as well as the joint promotion of the construction of facilities at institutions of higher education, including large scientific installations, in cases of supra-regional importance pursuant to Article 91b, paragraph 1, No. 3 of the Basic Law.

In addition, the Science Council has been carrying out the institutional accreditation of non-state institutions of higher education since 2001. Since 2010, the Science Council has also been conducting concept evaluations for institutions of higher education in the start-up phase. The Science Council is made up of scientists, recognised public figures and representatives from the Federal and Länder governments.

Foreign Cultural Relations and Education Policy

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

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

A representative of each Land, a representative of the Federal Foreign Office (*Auswärtiges Amt*) and a representative of the Federal Office of Administration (*Bundes-*

verwaltungsamt – BVA) – Central Agency for Schools Abroad (*Zentralstelle für das Auslandsschulwesen – ZfA*) – coordinate in the committee on common areas of schools abroad and inform each other about measures in each other's exclusive competence.

The Central Committee for the German Language Diploma (*Deutsches Sprachdiplom – DSD*) of the Standing Conference, a subcommittee of the BLASchA, which is composed of three representatives of the Länder, one representative of the Federal Foreign Office and two representatives of the Federal Office of Administration – Central Agency for Schools Abroad –, is responsible for coordinating and assuming tasks in the field of promoting German language teaching abroad, in particular the programme for the German Language Diploma.

General administration at the level of the Länder

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

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

The respective Ministries (in Berlin, Bremen and Hamburg: Senate department) are headed by a Minister/Senator who is answerable to parliament. The Minister is usually represented by a State Secretary or State Councillor (*Staatssekretär* or *Staatsrat*) or a Director-General (*Ministerialdirektor*).

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

Baden-Württemberg

MINISTERIUM FÜR KULTUS, JUGEND UND SPORT

Thouretstraße 6

70173 Stuttgart

www.km-bw.de

MINISTERIUM FÜR WISSENSCHAFT, FORSCHUNG
UND KUNST

Königstraße 46

70173 Stuttgart

<https://mwk.baden-wuerttemberg.de>

Bayern

BAYERISCHES STAATSMINISTERIUM
FÜR UNTERRICHT UND KULTUS
Salvatorstraße 2
80333 München
www.km.bayern.de

BAYERISCHES STAATSMINISTERIUM
FÜR WISSENSCHAFT UND KUNST
Salvatorstraße 2
80333 München
www.stmwk.bayern.de

Berlin

SENATSWERWALTUNG FÜR BILDUNG, JUGEND UND FAMILIE
Bernhard-Weiß-Straße 6
10178 Berlin
www.berlin.de/sen/bildung

DER REGIERENDE BÜRGERMEISTER
Berliner Rathaus
Rathausstraße 16
10178 Berlin
www.berlin.de/sen/wissenschaft

Brandenburg

MINISTERIUM FÜR BILDUNG, JUGEND UND SPORT
Heinrich-Mann-Allee 107
14473 Potsdam
www.mbjs.brandenburg.de

MINISTERIUM FÜR WISSENSCHAFT, FORSCHUNG UND KULTUR
Dortustraße 36
14467 Potsdam
www.mwfk.brandenburg.de

Bremen

DIE SENATORIN FÜR KINDER UND BILDUNG
Rembertiring 8–12
28195 Bremen
www.bildung.bremen.de

DIE SENATORIN FÜR WISSENSCHAFT UND HÄFEN
Katharinenstr. 37
28195 Bremen
www.wissenschaft-haefen.bremen.de

Hamburg

BEHÖRDE FÜR SCHULE UND BERUFSBILDUNG
Hamburger Straße 31
22083 Hamburg
www.hamburg.de/bildung

BEHÖRDE FÜR WISSENSCHAFT, FORSCHUNG, GLEICHSTELLUNG UND BEZIRKE
Hamburger Straße 37
22083 Hamburg
www.hamburg.de/bwfgb

Hessen

HESSISCHES KULTUSMINISTERIUM
Luisenplatz 10
65185 Wiesbaden
<https://kultusministerium.hessen.de>

HESSISCHES MINISTERIUM FÜR WISSENSCHAFT UND KUNST
Rheinstraße 23–25
65185 Wiesbaden
<https://wissenschaft.hessen.de>

Mecklenburg-Vorpommern

MINISTERIUM FÜR BILDUNG, WISSENSCHAFT UND KULTUR
Werderstraße 124
19055 Schwerin
www.bm.regierung-mv.de

Niedersachsen

NIEDERSÄCHSISCHES KULTUSMINISTERIUM
Hans-Böckler-Allee 5
30173 Hannover
www.mk.niedersachsen.de

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

Nordrhein-Westfalen

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

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

Rheinland-Pfalz

MINISTERIUM FÜR BILDUNG DES LANDES RHEINLAND-PFALZ
Mittlere Bleiche 61
55116 Mainz
www.bm.rlp.de

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

Saarland

MINISTERIUM FÜR BILDUNG UND KULTUR
Trierer Straße 33
66117 Saarbrücken
www.saarland.de/ministerium_bildung_kultur.htm

STAATSKANZLEI DES SAARLANDES (WISSENSCHAFTSRESSORT)
Am Ludwigsplatz 14
66117 Saarbrücken
www.saarland.de/staatskanzlei.htm

Sachsen

SÄCHSISCHES STAATSMINISTERIUM FÜR WISSENSCHAFT, KULTUR UND TOURISMUS
Wigardstraße 17
01097 Dresden
www.smwk.sachsen.de

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

Sachsen-Anhalt

MINISTERIUM FÜR BILDUNG DES LANDES SACHSEN-ANHALT
Turmschanzenstraße 32
39114 Magdeburg
www.mb.sachsen-anhalt.de

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

Schleswig-Holstein

MINISTERIUM FÜR BILDUNG, WISSENSCHAFT UND KULTUR
Brunswiker Straße 16–22
24105 Kiel
www.schleswig-holstein.de/DE/Landesregierung/III/iii_node.html

Thüringen

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

THÜRINGER MINISTERIUM FÜR WIRTSCHAFT, WISSENSCHAFT UND DIGITALE GESELLSCHAFT
Max-Reger-Straße 4-8
99096 Erfurt
www.thueringen.de/th6/tmwwdg/index.aspx

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

Taking Brandenburg and Schleswig-Holstein as examples, we shall look at the functions and organisational set-up at the departmental level of the ministries responsible for education and science as at August 2020.

Hessian Ministry of Education and Religious Affairs

State Minister: BRITTA ERNST

The Ministry is composed of the following departments:

Department 1: Finance, organisation, IT, personnel and legal affairs, matters of school maintaining bodies, implementation of the digitalization of schools, legal affairs in education, statistics, information management, policy of teacher recruitment

Department 2: Children, youth, sports and continuing education

Department 3: Supervision of schools and teacher training

Ministry of Science, Research and Culture of the Federal State of Brandenburg

State Minister: DR. MANJA SCHÜLE

The Ministry is composed of the following departments:

Department I: Central department

Department II: Science and research

Department III: Culture

Unlike Brandenburg, Schleswig-Holstein has just one ministry for the areas of education and science:

Ministry of Education, Science and Culture of the Land Mecklenburg-Vorpommern

Minister: KARIN PRIEN

The Ministry is divided into the following departments:

Department III 1: General department

Department III 2: Cross-cutting educational policy tasks, teacher recruitment and teacher personnel management

Department III 3: School development and school supervision of general and vocational schools, support centres and quality assurance

Department III 4: Culture

Department III 5: Science

State supervision and administration in specific educational sectors

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

Pre-school institutions

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

Public supervision (operating licence) to protect children in day-care centres maintained both by public and non-public bodies is generally exercised by the youth welfare offices of the Länder (*Landesjugendämter*) which are the responsible bodies at Land level for the public child and youth welfare services. This covers in particular compliance with the framework guidelines applicable to group size or staff-to-child ratios, staff qualifications, the space required, and standards relating to equipment, hygiene and safety, safeguarding the rights of children and youths in the facility through appropriate procedures for involvement and the possibility of complaints in personal matters, measures to develop and ensure quality, and in some Länder, compliance with the pedagogical concept, which is also based on an education plan.

The principles of education policy in the elementary sector are laid down in the Common Framework of the Länder for early education in the early childhood sector (*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*) which was resolved by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) and the Youth Ministers Conference (*Jugendministerkonferenz – JMK*) in 2004 and is currently being updated. On the level of the Länder, education plans specify the basic notion of education and describe the day-care centres' independent responsibility for education. The responsibility for the actual educational work performed in the individual day-care centres lies with the maintaining body.

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

School supervision and administration

Under the Basic Law (Art. 7 paragraph 1) and the constitutions of the Länder (R13–28), the entire school system is under the supervision of the state. Supervision of the general and vocational school system is the responsibility of the Ministries of

Education and Cultural Affairs in the Länder in their capacity as the highest educational authorities. The duties of the Ministries of Education and Cultural Affairs in the Länder and of the subordinate education authorities include the organisation, planning, management and supervision of the entire school system. The Länder sphere of influence also includes the detailed regulation of the school's mission and its teaching and educational objectives (*internal school matters*) within the framework of the education acts (R86–103). The educational objectives presented in school legislation are given concrete shape in the curricula for which the Minister of Education and Cultural Affairs of the respective Land is responsible. In order to implement the curricula for the various subjects in the different types of school, textbooks are used as learning material in the classroom. As a rule, these books must be approved by the Ministries of Education and Cultural Affairs; the titles of approved books are regularly published in a list.

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

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

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

Fachaufsicht (academic supervision) over teaching and educational work (internal school matters) in all public-sector schools is another responsibility of the school supervisory authorities. Academic supervision over primary schools and *Hauptschulen*, the various types of *sonderpädagogische Bildungseinrichtungen* (with the exception of residential special schools) and to some extent over *Realschulen* is exercised by the *Schulämter* (lower-level school supervisory authorities). The Ministries of Education and Cultural Affairs, sometimes the middle-level school supervisory authorities and the lower-level school supervisory authorities, supervise all other types of school and schools of particular importance.

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

The *Fachaufsicht* is limited by the individual pedagogical responsibility of the school and the pedagogical responsibility of the teacher. In several Länder, the school supervisory authorities are legally required to respect the individual pedagogical responsibility of the schools.

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

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

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

In-company vocational training institutions

Regulation of in-company vocational training in the sector of vocational education and training lies within the responsibility of the Federation. Within the Federal Government, the Federal Ministry for Economic Affairs and Energy (*Bundesministerium für Wirtschaft und Energie*) or such other ministry as may be competent, adopts, in agreement with the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*), *Ausbildungsordnungen* (training regulations). These are drawn up by the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*) pursuant to directions from the Federal Ministry for Economic Affairs and Energy or such other ministry as may be competent and under participation of representatives of employers and trade unions. In parallel to the training regulations, and in coordination with them, the *Rahmenlehrpläne* (framework curricula) for the classes at *Berufsschulen* are developed by the Länder

pursuant to a procedure agreed between the Federation and the Länder (Joint Results Protocol – *Gemeinsames Ergebnisprotokoll*).

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

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

Institutions in the tertiary sector

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

As a rule, Bachelor's and Master's degree programs are subject to accreditation by the Accreditation (*Akkreditierungsrat*) (see chapter 11.3.). The establishment of new study courses may require agreement with the responsible Land ministry. In the Länder where this is required, accreditation is a prerequisite for ministerial approval. As a rule, the establishment of new study courses takes place within the framework of agreements on targets and performance in which the Land ministry and the higher education institution agree on developments inter alia in research and teaching. The study regulations, which are laid down for all study courses by the higher education institutions on the basis of the corresponding legal requirements, are as a rule approved by the governing boards of the higher education institutions; some must be announced to or have the approval of the responsible ministry. *Prüfungsordnungen* (examination regulations) are dealt with in different ways: as far as study courses leading to a *Staatsprüfung* (state examination) are concerned, the examination regulations are issued by the competent Land ministries or, in agreement with the Land ministry competent for the relevant state examination, by the higher education institutions. As far as examination regulations for *Hochschulprüfungen* (academic examinations) are concerned, they are drawn up and approved by the higher education institution itself in the same way as the study regulations, whereby, depending on

Land law, notification to the responsible Land ministry or approval by responsible Land ministry may be required.

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

The higher education acts of the Länder (R129–144) contain the general principles for the legal position of higher education institutions and for the academic and creative arts staff, including the participation of all members of these institutions in self-administration. The higher education legislation of the Länder also regulates in detail the organisation and administration of higher education institutions for those higher education institutions that come within the purview of each Land.

The organisation and administration of *Berufsakademien* (professional academies) are governed by the *Berufsakademie* laws (R148–153) passed in the individual Länder. *Berufsakademien* can be divided into *Studienakademien* (study institutions) and, with regard to the practical part of the training offered, designated training establishments (under the terms of a dual system). The state study institutions are Land institutions and hence subject to the direct supervision of the ministry responsible for science and research. The training establishments for the practical component of training courses include private businesses, comparable establishments – particularly with regard to the liberal professions – and establishments run by maintaining bodies responsible for the provision of social tasks. The training and examination regulations for individual courses are adopted by the relevant ministry in the form of ordinances or by the *Berufsakademie* itself.

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

Institutions for continuing education

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

The federal system in Germany means that the regulation of and assistance for general continuing education, continuing education leading to school qualifications, vocational further education at *Fachschulen* and that with an academic bias as well as, in some cases, political programmes, is in the hands of the Länder. The responsibilities of the Federation refer in particular to vocational education outside the school context, the development of new methods in continuing education through pilot projects, certain elements of political further education and statistical matters. The promotion of vocational further education under the Social Code III (*Drittes Buch*

Sozialgesetzbuch – Arbeitsförderung – R164) is the responsibility of the Federal Employment Agency (*Bundesagentur für Arbeit*). The Upgrading Training Assistance Act (*Aufstiegsfortbildungsförderungsgesetz – AFBG – R167*) provides a comprehensive nationwide means for financing vocational career advancement training. Responsibility for further vocational training as regulated by the Vocational Training Act (*Berufsbildungsgesetz – R81*) and the Crafts and Trades Regulation Code (*Handwerksordnung – R82*) lies with the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*). Further training courses for which there is a regional need only are regulated by the *competent bodies*, generally the relevant chambers (e.g. chambers of handicrafts, chambers of industry and commerce), under their own responsibility. Responsibility for the master craft examinations as regulated by the Crafts and Trades Regulation Code lies with the Federal Ministry for Economic Affairs and Energy (*Bundesministerium für Wirtschaft und Energie*). The funding of continuing education by all involved reflects the complex pattern of responsibility for this sector.

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

Administration and government at local level

Pre-school institutions

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

School administration

Public-sector schools are, for the most part, state/local authority schools maintained jointly by the Land and the *Kommunen* (local authorities) or administrative districts. The cost of the teaching staff is borne by the Land and other staff or material costs are borne by the local authority. The local authorities or administrative districts, which are responsible for the establishment and maintenance of schools and supply them with financing, are described as *Schulträger*, or school maintaining bodies.

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

In-company vocational training institutions

At the local level, the self-administrative organisations of the economy (chambers of industry and commerce, chambers of handicraft, chambers of agriculture, chambers representing the liberal professions) are responsible for consulting and supervising

in-company vocational training and for intermediate and final examinations in accordance with legislation.

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

Administration and government at institutional level

Early childhood education and care

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

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

For children under three, day-care centres for children offer unmixed crèche groups and also some mixed age groups.

Supervision and care offered by childminding services is aimed primarily at the target group of children under three years of age. Childminders are, as a rule, self-employed, but may also be employed by private bodies or the local authority.

Children in day-care centres in the early childhood education sector are looked after by trained educational staff and by assistant staff as well as graduates from corresponding professional and other Bachelor's, Master's and Magister study programmes. The trained staff include state-recognised *Erzieher* (pedagogic staff) and state-recognised *Sozialpädagogen* (graduate youth and community workers). Some Länder also have assistants who help trained educational staff in their work. These include nursery assistants and social assistants in particular. Day-care centres are generally headed by *Sozialpädagogen* or by *Erzieher*. Heads of the day-care centres also carry out some pedagogical group work.

Some of the staff (especially those in senior positions) have a professional qualifying degree from a *Fachhochschule* or another institution of higher education. This training either comprises a three-year course of study at a higher education institution and one year of practical training or a four-year course of study with two *Praxissemester* (integrated semesters of work experience). Other academically-trained teaching staff include for instance childhood educators (*Kindheitspädagogen*). A variety of Bachelor study courses have now been established in this discipline.

More detailed information about initial education for pedagogic staff in early childhood education and care is available in chapter 9.2.

Primary and secondary education

Schools are run by a head teacher, who bears a particular title (e.g. *Rektor*). He or she is responsible for educational and pedagogical work in the school as a whole and at the same time is a member of the teaching staff. His/her responsibilities and duties are usually set out in the Education Act and in specific regulations for such posts. The head staff are required to cooperate closely with the teachers' conference and the *Schulkonferenz* (school conference) in so far as this is provided for in the primary

sector by Land legislation. The head teacher, whilst being subject to the legal and administrative regulations of the school supervisory authority, is also authorised to issue instructions to the other members of the teaching staff and the non-teaching personnel within the framework of his duties relating to *Dienstaufsicht* (staff supervision) and *Fachaufsicht* (academic supervision).

The head teachers' duties include the following:

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

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

The head teacher generally chairs the conference where all teachers from the whole school meet to discuss matters of shared interest (*Lehrerkonferenz*), which he or she both convenes and presides over. The principle of shared staff responsibility for education and teaching applies in all Länder.

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

Tertiary education

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

The basic organisational unit at higher education institutions is the department (*Fachbereich*), in some Länder also known as faculty (*Fakultät*). Without impinging on the responsibility of the composite central bodies (*Kollegialorgane*), it performs the duties of the higher education institution that fall within its remit. The *Fachbereich* is responsible for ensuring that its members and scientific establishments are able to carry out the functions entrusted to them. The *Fachbereich* council is responsible for all research and teaching issues. It is chaired by the *Dekan* (dean), who must be a professor with a seat on the council. Under recent laws the dean of a *Fachbereich* exercises a right of supervision and instruction over the professors of the department with regard to the fulfilment of teaching and examination commitments.

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

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

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

Internal consultation

The teachers' conference

One of the bodies of participation in the school sector is the teachers' conference (*Lehrerkonferenz*) in which the teaching staff takes decisions on instruction and education, taking care not to encroach on the freedom of the individual teacher to hold his or her lessons as he or she thinks fit. The term *teachers' conference* applies to the full

conference, composed of all the teachers in a particular school, as well as to smaller conferences, made up, for example, of teachers from a particular department or responsible for one single class. It is one of the tasks of the teachers' conference to select textbooks from the lists of textbooks approved by the Ministry. In addition, the teachers' conference is also responsible for deciding on individual disciplinary measures, up to and including expulsion, in conflict situations. In several Länder, parents' (and sometimes pupils') representatives have a right to make their views known and take part in the deliberations of such bodies. They are not, however, as a rule, permitted to take part in discussions and decisions on what marks to award in certificates or whether pupils should or should not be moved up to the next school grade. In some Länder, parents' and, as the case may be, pupils' representatives have an advisory vote in conferences deliberating on certificates and/or on whether or not pupils should be moved up to the next grade. In the full conference, where all teachers from the whole school meet, it is generally the head teacher who presides over the conference and is responsible for the implementation of any decisions.

School conference

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

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

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

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

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

however, it is the school's supervisory authority which actually appoints the head teacher.

Pupils' participation

The Länder Education Acts (R86–103) and school participation laws (R122) recognise pupils' basic right to participation and regulate the make-up and responsibilities of the pupils' representative body. Pupils elect pupil representatives from their forms or year groups to look after their interests in accordance with the principle of representation. Pupil representatives together make up the pupil parliament (*Schülerparlament*, also known as the *Schülerrat* or *Schülerausschuss*). This body elects one or more pupil spokespersons for the whole school. In some Länder the pupil representatives are elected directly by all pupils. At local authority (*Kommunen*), town or district level, they are usually organised into local-authority, town or district pupil parliaments (*Gemeindeschülerrat*, *Stadtschülerrat*, *Kreisschülerrat*) and at Länder level into Länder pupil councils (*Landeschülerrat*). The school and the school supervisory authorities may not usually influence the choice of pupil representatives.

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

Internal consultation in the tertiary sector

In their capacity as a public-law corporation and, at the same time, a public institution, institutions of higher education have the right of self-administration. Under the Framework Act for Higher Education (*Hochschulrahmengesetz* – R123) and the Länder laws governing higher education (R129–144), all members of a higher education institution, i.e. all those whose main employment is at the institution and all matriculated students, are involved in the decision-making process. One or two composite central bodies are constituted to govern cooperation between the governing board of the institution and the members of that institution. For the purpose of their representation in bodies of participation, the following each form a group of their own:

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

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

Students usually set up *Studierendenschaften* (student bodies) to look after student interests in terms of higher education policy and social and cultural matters, supra-regional and international student relations as well as those student interests

relating to the responsibilities of the higher education institutions. These student bodies, of which each student automatically becomes a member upon matriculation, are self-administrative. They are represented by the student parliament (*Studierendenparlament*) and the General Student Committee (*Allgemeiner Studierendenausschuss – AStA*) at most institutions of higher education. Both are elected by the students. The *Studierendenschaft* is subject to the *Rechtsaufsicht* (legal supervision) of the governing body of the higher education institution. Students also participate in teaching evaluation.

Participation of members in the administration and organisation of the *Berufsakademien* is regulated in the *Berufsakademie* laws (R148–153) of the Länder. Under these laws, the director of the *Studienakademie* (study institution), representatives of the teaching staff, the involved training establishments, and the students are represented in the various committees, where they have a say in both fundamental and subject-related issues, as well as in the matter of coordination between the study institution and the involved training establishments.

Consultation involving players in society at large

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

Consultation and participation in the pre-primary sector

In the field of early childhood education and care collaboration with parents is particularly important. Book Eight of the Social Code VIII (*Achtes Buch Sozialgesetzbuch – Kinder- und Jugendhilfe – R61*) lays down that parents and legal guardians are to be involved in decisions on important matters relating to instruction, education and care (Section 22a, paragraph 2). This is carried out inter alia through the establishment of parents' councils (*Elternbeiräte*), which is regulated by Land law. Cooperation with the parents and legal guardians is also anchored in the education plans of the Länder. At the individual level the experts in the establishments are required to work together with the parents and legal guardians for the welfare of the children and to ensure the continuity of the education process. The concept of educational partnership (*Bildungs- und Erziehungspartnerschaft*) has therefore become firmly grounded in the professional debate.

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

Parents' participation in the school sector

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

parental rights. However, the Länder are free to equip parents' councils with rights to participation.

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

Each of the Länder has developed its own approach to participation at school, whereby the collective participation of parents at school level and inter-school level is regulated to varying degrees and in diverse manners in the constitutions of the Länder and in the Education Acts. It is generally the case, however, that parents have an opportunity to make their views felt at two levels, the lower level being the individual class (in bodies called *Klassenelternversammlung* or *Klassenpflegschaft*) and the upper level being the school as a whole (in the *Schulelternbeirat* or *Elternvertretung*). At a higher level we find regional parents' councils at the level of the local authority or district and, higher still, the representative organs at the Land level (*Landeselternbeirat*), sometimes organised according to the different school types. Finally, the representative bodies combine to form a single federal parents' council at national level (*Bundeselternrat*), in order to provide a forum for information for parents on developments in the field of education policy and to advise parents on school-related issues.

Other social groups involved in participation in the school sector

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

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

The expansion of all-day school types has significantly increased the trend towards involving external learning partners in the local school-based social and academic educational work.

External consultation in the tertiary sector

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

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

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

2.9. Statistics on Organisation and Governance

Children in day care centres and publicly subsidised home-based provision 2021

	Children under the age of three		Children aged three to six	
	Number	Attendance rate	Number	Attendance rate
Germany	809,908	34.4	2,208,549	91.9

Source: Statistisches Bundesamt, Statistiken der Kinder- und Jugendhilfe. Kinder und tätige Personen in Tageseinrichtungen und in öffentlich geförderter Kindertagespflege am 01.03.2021

Vorklassen and Schulkindergärten in the school year 2020/2021

Type of institution	Number of institutions	Pupils
<i>Vorklassen</i>	229	9,615
<i>Schulkindergärten</i>	960	16,989

Source: Statistisches Bundesamt, Bildung und Kultur. Allgemeinbildende Schulen. Fachserie 11, Reihe 1 – Schuljahr 2020/2021

Privately-maintained *Vorklassen* and *Schulkindergärten* in the school year 2020/2021

Type of school	Number of schools	Pupils	Proportion of the total of pupils attending the respective type of institution in per cent
<i>Vorklassen</i>	17	663	6.7
<i>Schulkindergärten</i>	98	2,850	17.5

Source: Statistisches Bundesamt, Bildung und Kultur. Private Schulen. Fachserie 11, Reihe 1.1 – Schuljahr 2020/2021

Primary schools – *Grundschulen* – in the school year 2020/2021

Number of schools	Teachers (full-time teacher units)	Pupils
15,447	182,535	2,846,176

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021 and Statistisches Bundesamt, Bildung und Kultur. Allgemeinbildende Schulen. Fachserie 11, Reihe 1 – Schuljahr 2020/2021

In 2020 the ratio of pupils to teachers in *Grundschulen* (primary schools) was 15.6 pupils for each teacher, while there were 20.9 pupils per class on average.

Privately-maintained primary schools – *Grundschulen* – in the school year 2020/2021

Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school in per cent
942	105,156	3.7

Source: Statistisches Bundesamt, Bildung und Kultur. Private Schulen. Fachserie 11, Reihe 1.1 – Schuljahr 2020/2021

Secondary schools providing general education by selected type of school, in the school year 2020/2021

Type of school	Schools
Non-type-related <i>Orientierungsstufe</i>	1,066
<i>Hauptschulen</i>	1,818
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	1,878
<i>Realschulen</i>	1,752
<i>Gymnasien</i>	3,146
<i>Integrierte Gesamtschulen</i> (including primary education)	2,141
<i>Freie Waldorfschulen</i> (including primary education)	236
Total	12,037

Source: Statistisches Bundesamt, Bildung und Kultur. Allgemeinbildende Schulen. Fachserie 11, Reihe 1 – Schuljahr 2020/2021

Pupils at selected secondary schools providing general education, as per 2020

Lower secondary level	
Non-type related <i>Orientierungsstufe</i>	112,546
<i>Hauptschulen</i>	335,957
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	529,964
<i>Realschulen</i>	773,282
<i>Gymnasien</i>	1,461,398
<i>Integrierte Gesamtschulen</i>	866,353
<i>Freie Waldorfschulen</i>	42,132
Total	4,121,632
Upper secondary level	
<i>Gymnasien</i>	764,308
<i>Gymnasiale Oberstufe</i> at the <i>Integrierte Gesamtschule</i>	137,377
<i>Freie Waldorfschulen</i>	15,466
Total	917,151

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021

Vocational schools by type of school, in the school year 2020/2021

Type of school	
Part-time <i>Berufsschulen</i>	1,486
<i>Berufsgrundbildungsjahr</i> at school including <i>Berufsvorbereitungsjahr</i>	1,080
<i>Berufsfachschulen</i>	2,257
<i>Fachoberschulen</i>	834
<i>Berufliche Gymnasien</i>	899
<i>Berufsoberschulen/Technische Oberschulen</i>	197
Other	106
Total	6,859

Source: Statistisches Bundesamt, Bildung und Kultur. Berufliche Schulen. Fachserie 11, Reihe 2 – Schuljahr 2020/2021

Pupils at selected vocational schools in the school year 2020/2021

Type of school	
<i>Berufsschulen</i> (part-time)	1,362,709
of which: <i>Berufsschulen</i> in the dual system	1,356,629
of which: <i>Berufsvorbereitungsjahr</i>	6,080
<i>Berufsschulen</i> (full-time)	82,977
of which: <i>Berufsvorbereitungsjahr</i>	78,074
of which: <i>Berufsgrundbildungsjahr</i> at school	4,903
<i>Berufsfachschulen</i>	415,697
<i>Berufsoberschule/Technische Oberschule</i>	11,362
<i>Berufliche Gymnasien</i>	172,162
<i>Fachoberschulen</i>	122,377
Other	9,501
Total	2,176,785

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021

Trainees in the dual training system by sector, as per 2020¹

Sector	
Industry and commerce	737,022
Crafts	361,290
Agriculture	32,469
Civil service	41,961
Liberal professions	111,303
Home economics	4,914
Total	1,288,962

¹ The figures have been rounded to a multiple of 3 in each case. The overall amount may therefore differ from the sum total of the individual values.

Source: Statistisches Bundesamt, Bildung und Kultur. Berufliche Bildung. Fachserie 11, Reihe 3 – 2020

**Teachers at secondary schools providing general education, as per 2020
(Full-time teacher units)**

Lower secondary level	
Non-school type-related <i>Orientierungsstufe</i>	8,381
<i>Hauptschulen</i>	31,254
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	43,710
<i>Realschulen</i>	51,295
<i>Gymnasien</i>	97,133
<i>Integrierte Gesamtschulen</i>	72,541
<i>Freie Waldorfschulen</i>	3,504
Total	307,818
Upper secondary level	
<i>Gymnasien</i>	65,705
<i>Integrierte Gesamtschulen</i>	12,254
<i>Freie Waldorfschulen</i>	1,312
Total	79,271

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021

Teachers at selected vocational schools in the school year 2020
(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)	40,954
of which: <i>Berufsschulen</i> in the dual system	40,718
of which: <i>Berufsvorbereitungsjahr</i>	236
<i>Berufsschulen</i> (full-time)	8,417
of which: <i>Berufsvorbereitungsjahr</i>	7,852
of which: <i>Berufsgrundbildungsjahr</i>	565
<i>Berufsfachschulen</i>	32,428
<i>Berufliche Gymnasien</i>	1,069
<i>Berufsoberschulen/Technische Oberschulen</i>	14,558
<i>Fachoberschulen</i>	7,688
Others	1,323
Total	106,437

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021

Pupil-teacher ratio and number of pupils per class at
lower secondary level in the school year 2020

Type of school	Pupils per teacher	Pupils per class
<i>Orientierungsstufe</i> independent of school type	13.4	21.3
<i>Hauptschulen</i>	10.7	19.0
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	12.1	21.7
<i>Realschulen</i>	15.1	25.1
<i>Gymnasien</i>	15.0	25.6
<i>Integrierte Gesamtschulen</i>	11.9	23.9
<i>Freie Waldorfschulen</i>	12.0	24.6

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021

Pupil-teacher ratio and number of pupils per class in selected full-time vocational schools 2020

Type of school	Pupils per teacher	Pupils per class
<i>Berufsschulen in the dual system</i>	33.3	18.7
<i>Berufsvorbereitungsjahr</i>	10.4	14.3
<i>Berufsgrundbildungsjahr</i>	8.7	18.8
<i>Berufsfachschulen</i>	12.8	20.1
<i>Berufsoberschulen/Technische Oberschulen</i>	10.6	17.3
<i>Fachoberschulen</i>	15.9	21.4

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021

**Selected privately-maintained schools in the secondary sector in the school year
2020/2021**

Type of school	Number of schools	Pupils in the secondary sector	Proportion of the total of pupils attending the respective type of school in per cent
General education schools			
<i>Orientierungsstufe</i> independent of school type	143	7,530	6.7
<i>Hauptschulen</i>	169	19,671	5.9
Schools offering both <i>Hauptschule</i> and <i>Realschule</i> courses	222	40,875	7.7
<i>Realschulen</i>	313	93,738	12.1
<i>Gymnasien</i>	545	273,273	12.3
<i>Integrierte Gesamtschulen</i> (schools including primary education)	280	59,097	5.9
<i>Freie Waldorfschulen</i> (schools including primary education)	236	57,600	100
Selected types of vocational schools			
<i>Berufsschulen</i> ¹	196	35,967	2.7
<i>Berufsfachschulen</i>	970	100,596	24.2

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

Source: Statistisches Bundesamt, Bildung und Kultur. Private Schulen. Fachserie 11, Reihe 1.1 – Schuljahr 2020/2021

**Institutions of higher education by type
(as per the 2020 summer semester)**

Universities and equivalent institutions	120
<i>Fachhochschulen</i>	213
Colleges of art and music	57
Total	390

Source: Hochschulrektorenkonferenz, Hochschulen in Zahlen 2020

**Institutions of higher education by type of funding
(as per the 2020 summer semester)**

state-run higher education institutions	240
non-state, state-recognised higher education institutions	150
of which private	111
of which church-maintained	39

Source: Hochschulrektorenkonferenz, Hochschulen in Zahlen 2020

**German and foreign students by type of institution of higher education¹
(as per the 2019/2020 winter semester)**

	Total	Universities and equivalent institutions	Colleges of art and music	<i>Fachhochschulen</i> including <i>Verwaltungsfachhochschulen</i>
Germans	2,339,437	1,415,805	22,947	900,685
Foreigners	383,682	246,580	10,956	126,146
Total	2,723,119	1,662,385	33,903	1,026,831

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

Source: Statistisches Bundesamt, Bildung und Kultur. Studierende an Hochschulen. Fachserie 11, Reihe 4.1 – Wintersemester 2019/2020

**Students by subject categories
(as per the 2019/2020 winter semester)**

Students	
Humanities	310,553
Sport	27,702
Law, economics and social sciences	1,034,705
Mathematics, natural sciences	299,004
Human medicine/Health sciences	174,862
of which: Health sciences in general	64,873
of which: Human medicine	95,160
of which: Dentistry	14,829
Agronomy, forestry, nutritional science, veterinary medicine	57,517
Engineering sciences	725,368
Fine arts, art studies	89,629
Other subjects and unclear	3,779
Total	2,723,119

Source: Statistisches Bundesamt, Bildung und Kultur. Studierende an Hochschulen. Fachserie 11, Reihe 4.1 – Wintersemester 2019/2020

Final examinations as per 2020

Examinations	
Total	476,913
<i>Diplom</i> (U) and corresponding final examinations ¹	28,777
Teaching examinations	43,248
of which: Bachelor's degree	15,389
of which: Master's degree	14,876
Bachelor's degree (without teaching examinations)	236,472
Master's degree (without teaching examinations)	134,532
Degrees at <i>Fachhochschulen</i>	7,664
Doctoral degree	26,220

¹ Including final examinations in artistic and other subjects.

Source: Statistisches Bundesamt, Bildung und Kultur. Prüfungen an Hochschulen, Fachserie 11, Reihe 4.2 – 2020

Students at *Berufsakademien* in the tertiary sector by subject categories 2020

Sport	180
Law, economics and social sciences	7,912
Mathematics, natural sciences	110
Human medicine/Health sciences	664
Agronomy, forestry, nutritional science, veterinary medicine	161
Engineering sciences	2,564
Fine arts, art studies	507
Total	12,098

Source: Statistisches Bundesamt, Bildung und Kultur. Statistik der Studierenden, Prüfungen und des Personals an Berufsakademien. Fachserie 11, Reihe 4.8 – 2020

***Fachschulen* in the school year 2020/2021**

Schools	1,486
Pupils	177,034
Teachers	10,832

Source: Statistisches Bundesamt, Bildung und Kultur. Berufliche Schulen, Fachserie 11, Reihe 2 – Schuljahr 2020/2021 and Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021

Privately-maintained *Fachschulen* in the school year 2020

Schools	527
Pupils	62,376
Proportion of the total of students attending <i>Fachschulen</i> in per cent	35.2

Source: Statistisches Bundesamt, Bildung und Kultur. Private Schulen. Fachserie 11, Reihe 1.1 – Schuljahr 2020/2021

Participation in continuing education by sector 2020

Proportion of people (population 18–64 years old), who in the last 12 months have participated in:	2012	2014	2016	2020
Type 1: in-company continuing education	35	37	36	48
Type 2: individual vocational continuing education	9	9	7	16
Type 3: non-vocational continuing education	13	12	13	18
Participation in continuing education as a whole (multiple selections)	49	51	50	60

Source: Bundesministerium für Bildung und Forschung, Weiterbildungsverhalten in Deutschland 2020

Participation in continuing education by subject area 2020

Topic area	2014	2016	2018	2020
Languages, culture, politics	10	14	13	10
Educational science and social competence	9	9	8	7
Health and sport	21	18	17	18
Business, labour, law	34	31	28	37
Nature, technology, computers	23	24	24	21
Not or not clearly classifiable	4	4	10	6
Total	100	100	100	100

Source: Bundesministerium für Bildung und Forschung, Weiterbildungsverhalten in Deutschland 2020

Volkshochschulen in 2019
Courses and enrolment by programme area

	Courses		Enrolment	
	Number	per cent	Number	per cent
Politics, social studies, environment	36,778	6.6	577,226	9.4
Humanities, design	88,599	15.9	883,395	14.3
Health education	193,755	34.7	2,284,168	37.1
Languages	180,203	32.3	1,943,147	31.5
Work, career	45,362	8.1	360,183	5.8
Basic education, school leaving qualifications	6,716	1.2	59,190	1.0
Total	6,220	1.1	54,871	0.9

Source: Volkshochschul-Statistik, working year 2019

Abendschulen and Kollegs in 2020

Schools	298
Abendhauptschulen	20
Abendrealschulen	109
Abendgymnasien	100
Kollegs	69
Students – total	38,573
at Abendhauptschulen	800
at Abendrealschulen	15,101
at Abendgymnasien	10,623
at Kollegs	12,049
Teachers – total	2,923
at Abendhauptschulen	51
at Abendrealschulen	780
at Abendgymnasien	936
at Kollegs	1,156

Source: Statistisches Bundesamt, Bildung und Kultur. Allgemeinbildende Schulen, Fachserie 11, Reihe 1 – Schuljahr 2020/2021 and Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 232, 2021

Privately-maintained *Abendschulen* and *Kollegs* in the school year 2020/2021

Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school
75	6,918	17.9

Source: Statistisches Bundesamt, Bildung und Kultur. Private Schulen Fachserie 11, Reihe 1.1 – Schuljahr 2020/2021

Pupils with special educational support in general education schools in 2020

Focus of special education	Pupils with special educational support in			Attendance rate in per cent ¹⁾
	Special schools	Main-stream schools	Main-stream schools and special schools in total	
Learning	109,371	118,750	228,121	3.08
Other focuses of special education				4.63
Sight	4,863	5,053	9,916	0.13
Hearing	10,363	11,607	21,970	0.30
Speech	30,609	28,621	59,230	0.80
Physical and motor development	25,229	14,250	39,479	0.53
Mental development	85,977	14,063	100,040	1.35
Emotional and social development	44,094	59,477	103,571	1.40
Types of special education not assigned to any other disability category	5,258	2,230	7,488	0.10
Learning, speech, emotional and social development (LSE)	1,393		1,393	0.02
Sick	10,796	414	11,210	–
All types of special education	327,953	254,465	582,418	7.70

¹ Percentage of all pupils of compulsory schooling age (Years 1-10 including special schools)

Source: Statistische Veröffentlichungen der Kultusministerkonferenz, Nr. 231, 2022

Special schools in the school year 2020/2021

	Number of schools	Pupils	Proportion of the total of pupils attending the respective type of school in per cent
Special schools	2,806	327,486	100
of which privately -maintained	671	74,328	22.7

Source: Statistisches Bundesamt, Bildung und Kultur. Allgemeinbildende Schulen, Fachserie 11, Reihe 1 – Schuljahr 2020/2021 und Statistisches Bundesamt, Bildung und Kultur. Private Schulen, Fachserie 11, Reihe 1.1 – Schuljahr 2020/2021

3. FUNDING

3.1. Introduction

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

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

Public spending on education

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

Since 2008, the Federal Statistical Office (*Statistisches Bundesamt*) has prepared an annual Educational Finance Report on behalf of the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) and in consultation with the Standing Conference of the Ministers of Education and Cultural Affairs in the Federal Republic of Germany (*Kultusministerkonferenz – KMK*). The Educational Finance Report compiles the most important information that is available on the education budget. The Educational Finance Report is part of education reporting, which continuously provides data-based information on the framework, input, progress, results and effects of educational processes. It serves as the basis for the following comments on expenditures in the individual education areas.

The expenditure (basic funds) of the Federation, Länder and local authorities in Germany are shown in the demarcation of the financing statistics of the public budgets. In 2019, according to the financing statistics, the public sector expended a total of Euro 150.1 billion on day-care centres for children, general and vocational schools, higher education institutions, financial assistance for pupils and students, other educational expenditure as well as out-of-school youth education and youth association work. This amounted to Euro 9.9 billion for the Federation, Euro 105.3 billion for the Länder and Euro 35.0 billion for the local authorities. This corresponds to 4.4 per cent of gross domestic product and 21.5 per cent of the total public budget.

Education budget

According to the International Standard Qualification of Education (ISCED), expenditure on education in Germany in 2017 totalled Euro 189.3 billion on pre-school education, schools and the associated areas, the tertiary sector, miscellaneous and other expenses. Additional German expenditure related to education amounted to Euro 20.9 billion for in-company vocational education, further education offers and

the promotion of participants in continuing education. The education budget thus comprised a total Euro 210.2 billion in 2017. This corresponds to 6.5 per cent of gross domestic product. According to financing statistics, the Federation contributed a total 10.6 per cent to educational spending, the Länder 52.6 per cent, local authorities 16.9 per cent, the private sector 19.6 per cent and 0.3 per cent came from abroad. The payment transactions between the public budgets were taken into account in this calculation.

Based on the internationally applied (ISCED) breakdown for education systems, of the overall education expenditure in Germany pre-school education accounted for Euro 30.3 billion (Federation: Euro 0.2 billion, Länder Euro 8.9 billion, local authorities Euro 16.4 billion, the private sector Euro 4.8 billion), schools and the associated areas accounted for Euro 97.3 billion (Federation Euro 2.8 billion, Länder Euro 66.2 billion, local authorities Euro 15.8 billion, the private sector Euro 12.5 billion), the tertiary sector for Euro 39.7 billion (Federation Euro 7.0 billion, Länder Euro 25.8 billion, local authorities Euro 0.1 billion, the private sector Euro 6.0 billion, and sources from abroad Euro 0.7 billion), and miscellaneous for Euro 2.7 billion (Federation Euro 0.2 billion, Länder Euro 2.2 billion, local authorities Euro 0.3 billion). Private household expenditure on educational goods and services outside educational establishments totalled Euro 6.5 billion. The amount spent on promoting participants in ISCED courses of education was Euro 12.9 billion (Federation Euro 7.5 billion, Länder Euro 4.0 billion, local authorities Euro 1.4 billion).

Of the additional German expenditure related to education, in-company continuing education, accounted for Euro 11.2 billion (Federation Euro 0.3 billion, Länder Euro 0.5 billion, local authorities Euro 0.3 billion, the private sector Euro 10.1 billion), expenditure on other education offers Euro 8.5 billion (Federation Euro 3.1 billion, Länder Euro 3.0 billion, local authorities Euro 1.2 billion, the private sector Euro 1.3 billion) and the promotion of participants in continuing education by the Federation Euro 1.2 billion.

In 2017 the total budget for education, research and science amounted to Euro 298.9 billion. This corresponds to 9.2 per cent of gross domestic product.

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

3.2. Early Childhood and School Education Funding

Funding

Early childhood education and care

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

by the Länder may include subsidies to cover investment, personnel and material costs etc.

In 2019, according to the financing statistics, the public sector expended Euro 33.6 billion on early childhood education and care. The Länder share amounted to Euro 16.1 billion or 47.8 per cent of expenditure on the primary sector and the local authority share to Euro 17.2 billion or 51.3 per cent of expenditure.

This was 9.8 percent more than in the previous year and 113.6 percent more than in 2010. The increase in expenditure is closely linked to the expansion of childcare places for children until they enter school. The Federation, the Länder and the local authorities had agreed in 2007 to progressively establish quality and needs-oriented day-care services for children under three years of age in day-care centres and child-minding services until 2013. The Children Promotion Act (*Kinderförderungsgesetz – KiföG – R62*) from 2008 regulates, amongst other things, the financial aid provided by the Federation to expand day care for children by setting up a “child care expansion” special fund. Since 1 August 2013 all children from the age of one have had a legal right to early-childhood education in a day-care centre or child-minding service. Since 2008, the Federation has contributed a total of Euro 3.28 billion to the expansion of childcare places for children under three. Over the past ten years, a total of more than 560,000 childcare places for children under three have been created. The fourth investment program currently underway (2017-2020) is set to create a further 100,000 places for children up to school age with federal funding of Euro 1.126 billion. In addition, the fifth investment program was launched as part of the economic stimulus package, providing an additional Euro one billion for 2020 and 2021. The money will make it possible to create 90,000 new childcare places in daycare centres and daycare for children. However, the funds can also be used for conversion measures and for investments in new hygiene and room concepts that are necessary due to the Corona pandemic. Under the investment programmes, the states and municipalities must bear a share of the investment costs themselves.

With the Act on the Further Development of the Quality and Participation in Child Day Care (*Gesetz zur Weiterentwicklung der Qualität und zur Teilhabe in der Kindertagesbetreuung – R64*), the Federation will support the Länder until 2022 with a total of around Euro 5.5 billion for measures to further develop the quality of childcare and to relieve parents of the fees.

Primary and secondary education

Financing of school education

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

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

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

In 2019, according to the financing statistics, the public sector expended Euro 73.8 billion on general and vocational schools. The Länder share amounted to Euro 59.8 billion or 81.0 per cent of expenditure, and the local authority share to Euro 14.0 billion or 19.0 per cent of expenditure.

In March 2019, after the *Bundestag*, the *Bundesrat* also approved an amendment to Article 104c of the Basic Law. Parallel to the legislative procedure, the Federation and the Länder have agreed on a corresponding administrative agreement. With the constitutional amendment, the Federation can grant the Länder financial assistance to increase the efficiency of the municipal education infrastructure, which, like the digitisation of the education system, is of particular importance for the state as a whole.

The amendment of Article 104c of the Basic Law was a prerequisite for the DigitalPact School 2019-2024 (*DigitalPakt Schule 2019–2024*), with which the Federal Government and the Länder are pursuing, among other things, the goal of creating digital education infrastructures suitable for the future. The Federation promotes digital technology, while the Länder are responsible for content development. Euro 5 billion from the Federation and a further Euro 500 million from the Länder will be invested in the digital infrastructure of schools. In addition, the Länder will ensure the further training of teachers, the adaptation of educational plans and the further development of teaching.

In the exceptional situation caused by the Corona pandemic, the Federation and the Länder have concluded supplementary agreements to the existing funding guidelines. The Länder will receive additional support in the form of an “immediate equipment program” for terminal equipment in schools, an agreement to promote the administration of IT in schools, and the programme for loaning equipment to teachers. The Federation is providing Euro 500 million for each of these programmes, while the Länder are contributing at least ten percent. In addition, the Länder are stepping up their efforts to train teachers in digital teaching and learning scenarios (e.g., technology, didactics, media skills).

Financing of vocational training

The *duales System* (dual system) of vocational education and training operates at two locations, namely within companies and at the *Berufsschule* (vocational school). Vocational training outside the school sector is mainly financed by companies, whose net costs are estimated at about Euro 7.7 billion in the training year 2012/2013 (latest survey). It is hard to put a figure on public spending on education and training in the dual system. If one includes items that can, to some extent, be assigned to the transition system (*Übergangsbereich*) area in the calculation, because they encourage the transition to vocational education and training, one arrives at around Euro 2.6 billion for 2014. This also takes into account the external and inter-company education and training. Spending on vocational schools, the majority of which are financed by the Länder, amounted to around Euro 11.7 billion in 2016.

Financial Autonomy and Control

Early childhood education and care

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

Primary and secondary education

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

Fees within Public Education

Early childhood education and care

Early childhood education is not a part of the state school system, and attendance of day-care centres is not, as a general rule, free of charge. To cover some of the costs, parental contributions are levied, the level of which may vary from Land to Land as well as from local authority to local authority and can depend on parents' financial circumstances, the number of children or daily attendance time. The Act on the Further Development of the Quality and Participation in Child Day Care introduced a nationwide obligation to stagger cost contributions from 1 August 2019.

In recent years, more and more regulations have been introduced to relieve parents of their costs. In some Länder, for example, attendance at a day care centre is already completely or partially free of charge, depending on the child's age and the scope of care. In some Länder no contributions are levied for the final year or the final years in a day-care centre for children.

Primary and secondary education

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

Financial Support for learners' families

Early childhood education and care

On application, financial contributions may be waived in part or in full if parents cannot afford to pay them. These would then be assumed by the local youth welfare office. From 1 August 2019, the Act on the Further Development of the Quality and Participation in Child Day Care exempts not only families receiving transfer payments, but also families with a low income from childcare contributions, for example if they receive a child supplement or housing benefit. The Länder can also use these funds for additional Länder-specific measures to relieve families of the fees.

Primary and secondary education

In the basic social security for persons seeking employment under Book Two of the Social Code (*Zweites Buch Sozialgesetzbuch – Grundsicherung für Arbeitsuchende – R165*) and welfare benefits under Book Twelve of the Social Code (*Zwölftes Buch Sozialgesetzbuch – Sozialhilfe*), in accordance with the *Asylbewerberleistungsgesetz* (German social welfare law for asylum seekers) and with the *Bundeskindergeldgesetz* (Federal Child Benefit Act) (for families who receive a supplementary child allowance or housing allowance), children, youths and young adults in need are in principle legally entitled to education and participation benefits (so-called education package).

The law takes into account the following needs for pupils who are eligible for the benefit:

- Expenses for the lunch together in schools as well as in principle also in day care facilities and in childminding services;
- suitable learning support that supplements the schooling, whereby the respective school law provisions are to be taken into account in each individual case;
- a total of Euro 150 for the 2020 school year in two instalments for personal school needs such as a satchel, writing, calculation and drawing materials;
- expenses for school trips lasting one or several days (including class trips within the scope of education regulations), day care facilities for children and child day care;
- expenses for school transport, unless these are covered or assumed otherwise.

Until they reach the age of 18, children/young people entitled to benefits are also eligible to participate in social and cultural life in the community for Euro 15 per month from 1 August 2019 (e.g. for membership fees in sports clubs or music school fees). The participation budget can be saved to a limited extent. The implementation of the education package is the responsibility of the respective local authorities and districts. According to a ruling by the Federal Constitutional Court (*Bundesverfassungsgericht*) in July 2020, a partial reorganization of these support services is necessary for the area of the Book Twelve of the Social Code with regard to the funding of education and participation services by January 1, 2022 at the latest.

Financial support for families of pupils with special educational needs

No information is available on financial support measures for families of pupils with special educational needs. Families of children with (impending) disabilities can be supported within the framework of integration assistance under Book Eight of the Social Code (*Achtes Buch Sozialgesetzbuch – SGB VIII*) or within the framework of benefits for the rehabilitation and participation of people with disabilities under Book Nine of the Social Code (*Neuntes Buch Sozialgesetzbuch – SGB IX*).

Financial support for learners

Financial support for pupils

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

On the basis of legal regulations on the part of the Federation (Federal Training Assistance Act – *Bundesausbildungsförderungsgesetz* – BAföG – R84), pupils from grade 10 onwards at general and vocational secondary schools are entitled under certain conditions to financial support from the state in the form of a grant, if they have no other means (mainly from their parents' income) of maintenance and financing training. For certain types of school, financial support for pupils is dependent e.g. on pupils being accommodated outside the parental home if the place of training is not accessible from there. Training assistance is paid to cover living costs and training, with the income and financial means of the pupil as well as the income of his or her parents and, if applicable, his or her spouse also being taken into account. Pupils may – depending on whether or not they live with their parents and what type of training institution they attend – receive financial assistance of between Euro 243 and Euro 580 monthly under the terms of the Federal Training Assistance Act. In individual cases a health and long-term care insurance subsidy of Euro 109 may also be granted. The assistance provided by the state does not have to be repaid.

In 2018 just less than 210,000 pupils received training assistance under the Federal Training Assistance Act. Federation expenditure on financial support for pupils under the Federal Training Assistance Act amounted to over Euro 700 million. Pupils granted support each received an average Euro 454 monthly.

Besides federal training assistance, pupils are entitled under certain circumstances to basic social security benefits for job seekers under Book Two of the Social Code (*Zweites Buch Sozialgesetzbuch – Grundsicherung für Arbeitsuchende* – R165). Some Länder have provisions under which upper secondary pupils who have no claim to assistance under the Federal Training Assistance Act can receive financial assistance from the Land under certain conditions.

During the final years of their education and training, pupils can make use of the federal government's Educational Credit Programme (*Bildungskreditprogramm*). More detailed information on the Educational Credit Programme is available in chapter 3.3.

Teaching aids

So that pupils have access to all teaching aids used in lessons regardless of their economic and social circumstances, most Länder have regulations on the provision of financial assistance for pupils to purchase teaching aids (*Lernmittelhilfe*), or on their provision free of charge (*Lernmittelfreiheit*); this provision is, in part, staggered according to parents' income and number of children. Under these regulations, pupils are either exempt from the costs of teaching aids or only have to pay part of the costs. The funds are provided either by the *Schulträger* (the local authority responsible for establishing and maintaining the schools), or by the Land in question. As a rule, pupils at public-sector schools are lent textbooks and other expensive teaching aids for the time they require them. A fee is charged in some cases for the loan, or the parents may be required to pay a portion of the costs (in some Länder, this applies, for example, to digital devices). Parents and pupils are expected to provide their own expendable materials (exercise books, pens and pencils) and other items (e.g. drawing instruments, material for use in crafts and needlework/metalwork lessons). In some Länder Bring Your Own Device (BYOD) applies. Students make their mobile devices available for use in class. Each Land decides differently on whether pupils at privately-maintained schools are to be supplied with teaching aids free of charge.

Transport to and from school

Each of the Länder has arrangements as regards the transport of pupils to and from school. There are certain differences as to who is entitled to use school transport and the scope of services provided. In all cases, however, there are comprehensive provisions for the period of compulsory full-time schooling to which the following statements refer. In general, fares are reimbursed, usually for public transport, while under certain conditions a school transport service is established in its own right. The purpose is to guarantee fair opportunities for pupils from all walks of life, between urban and rural areas, schoolchildren with and without handicaps.

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

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

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

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

Accident insurance for pupils

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

Private and Grant-Aided Education

Early childhood education and care

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

Primary and secondary education

Financing of privately-maintained schools

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

3.3. Higher Education Funding

Funding

Financing of higher education institutions by the Länder

Public higher education institutions are, with few exceptions, maintained by the Länder, and are supplied by these with the funds they need to carry out their work from the budget of the Ministry of Education and Cultural Affairs or the Ministry of Science and Research. The financing procedure usually comprises several stages of

coordination between the responsible ministry and the higher education institutions. First the higher education institution notifies the Land authorities of its finance requirement in the form of an estimate to be included in the budget of the Land ministry responsible for higher education. The entire budget is then compiled by the competent minister by agreement with the other responsible ministries and finally included in the budget proposals the government presents to parliament for its approval. The funds are made available once the parliament has discussed the budget and adopted it. Financing is generally oriented in accordance with the responsibilities of and services provided by the institutions of higher education in the field of research and teaching, in the promotion of up-and-coming academics, in the area of internationalisation and the equality of opportunity for women in science. The Land distributes and spends the funds according to requirements within the institution, a process which is again supervised by the Land.

In some Länder, framework agreements on development and funding for institutions of higher education are concluded between the Land and its institutions of higher education for a period of several years. The framework agreements define, for example, the objectives of the Land, the structural development of the institutions of higher education, the expansion plans, the strategic performance and development goals, taking into account the tasks regulated by law and their achievement, the type and scope of state funding for institutions of higher education and the further development of the budget management and management of higher education institutions. This procedure is intended to increase the planning security of the higher education institutions.

In 2019, according to the financing statistics, the public sector expended Euro 32.1 billion on higher education institutions. The Länder share was Euro 26.8 billion, or 83.3 per cent of expenditure, while the Federation share was Euro 5.4 billion or 16.7 per cent of expenditure.

Financing of higher education institutions by Federation and Länder

The funds provided by the Länder from their budgets cover personnel and material costs as well as investments, in other words expenditure on property, buildings as well as for first and major equipment. As a consequence of Federalism reform I, the joint task *Extension and construction of higher education institutions, including university clinics* has ceased to exist. Since 2006, higher education construction has been the sole responsibility of the Länder. For the abolition of the joint task caused by the abolition of the financing shares of the Federal Government, the Länder received annual compensation of Euro 695.3 million until 31 December 2019 pursuant to Article 143c of the Basic Law (*Grundgesetz* – R1). Following the reorganisation of the financial relationships between the Federation and Länder in 2017, these compensations have been replaced as of 2020 by additional VAT components from the Länder.

Following an amendment of the German Basic Law, the Federation and the Länder have had additional scope for action in the joint promotion of science since January 2015. Pursuant to Article 91b, paragraph 1 of the Basic Law, in cases of supraregional importance, they may now mutually agree to cooperate in the promotion of science, research and teaching. This means that institutions of higher education can now also be supported permanently by federal funds, whereas this only used to be possible through fixed-term programmes such as the Higher Education Pact 2020 or

the Excellence Initiative. Agreements between the Federation and the Länder which primarily concern institutions of higher education require the consent of all Länder.

Excellence Strategy

In June 2016, the Federal Government and the Länder concluded an agreement on the promotion of top-level research at universities (Excellence Strategy) as a successor to the Excellence Initiative launched in 2006. For the first time, this programme makes use of the possibilities offered by the amended Article 91b of the Basic Law (GG) and now provides for the continuation of the promotion of excellence on a permanent basis.

The continuation of the Excellence Initiative which aimed to train top performers in research and to raise the quality of Germany as a location for higher education and science across the board, further strengthens top university research. Within the scope of the Excellence Strategy to encourage top-level research at universities, the Federation and Länder will provide a total of up to Euro 533 million annually as of 2018 in the two funding lines “Excellence Cluster” and “Excellence Universities”. As in the Excellence Initiative, 75 percent of the funds will come from the Federation and 25 percent from the Land in which the successful university is located. In the Excellence Clusters funding line, a total of around Euro 385 million will be made available for the project-related funding of internationally competitive research fields at universities or university alliances. Project funding of around 45 to 50 excellence clusters will be provided. The funding period is generally two times seven years. In the Excellence Universities funding line, a total of around Euro 148 million will be provided to permanently support eleven institutions. The selected universities will undergo an independent and external evaluation every seven years, the results of which decide whether funding is to be continued.

In September 2018, a commission of 39 international experts (with one vote each) and the Ministers of Science of the Federation and the Länder governments (with a total of 32 votes) selected 57 clusters of excellence at 34 universities for funding from 1 January 2019. With the selection of the clusters of excellence, the second part of the Excellence Strategy was initiated. Universities with at least two or university consortia with at least three clusters of excellence could apply for funding as universities of excellence until the end of 2018. The funding decision was made in July 2019. Since November 2019, ten universities of excellence and one excellence consortium are funded.

Funding Initiative “Innovative Institutions of Higher Education and Programme to Support Up-and-Coming Academics”

In addition to the Excellence Strategy, the Federation and Länder resolved two schemes in June 2016: the funding initiative “Innovative Institution of Higher Education” and the programme to support up-and-coming academics.

The initiative “Innovative Institution of Higher Education” to support the research-based transfer of ideas, knowledge and technology helps institutions of higher education that already have a coherent strategy for their interaction with business and society to raise their profile in their so-called third mission “Transfer and Innovation”. The initiative has been endowed with Euro 550 million for ten years and is aimed particularly at *Fachhochschulen* as well as small and medium-sized universities. The Federation provides 90 percent of the subsidies, the respective home Land

10 percent. At least half of the funding and at least half of the funding cases should be allocated to *Fachhochschulen* or consortia coordinated by a *Fachhochschule*. In the first of two funding rounds, whose funding period is maximum five years, 48 institutions of higher education were selected in 19 individual and 10 collaborative projects. Funding for the projects started on 1 January 2018.

The goal of the Federation-Länder programme to support up-and-coming academics that has been endowed with Euro 1 billion by the Federation over a 15-year period is to make the career paths of up-and-coming academics at universities and equivalent institutions of higher education easier to plan and more transparent. It aims to improve the international appeal of the German scientific system and help the universities and equivalent institutions of higher education attract and permanently retain the best junior scientists from home and abroad as far as possible by encouraging the tenure-track professorship, an internationally recognised and accepted career path to a professorship. The 1,000 new Tenure Track Professorships funded by the Federation are to be advertised again and again and maintained by the Länder in the long term. At the same time, the Länder will increase the number of permanent professorships by 1,000. After two rounds of approval in 2017 and 2019, 1,000 professorships are now funded.

Higher Education Pact 2020

In 2007, in order to enable institutions of higher education to cope with an increasing number of new entrants and to maintain the efficiency of research at higher education institutions, the Federation and the Länder on the basis of Article 91b, paragraph 1, No. 2 of the Basic Law adopted the Higher Education Pact 2020. Through the Higher Education Pact, the Federation and Länder will create a needs-based range of courses, thus ensuring the quantitative expansion of higher education. Moreover, the Länder have pledged to grant more persons holding a vocational qualification access to the institutions of higher education.

In December 2014, the Federation and Länder resolved the third phase of the Higher Education Pact 2020. Beyond the existing agreements, a range of courses for an additional 760,000 new students is to be provided by 2020 and financed up until 2023.

Between the start of the Higher Education Pact in 2007 and the reporting year 2016, more than one million prospective students were able to enrol in higher education than would have been the case without the provision of additional study opportunities. Over the total duration of all three programme phases of the Higher Education Pact from 2007 to 2023, a total of more than Euro 20 billion from the Federation and more than Euro 18 billion from the Länder will flow to the universities.

Future Agreement Strengthening Studies and Teaching

The Future Agreement Strengthening Studies and Teaching (*Zukunftsvertrag Studium und Lehre stärken*) is intended to ensure that the capacity of study places is maintained in line with demand and to ensure the high quality of studies and teaching. At the same time, institutions of higher education gain financial planning security. In particular, permanent support can be used to promote the expansion of permanent employment contracts for staff involved in study and teaching. From 2021, the Federation will annually provide Euro 1.88 billion and from 2024 annually Euro 2.05 billion on a permanent basis for the Future Agreement. The Länder provide the same amount of funding each year. This means that Euro 3.8 billion will be available

annually until 2023 and Euro 4.1 billion from 2024 for the promotion of studies and teaching.

Programme allowances

Research projects funded by the German Research Foundation (*Deutsche Forschungsgemeinschaft* – DFG) receive full-cost funding amounting to 22 per cent of the project funds. The programme allowance is used by higher education institutions to cover indirect costs arising from research projects and thus contributes to increasing the strategic capability and strengthening research at higher education institutions. From 2007 to 2015, the extra amount was 20 percent. Projects approved by the DFG after 2016 will receive a flat programme fee of 22 percent of the project funds spent. The Federation and the Länder will provide up to Euro 2,173,66 million for this purpose between 2016 and 2020. Of this amount, up to Euro 2,049.10 million will come from the Federation and up to Euro 124.56 million from the Länder. Based on an agreement reached by the Federation and the Länder in May 2019, the funds for the program allowance will be transferred to the DFG's institutional budget starting in 2021. The percentage of the funding shares has not been changed and funds will be available for another five years.

Teaching Quality Pact

In June 2010 the Federal Government and the governments of the Länder agreed to extend the Higher Education Pact to include a joint programme designed to achieve better study conditions and more quality in teaching. The Federation is making a total of around Euro 2 billion available for the Teaching Quality Pact (*Qualitätspakt Lehre*) as the third pillar of the Higher Education Pact up to and including 2020. The Land where the respective higher education institution is located ensures the overall financing. A range of measures by the higher education institutions in receipt of funding to improve staffing and the qualification of teaching staff, and to safeguard and develop high-quality teaching, aim in particular to ensure greater academic success, a successful start to studies, and a productive approach to students' diverse starting conditions. The renewal proposals of 71 universities and *Pädagogische Hochschulen*, 61 *Fachhochschulen* as well as 24 colleges of art and music were selected for the second phase of the programme up to the end of 2020. The institutions of higher education will thus be given the chance to continue developing their successful concepts after a positive intermediate review and to transfer these to other fields in the institution of higher education.

Federal-Länder Agreement on “Innovation in Higher Education Teaching”

The agreement between the Federation and the Länder “Innovation in Higher Education Teaching” (*Innovation in der Hochschullehre*) concluded in June 2019 as the successor to the Teaching Quality Pact (*Qualitätspakt Lehre*) is intended to promote the further development of higher education teaching and its strengthening in the higher education system as a whole from 2021 onwards. To this end, the Foundation for Innovation in Higher Education Teaching (*Stiftung Innovation in der Hochschullehre*) was established under the auspices of the Toepfer Stiftung gGmbH. Appropriate funding formats are intended to motivate institutions of higher education to continue their efforts to improve quality and innovations in teaching and learning. In addition, the exchange and networking of relevant actors is to be supported. In 2020, the foundation published the funding announcement

“Strengthening higher education teaching through digitization”. With regard to the Corona pandemic, the development and testing of concepts of blended learning and online teaching are to be supported. In addition, institutions of higher education are to be supported in the further development and implementation of digitization strategies. The Federal Government and the Länder are providing up to Euro 150 million annually to promote innovation in higher education teaching. Financing will be provided by the Federation from 2021 to 2023 and jointly from 2024, with the Federation contributing Euro 110 million and the Länder Euro 40 million annually.

Funding to Promote Research Buildings at Institutions of Higher Education

With its funding to promote research buildings at institutions of higher education on the basis of Article 91b, paragraph 1, No. 3 of the Basic Law, including major equipment, the Federation aims to create the infrastructure for research of supra-regional importance. Euro 298 million has been made available for this purpose each year to 2019, currently divided into Euro 213 million for research buildings and Euro 85 million for major equipment. Research buildings are eligible for funding if they predominantly serve research of supra-regional importance, and the investment costs are greater than Euro 5 million. Länder applications for the promotion of research buildings are submitted to the Federation and the Science Council (*Wissenschaftsrat*). An item of major equipment is eligible for funding if it predominantly serves research of supra-regional importance and the overall purchase costs including accessories are in excess of Euro 100,000 at *Fachhochschulen* and Euro 200,000 at other higher education institutions. Applications for the funding of large scientific installations are submitted to the German Research Foundation for appraisal.

Female Professors Programme

The Female Professors Programme has been in place since 2008, with the aim of increasing the proportion of female professors at German higher education institutions and supporting female scientists in their careers. The programme is funded half by the Länder and half by the Federation and, following a positive evaluation in 2016, which showed that the proportion of female professors had increased more than expected, will be continued until 2022. In the third programme phase (2018-2022), a total of Euro 200 million is available for the programme.

Financing of research at higher education institutions by external funding

The funds allocated from the budget of the Land ministries responsible for higher education are the main source of finance for higher education institutions. However, members of the institutions engaged in research are also entitled, within the scope of their professional responsibilities, to carry out research projects which are not financed through the Land budget, but by third parties, e.g. organisations concerned with the promotion of research. Competitively raised research funds, a significant portion of which is provided by the public sector, are increasingly supplementing the basic funding of higher education institutions. In 2018, the institutions of higher education received a total of around Euro 8.3 billion in external funding.

The most important institution involved in promoting research in higher education is the German Research Foundation. It promotes research projects by, for example, providing individuals or institutions with financial assistance. In 2019, the Federation and the Länder supplied funds of more than Euro 2.6 billion for institutional research promotion through the DFG.

In 2017 higher education institutions also attracted funding under the specialised programmes of the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF) amounting to just over Euro 1.3 billion as contributions to research promotion. This includes the lump-sum project payments amounting to 20 per cent of the funding, which the BMBF is granting to higher education institutions as part of direct research promotion.

Higher education institutions also receive funds from companies, if the companies commission them with certain research and development work. In 2017, the share of external funding from the commercial sector accounted for over 18.3 percent or Euro 1.45 billion of all external funding.

Financing of Berufsakademien

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

Financial Autonomy and Control

The strengthening of the autonomy of higher education institutions in recent decades has also led to a paradigm shift from detailed state control to self-responsible action by higher education institutions in the area of finance. The reforms primarily concerned distribution modalities. Budget funding is hence partly apportioned via performance-related parameters, taking into account such criteria as the number of students within the *Regelstudienzeit* (standard period of study) and the total number of graduates or the level of external funding, known as *Drittmittel*, attracted for research purposes and/or the number of doctorates. In this context, changes in the Higher Education Acts of the Länder have strengthened the governance structures of higher education institutions and increased their financial autonomy. The relationship between the state and higher education institutions is now, amongst other things, marked by agreements on objectives and performance requirements, which define the deliverables. Higher education institutions now have some scope as regards specific measures to implement the agreed objectives. They have also been given greater flexibility in the use of the funds thanks to the introduction of global budgets, for instance. In addition to their basic funding, higher education institutions apply for funds from public and private bodies to promote research and development and to support teaching and up-and-coming academics.

Fees within Public Higher Education

The Länder may, at their own discretion, impose study fees on students. After a number of Länder had charged general study fees in the interim, these have been abolished in all Länder. Baden-Württemberg will charge students arriving from outside the EU for the purpose of studying tuition fees of Euro 1,500 a semester from the winter semester 2017/18 onwards. Exemptions should ensure the social compatibility and international scientific exchange at the institutions of higher education in the Land.

Some Länder charge an administration fee for registration or a contribution for the use of the institution's social facilities. If the institution has an organ of student self-

administration (General Student Committee – *Allgemeiner Studierendenausschuss*) within the framework of a constituted student body (*verfasste Studierendenschaft*) (in all Länder with the exception of Bayern) students also pay an additional contribution. In some Länder, fees for long-term students, study courses providing continuing education and for an additional course of study are now being charged.

In view of the strong influx of people with a refugee background, the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) discussed ways to reduce the costs of enrolment. The resolution of the Standing Conference from May 2016 on “Access and admission to higher education for refugees – possibilities for reducing the costs of enrolment” (*Hochschulzugang und Hochschulzulassung für Flüchtlinge – Möglichkeiten, die für die Immatrikulation fälligen Kosten zu reduzieren*) focuses in particular on those regulations that exist in the Länder that in principle enable the reduction of public fees, contributions and charges incurred in connection with attending an institution of higher education. With this in mind, the Standing Conference asked the Länder to work towards the institutions of higher education exploiting their option to facilitate the costs connected with enrolment in favour of the needy, with special consideration for the situation of refugees, in a reasonable manner and ensuring the principle of equality.

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

Financial Support for Learners’ Families

In addition to the direct support provided to students from low-income families by the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz – BAföG*), all students up to the age of 25 are supported through their families by the tax allowances or child benefits under the Income Tax Act or the child benefits under the Federal Child Benefit Act (*Bundeskindergeldgesetz*). In specific individual cases, the child supplement may also be considered. If students finish studying before their 25th birthday, the financial benefits enjoyed through their family come to an end with the end of the course of study.

Financial Support for Learners

Financial Assistance under the Federal Training Assistance Act

Students in the tertiary sector who have no other means (mainly from their parents’ income) of maintenance and financing a course of study (*Bedarf*) can also receive financial assistance under the terms of the Federal Training Assistance Act (BAföG). Training assistance is granted to German students and also to foreign students who have a long-term prospect of remaining in Germany such as, for instance, students with a settlement permit or a perspective for permanent residency under the EU Freedom of Movement Law.

The training must as a rule be started by 30 years of age in order to be eligible for funding under the BAföG. For Master’s study courses the age limit is 35 years. The duration for which such assistance is payable largely depends on the course of study chosen. The assistance limit corresponds to the standard period of study as stipulated in the respective examination regulations. From the fifth subject-related semester, students only continue to receive funding if they provide a certificate required for admission to examinations (*Leistungsnachweis*). The amount of the assistance in

principle depends on the student's own income and financial means as well as those of his or her parents and spouse.

At the beginning of the 2019/2020 winter semester, the 26th amending law to the BAföG raised the grant levels and income allowances, among other things. The financial assistance is also paid during non-lecture periods to meet students' requirements for that time. Students in higher education and at *Akademien* not living with their parents may receive up to Euro 861 per month (Euro 752 for their maintenance and accommodation, Euro 84 health insurance allowance and Euro 25 long-term care allowance), and where applicable a child-care supplement of Euro 140 per month for each child. This maximum amount also applies to students at the *Fachakademien* in Bayern and to students at the so-called *Höhere Fachschulen*, which usually require a *Mittlerer Schulabschluss* and in four to six half-years lead to a qualification that grants direct access to a senior position in a profession and, under certain circumstances, bestows a general or subject-related higher education entrance qualification (*Allgemeine Hochschulreife* or *Fachgebundene Hochschulreife*). Half of the amount is provided over the maximum period for which assistance is payable as a non-repayable grant, while the other half takes the form of an interest-free state loan. Repayment terms for this state loan depend on social considerations and income. Only a maximum amount of Euro 10,000 must be repaid. The 26th amending law to the Federal Training Assistance Act replaces this amount cap with a corresponding time limit of a repayment of a maximum of 77 monthly instalments of 130 euros each.

Those students who begin or continue their studies in another EU member state or in Switzerland are funded as well. Study periods ranging from a minimum of one semester up to one year spent abroad outside the EU and Switzerland are funded if they are beneficial to studies and can be – at least partially – counted towards the training period, or are carried out within the framework of higher education cooperation schemes. In the latter case, a shorter period of at least twelve weeks is also eligible for support. In exceptional cases funding may also continue over a longer period. Compulsory placements may be funded from a minimum of 12 weeks abroad.

In 2018 517,675 students received financial assistance under the Federal Training Assistance Act. Federation training assistance expenditure supporting students totalled over Euro 2 billion for the student sector alone. Students in receipt of assistance obtained an average of Euro 493 each.

Educational Credit Programme and Student Loan Programme

The support system is supplemented through the Educational Credit Programme (*Bildungskreditprogramm*) which can support pupils and students in an advanced stage of their training. This credit may also be approved alongside federal training assistance payments to fund exceptional expenses which are not covered by the Federal Training Assistance Act. Borrowers can freely choose up to 24 constant monthly instalments of Euro 100, 200 or 300 per training stage, subject to a maximum loan amount of Euro 7,200 per training stage. If the total limit of 24 instalments and the total amount of Euro 7,200 is not exceeded, a one-off payment of up to Euro 3,600 can also be applied for on request if the borrowers can demonstrate that they need the one-off payment, e.g. for special training purposes. Funding is only possible if the trainee is under 36 years old. As a rule students can only take up this credit until the end of the twelfth semester of study. The credit accrues interest as soon as it is paid out. However, interest is automatically deferred until repayment commences. The

educational credit is applied for at the Federal Office of Administration (*Bundesverwaltungsamt* – BVA) and disbursed by the Reconstruction Loan Corporation (*Kreditanstalt für Wiederaufbau* – KfW).

As part of the student loan programme of the KfW, since 2006, students of any study course are offered a loan in order to finance cost of living to the amount of Euro 100 up to 650 per month, irrespective of their income or assets.

Additional Means of Financial Assistance

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

Financial Assistance Through Grants

Particularly gifted and dedicated students can be supported with a grant from the thirteen organisations for the promotion of young talent supported by the Federation. The organisations for the promotion of young talent reflect the diversity of German society and mirror the various ideological, religious, political, business or union-based tendencies in Germany. The oldest and biggest organisation for the promotion of young talent is the German National Scholarship Foundation, which is also partly financed by the Länder. In 2017, a total of around 29,500 students were supported by the organisations for the promotion of young talent.

The German Academic Exchange Service (*Deutscher Akademischer Austauschdienst* – DAAD) offers grants for foreign students and up-and-coming academics and scientists to pursue studies or further education of limited duration at a German higher education institution. Alongside the DAAD, some Länder also have special funds for providing assistance to foreign students at the local institutions of higher education. Furthermore, gifted and high-achieving students at German institutions of higher education have been supported with the *Deutschlandstipendium*. The grant amounts to Euro 300 a month and is paid in equal halves by private sponsors (companies, foundations, private individuals) and the Federation. In 2019, 28,159 students received a *Deutschlandstipendium* on the basis of the Scholarships Programme Act (*Stipendienprogramm-Gesetz* – R126).

On completion of a first degree, students may also receive scholarships to support their further studies in line with the postgraduate assistance acts (*Graduiertenförderungsgesetze* – R154–163) and regulations of the Länder. The foundations for gifted students (*Begabtenförderungswerke*) also provide students who have already completed a first degree with grants to enable them to study for a *Promotion* (doctorate).

Indirect Forms of Financial Assistance

Students receive various indirect forms of financial assistance which include reduced health insurance rates, the fact that time spent studying is partially acknowledged by the pension insurance authorities, subsidised student ticket prices in local public

transport, reduced dining prices in canteens and rents in publicly subsidised dormitories.

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

Private Higher Education

Study fees are charged at non-state-maintained higher education institutions in all Länder. As a rule, higher education institutions maintained by the church charge no or significantly lower tuition fees than the privately-maintained higher education institutions.

3.4. Adult Education and Training Funding

Funding

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

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

- institutional sponsorship of recognised continuing education institutions by the Länder on the basis of continuing education legislation
- institutional sponsorship of *Volkshochschulen* (local adult education centres) and sponsorship of activities of continuing cultural education by the local authorities,
- grants for adults seeking to obtain school-leaving qualifications under the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz – BAföG – R84*) and career advancement training under the Upgrading Training Assistance Act (*Aufstiegsfortbildungsförderungsgesetz – AFBG – R167*),
- continuing education for employees of the Federal Government, Länder and local authorities.

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

The further education and training that is necessary for the labour market, in particular for the target groups of the unemployed, people threatened by unemployment and low-skilled persons is financed by contributions pursuant to Book Three of the Social Code (*Drittes Buch Sozialgesetzbuch – Arbeitsförderung – R164*) from unemployment insurance scheme funds as well as by taxes pursuant to Book Two of the Social Code (*Zweites Buch Sozialgesetzbuch – Grundsicherung für Arbeitsuchende – R165*), which regulates the basic social security for persons seeking employment. Since January 2019, this has also been the case for workers whose professional activities can be replaced by technologies, who are otherwise affected by structural change or who are seeking further training in a bottleneck occupation. In 2019, expenditures for the

promotion of continuing vocational training by the Federal Employment Agency (*Bundesagentur für Arbeit*) amounted to Euro 2.7 billion (Euro 1.5 billion for the continuing training budget plus Euro 1.2 billion for unemployment benefits for continuing vocational training).

In 2020, a total of around Euro 3.4 billion will be available in the budget of the Federal Employment Agency for further training support (around Euro 2.1 billion for the further training budget – of which Euro 850 million for further training support for employees – plus around Euro 1.3 billion for unemployment benefits for vocational further training).

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

The obligation of employers to grant employees leave for training while continuing to pay their wages may be regarded as indirect funding for adult education; this is regulated in most Länder in laws on paid training leave and educational leave. The Land law rules differ depending on the purpose of the education or training (vocational, socio-political or general continuing education).

Fees Paid by Learners

Those attending continuing education courses make a contribution towards their cost. This contribution can be subsidised by tax relief and by assistance for low-income groups and for special courses. For example, depending on the Land, between 19.2 and 58.3 per cent of the cost of *Volkshochschulen* courses (especially general continuing education) was covered by course fees in 2020. In particular, those on career development courses within continuing vocational training bear a large proportion of continuing education costs themselves. Additionally, costs are partly covered by enterprises within the framework of personnel development measures.

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

Financial Support for Adult Learners

Financial Assistance under the Federal Training Assistance Act

Grants are provided for adults seeking to obtain school-leaving qualifications under the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz – BAföG*). Training assistance under the Federal Training Assistance Act is for example granted for the attendance of *Abendschulen* or *Kollegs*, if the student has not yet exceeded the age of 30 at the beginning of the training section. Participants in courses of the so-called *zweiter Bildungsweg* may receive financial assistance of between Euro 439 and Euro 715 (in case of attendance of a *Kolleg*) monthly under the terms of the Federal Training Assistance Act. This support takes the form of a grant and therefore does not need to be repaid. A health insurance or long-term care allowance of up to a total of Euro 109 may also be granted and, where applicable, a child-care supplement of Euro 140 per month for each child.

Financial Assistance under the Upgrading Training Assistance Act

Those who take part in career advancement training programmes under the Upgrading Training Assistance Act (*Aufstiegsfortbildungsförderungsgesetz – AFBG*) have a

legal right to state funding that is comparable with student funding in accordance with the Federal Training Assistance Act. The so-called Upgrading BAföG supports full-time and part-time continuing education courses offered by public and private providers that specifically prepare participants for public further training examinations pursuant to the Vocational Training Act (*Berufsbildungsgesetz* – R81), Crafts and Trades Regulation Code (*Handwerksordnung* – R82) or equivalent qualifications pursuant to federal or state law. The professional qualification aspired to must be above the level of a skilled worker, journeyman and assistant examination or a *Berufsfachschule* qualification. The AFBG supports persons who prepare for an upgrading training qualification as a master craftsman or master tradesman in industry, Erzieher, Techniker, Fachkaufmann/-frau, Betriebswirt or one of more than 700 comparable qualifications in an eligible scheme. This grant is partly a subsidy and partly a low-interest loan from the Reconstruction Loan Corporation (KfW). Support for participants who already have a Bachelor degree or comparable higher education qualification is also possible. However, this has to be their highest higher education qualification.

The Federation spent a total of around Euro 267 million in 2019 for support pursuant to the AFBG, the Länder provided around Euro 75million. In 2019, around 167,000 participants were supported in upgrading training schemes, just less than 85,600 of whom participated in a full-time scheme and just less than 81,500 in a part-time scheme. As part of the National Skills Strategy, an additional Euro 350 million are to be spent on upgrading training in the current legislative period up to 2021.

Financial Assistance through Grants

As part of the support programme entitled *Vocational Education and Training Promotion for Gifted Young People*, the Federal Government assisted by the Foundation Vocational Education and Training Promotion for Gifted Young People (*Stiftung Begabtenförderung berufliche Bildung gGmbH* – SBB) provides grants to support continuing education measures for talented young people in employment who have completed a recognised course of vocational education and training in accordance with the Vocational Training Act, the Crafts and Trades Regulation Code or one of the health sector professions governed by federal law and who are younger than 25 on commencing the programme (Continued Training Scholarship). The federal government also supports gifted people with professional experience who want to start studying after several years of professional activity via the SBB (upgrading scholarships).

To support the two grant programmes a total of Euro 56.7 million was provided to the Stiftung from the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF) in 2019.

Voucher programmes for the promotion of non-formal further education

For more than a decade, Germany has also been supporting continuing vocational training in the form of voucher programmes. At the federal level since 2008 through the so-called education premium (*Bildungsprämie*). The education premium consists of the two components premium voucher (*Prämiengutschein*) and savings voucher (*Spargutschein*). Those interested in continuing education can receive a subsidy of up to Euro 500 to finance continuing education measures (premium voucher) if certain conditions are met. The financing of further training measures has been facilitated

by the opening of the Capital Accumulation Act (savings voucher). The third funding phase of the programme began in July 2014.

In addition to the federal government, there are currently a total of 15 Länder with their own regulations for the promotion of non-formal vocational continuing education and training, which support the vocational continuing education and training of employees and their guidance under designations such as (further) education cheque, qualification cheque, qualification cheque or continuing education and training bonus. The programmes differ from the training premium in terms of objectives, target groups and funding conditions. In addition, there are voucher programmes in some federal states which are aimed exclusively at employers to promote their employees (e.g. in Saarland or Mecklenburg-Vorpommern).

4. EARLY CHILDHOOD EDUCATION AND CARE

4.1. Introduction

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

Day-care centres (*Kindertageseinrichtungen*) provide for either children under the age of three (ISCED 010) or from the age of three up to starting primary school (ISCED 20) separately (in *Krippen* and *Kindergärten*, respectively) or operate as one setting for the entire phase of early childhood education and care. In past years the profile of day-care centres has changed considerably. The number of facilities, which offer ECEC exclusively for children from the age of three up to starting school has decreased while more and more centres offer ECEC for both age groups. One reason for this change in the supply structure is the expansion of day-care for children under three years of age agreed by the Federation, Länder and local authorities. The legal right to ECEC in a day-care centre or childminding service from the age of one entered into force on 1 August 2013. A nationwide needs-oriented supply of day-care places for children is to be established in order to create the basis for fulfilling this right. Statistics show a steady rise of day-care attendance rate since 2006. [https://www-genesis.destatis.de/genesis/online?sequenz=tabellen&selectionname=2254*#abread-crumb].

For children who have reached compulsory schooling age but whose level of development does not yet allow them to cope with the challenges of primary school, *Schulkindergärten*, *Vorklassen* oder *Grundschulförderklassen* have been established in some Länder. These institutions are classified at ISCED level 020 and fall under the responsibility of the ministries of education.

Under the Basic Law (*Grundgesetz* – R1), as part of its responsibility for public welfare, the Federation has concurrent legislative competence for child and youth welfare. This also applies to the promotion of children in early childhood education and care (*Kinderkrippen*, *Kindergärten*, *Horte* or *Kindertagespflege*). The Federation exercised its legislative authority in this field by passing Book Eight of the Social Code (*Achtes Buch Sozialgesetzbuch – Kinder- und Jugendhilfe* – SGB VIII – R61) in June 1990.

Pursuant to paragraph 22 of the Book Eight of the Social Code day-care centres for children and childminding services are called upon to encourage the child's development into a responsible and autonomous member of the community. Furthermore, early childhood education and care is designed to support and supplement the child's upbringing in the family and to assist the parents in better reconciling employment and child rearing. This duty includes instructing, educating and caring for the child and relates to the child's social, emotional, physical and mental development. It includes the communication of guiding values and rules. The provision of education and care is to be adjusted to the individual child's age and developmental stage, linguistic and other capabilities, life situation and interests, and take account of the child's ethnic origin. In terms of pedagogy and organisation, the range of services offered should be based on the needs of the children and their families.

In this context, the providers day care must not only ensure the best interests of the child, but also developmentally appropriate and suitable procedures for participation and the possibility of complaints in personal matters. Based on the attitude of the

pedagogical staff, who place children as individual personalities in the centre of pedagogical action, education cannot take place without participation.

The legal framework of the Federation for child and youth welfare is completed, supplemented and extended by the Länder in their own laws (R65-80).

The principles of education policy in the ECEC sector are laid down in the Joint Framework of the Länder for Early Education in Day-Care Centres (*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*) which was resolved by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) and the Youth Ministers Conference (*Jugendministerkonferenz – JMK*) in 2004 and is currently being updated.

On 1 January 2019, the Act on the Further Development of the Quality and Participation in Child Care (*Gesetz zur Weiterentwicklung der Qualität und zur Teilhabe in der Kindertagesbetreuung – R64*), the so-called Good Day-Care Facilities Act (*Gute-KiTa-Gesetz*), came into force. With the Act, the Federation is supporting the Länder with a total of around Euro 5.5 billion between 2019 and 2022. Its aim is to further develop the quality of early childhood education and care nationwide through Land-specific measures and to improve participation in child care. With the additional funds, the Länder can implement measures in ten qualitative fields of action and/or take measures to ease the burden of fees on families. The fields of action cover various aspects of quality in child care and range from the creation of a demand-oriented offer to the improvement of the specialist-child ratio and the recruitment and securing of qualified specialists to the qualitative further development of child care.

In addition, the Länder finance further measures for quality development in the field of early childhood education and care.

4.2. Access

Place guarantee to ECEC

Since 1 August 2013 there has been a legal entitlement to a place in a day-care centre or in a childminding service for children who have reached the age of one. This complements the legal entitlement introduced back in 1996 to care in a day-care centre for children from the age of three up to starting school. Verbatim, the corresponding regulations in Book Eight of the Social Code (*Achtes Buch Sozialgesetzbuch – Kinder- und Jugendhilfe – SGB VIII, § 24 Abs. 2 and 3 – R61*) read:

“A child who has reached the age of one is entitled to early childhood support in a day-care centre or in childminding service until he or she reaches the age of three.”

“A child who has reached the age of three is entitled to support in a day-care facility until he or she starts school. The public youth welfare organizations shall work to ensure that a demand-oriented range of all-day places is available for this age group. In case of special need or as a supplement, the child may also be fostered in home-based child care.”

Correspondingly, the local maintaining bodies of public youth welfare (local authorities – *Kommunen*) are obliged to provide places in day-care centres or child-minding services to all children from the age of one until they start school. In this regard, they cooperate with the non-public youth welfare services.

If the legal entitlement to care in a day-care centre or in a child-minding service cannot be honoured by the city or municipality, parents can sue to have the legal entitlement honoured.

Affordability

Early childhood education and care is not a part of the state school system, and attendance of day-care centres is not, as a general rule, free of charge. To cover some of the costs, parental contributions are levied, the level of which may vary from Land to Land as well as from local authority to local authority and can depend on parents' financial circumstances, the number of children or daily attendance time. With the Act on the Further Development of the Quality and Participation in Child Care (*Gesetz zur Weiterentwicklung der Qualität und zur Teilhabe in der Kindertagesbetreuung – R64*), the Federation is supporting the Länder between 2019 and 2022 with a total of around Euro 5.5 billion for measures to further develop the quality of child care and to relieve parents of the fees. To this end, a nationwide obligation for social staggering of parental contributions was introduced on August 1, 2019. The criteria that can be used are, for example, the parents' income, the number of children entitled to child benefit, and the daily child care hours. In the future, families with low incomes will be able to apply for full exemption from the obligation to pay contributions.

In recent years, more and more regulations have been introduced to relieve parents of their costs. In some Länder, for example, attendance at a day-care centre is already completely or partially free of charge, depending on the child's age and the scope of care. In some Länder no parent contributions are charged for the final year or the final years in a day-care centre for children.

4.3. Organisation of Centre-based ECEC

Admission Requirements and Choice of ECEC institution

There are no admission requirements for a child to be admitted to a day-care centre. Parents are free to choose the facility. There is no entitlement to admission to a particular day-care centre, however.

Group Size and Child/Staff Ratios

Early childhood education and care (ECEC) takes place to some extent in age-based groups and to some extent in groups of mixed ages.

Regulations on group size and staff-to-child ratios are determined by the Länder and are therefore difficult to compare. Group sizes are either not specified or range from 20 to 28 children per group for children aged 3 to 6 and from 8 to 15 for children aged 0 to 3. The staff-child ratio in 2019 is between 1:3 and 1:5.9 for children aged 0 to 3, and between 1:6.5 and 1:12 for children aged 3 to 6.

The child/staff ratio relates to pedagogic staff. As a rule, pedagogic staff in early childhood education and care are trained at *Fachschulen* for youth and community work which are internationally assigned to the tertiary level. In some Länder, auxiliary staff, especially nursery assistants (*Kinderpflegerinnen* and *Kinderpfleger*), are employed in the ECEC sector alongside pedagogic staff (*pädagogische Fachkräfte*) and graduate youth and community workers. In most Länder, these staff attend a two-year training course at *Berufsfachschulen*, full-time vocational schools.

Annual, weekly and daily organisation

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

Organisation of the Day and Week

In Germany, early childhood education and care in day-care centres is not part of the state-organised school system, but is assigned to Child and Youth Welfare, which means that the Ministries of Education and Cultural Affairs of the Länder therefore do not adopt regulations governing the time-table in early childhood education and care. However, in some Länder there exist legal entitlements to child care hours that must correspond to the best interests of the child.

The opening hours of the day-care centres are mainly regulated by the responsible bodies in consultation with the municipalities responsible for planning the services and with the involvement of the parents. These times may vary between the different day-care centres and depend to some extent on the needs of the families in their catchment areas. In terms of contractually agreed care hours, the spectrum of services generally ranges from up to five hours in the morning to between six and seven hours of daily care, sometimes with lunch breaks, to over seven-hour all-day services with lunch. There are considerable regional differences in the pattern of daily use of places in day-care centres.

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

Until 2019, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (*Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ*) supported families with the federal programme *KitaPlus: Because Good Care Is Not a Question of the Time of Day (KitaPlus: Weil gute Betreuung keine Frage der Uhrzeit ist)*. This programme aimed to create additional care offers in after-school and day-care centres as well as in child-minding services that are tailored to the needs of the family from the very beginning of care through to the after-school care centre. More detailed information on the federal programme *KitaPlus* is available in chapter 11.2.

4.4. Educational Guidelines

Steering Documents

The principles of education policy in the early childhood education and care sector are laid down in the Joint Framework of the Länder for Early Education in Day-Care Centres (*Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen*) which was adopted by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) and the Youth Ministers Conference (*Jugendministerkonferenz – JMK*) in 2004 and is currently being updated.

This binding framework applies to centre-based settings across the whole phase of early childhood education and care.

Under the Joint Framework, educational objectives in early childhood education and care focus on attaining basic skills and developing and strengthening personal resources, which motivate children and prepare them to take up and cope with future challenges in learning and life, to play a responsible part in society and be open to lifelong learning.

On the level of the Länder, education plans specify the basic notion of education and describe the day-care centres' independent responsibility for education. Each day-care centre must draw up its own pedagogical plan, which must be approved by the regional or local Youth Welfare services and is coordinated with the primary schools (*Grundschulen*). The responsibility for the actual educational work performed in the individual day-care centres lies with the maintaining body. Whether the existing educational guidelines developed by the Länder for ECEC apply to childminders depends on the regulations of the Länder and the age of the children.

In November 2009, the national working group of the Land youth welfare services (*Bundesarbeitsgemeinschaft der Landesjugendämter*) adopted Specialist Recommendations on the Quality of Education, Upbringing and Care for Children Under Three Years of Age in Day-Care Centres and Child-minding Services (*Fachliche Empfehlungen zur Qualität der Bildung, Erziehung und Betreuung der unter Dreijährigen in Kindertageseinrichtungen und Kindertagespflege*).

Areas of learning and development

The legal mandate of child day care is a holistic one and combines the triad of education, upbringing and care. Subjects and weekly teaching hours are not laid down for the sector of early childhood education and care, and there are no curricula such as those in schools.

According to the specialist recommendations of the national working group of the Land youth welfare services of November 2009 on the quality of the education, upbringing and care of children under three in day-care centres for children and child-minding services, and the current education plans of the Länder insofar as they take this age group into account, early childcare must respond in particular to the basic needs of small children. The specific needs of children under three include:

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

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

The aim of supporting the development of children until they start school is to develop their intellectual, physical, emotional and social abilities. According to the Joint Framework of the Länder for Early Education in Child Care Centres, educational areas are:

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

Language education plays a special role in educational concepts. The goal of language education is for the child to express his or her thinking in a meaningful and differentiated way. Language development is embedded in personal relationships and communication and in actions that make sense to children. A central component of language education is the child's experience of books, storytelling and written culture (literacy). This should also be seen against the background of the promotion of multilingual children.

The framework is currently being updated and expanded to include other areas of education.

Pedagogical approaches

The educational work in day-care centres for children is dominated by the principle of holistic support and learning together with others (co-construction). The main emphasis here is on individual educational work with the children, be this in projects or integrated in day-to-day life. Educational work shall encourage self-organised learning, give the child the freedom for creativity, enable the child to learn from mistakes, as well as to investigate and experiment.

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

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

Another development aspect is the promotion of motor development. Extensive opportunities for motor activities are designed to support secure movement and the development of body awareness, self-acceptance and the attentiveness of the child. This includes inter alia a wealth of physical activities, open spaces, programmes such

as rhythmic early education, and song and movement games. Children should also have enough time to make motor advances by themselves.

Assessment

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

Transition to primary school

In June 2009, the Standing Conference and the Conference of Ministers of Youth and Family Affairs (*Jugend- und Familienministerkonferenz – JFMK*) adopted a joint resolution entitled “Making the transition from day care for children to primary school meaningful and effective – optimizing the interaction between elementary and primary education”. They have thus agreed on a set of common principles that can serve as guidelines for action for the educational institutions involved, their employees and parents. Day care centres and primary schools should support children in their curiosity, willingness to learn and methodical learning competence by enabling a variety of learning experiences and promoting their abilities. This also includes reliable promotion of skills in the German language.

Furthermore, with regard to the cooperation between day-care centres and primary schools, the Standing Conference and JFMK consider it necessary for the Länder to formulate binding goals for the transition and cooperation between day-care centres and primary schools through legislation or agreement and to ensure their implementation through appropriate instruments.

4.5. Home-based provision

Objectives and accessibility

As well as day-care centres for children, child-minding services are also available, especially for children under the age of three. The general objectives of day-care for children according to Book Eight of the Social Code (*Achtes Buch Sozialgesetzbuch – Kinder- und Jugendhilfe – SGB VIII – R61*) mentioned in the introduction also apply to home-based provision of day-care for children. Here one or more children are cared for by a childminder in a private home or an apartment or house rented for this purpose. Children in day-care centres are sometimes also looked after by a childminder if the opening times of the facility do not suit the needs of parents. Pursuant to § 24 Abs. 2 and 3 of Book Eight of the Social Code, the legal entitlement to a publicly subsidised place in day care from the age of one may be used in home-based provision until children reach three years of age. Publicly funded childminding services accounted for 16.2 percent of all care offers for children under the age of three in 2019.

On the federal level, within the framework of public welfare responsibility for early childhood education and care (ECEC) in home-based provision lies with the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (*Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ*), on the level of the Länder, the Ministries of Youth and Social Affairs are the competent authorities.

Requirements for childminders and child ratios

Since 2005 minimum qualification requirements for the childminder are in place. Child-minding services should provide an alternative which in terms of quality equals the supervision in day-care centres, in particular for children below the age of three. Within the scope of the Child Day Care Action Programme (*Aktionsprogramm Kindertagespflege*), the German Youth Institute (*Deutsches Jugendinstitut – DJI*) has established a curriculum of 160 hours as the minimum standard for the training of childminders. Besides the qualification of childminders on the basis of this standard, the programme also provided for the option of continuing education while in employment and permanent employment models for childminders.

The aim of the federal programme Childminding: Because the Smallest Ones Need Closeness (*Kindertagespflege: Weil die Kleinsten große Nähe brauchen*) (2016-2018) and the follow-up programme ProChildminding: Where Education for the Smallest Starts (*ProKindertagespflege: Wo Bildung für die Kleinsten beginnt*) (2019-2021) is to sustainably strengthen the childminding profession. With these programmes, the Federation supports, inter alia, the introduction, implementation and sustainable anchoring of the competence-oriented Qualification Manual Childminding (*Qualifizierungshandbuch Kindertagespflege – QHB*) in the qualification of childminding personnel. The QHB realigns the basic qualification of childminding staff. It extends the basic qualification to 300 teaching units plus internships and self-learning units. The 300 teaching units are divided into 160 teaching units of activity-preparing and 140 teaching units of activity-accompanying basic qualification. In addition to 100 hours of self-study, the future childminders complete a total of 80 hours of practical training: 40 hours in a childminding service and 40 hours in a day-care centre. Due to the increased scope of qualification, the QHB also opens up new possibilities for follow-up qualification for vocational training paths for child day care workers.

Specifically, the programme of the Federation ProChildminding: Where Education for the Smallest Starts promotes the qualification of childminders, better working conditions and good cooperation in day care. According to the motto “Qualified action and care”, childminding is to be further strengthened and the framework conditions improved. At each of 47 model locations, funding is provided for a coordination office, the qualification of childminders in accordance with the QHB, and material costs for work in seven mandatory subject areas. The BMFSFJ is providing funding totalling Euro 22.5 million for the three-year ProChildminding programme, which runs from 2019 to the end of 2021. The 47 locations will each receive funding of up to Euro 150,000 per year.

In accordance with Book Eight of the Social Code (§ 43 paragraph 3), the childminder-child ratio is a maximum of five children per childminder.

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

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

5. PRIMARY EDUCATION

5.1. Introduction

The general type of school at the primary level is the *Grundschule* (primary school) which is attended by all school-age children together. It covers grades 1 to 4. In Berlin and Brandenburg the *Grundschule* covers grades 1 to 6.

General objectives

The tasks and objectives of the *Grundschule* are determined by its position within the school system. The primary school's role is to lead its pupils from more play-oriented forms of learning at pre-school level to the more systematic forms of school learning, and also to orient the form and content of teaching programmes towards the different learning requirements and capabilities of individual pupils.

In June 2015, the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) resolved “Recommendations on the work in the primary school” (*Empfehlungen zur Arbeit in der Grundschule*) which amounted to a fundamental realignment and reorganisation.

According to the recommendations, the task of the primary school is to enable basic school education in a joint educational programme for all children. The goal is to acquire and extend basic and adaptable competences. These include above all the key competences in the areas of linguistics and mathematics, which form a basis for not only all other educational areas in the primary school but also for continuing education as well as lifelong learning and independent appropriation of culture. The nationwide educational standards in the subjects German and mathematics are hereby decisive for the primary sector, grade 4 (resolutions of the Standing Conference of October 2004). The Common European Framework of Reference for Languages (CEFR) as well as the Perspectives Framework for General Studies (*Perspektivrahmen Sachunterricht*) also provide an orientation.

Primary schools cater for the heterogeneity of their pupils through individualised and differentiated lessons that are oriented on their initial learning situation. Decisions on the content and didactics as well as determinations as regards targeted methods, social forms, ways of working and task formats are taken by the teaching staff on the basis of the individual premises and needs of the learners.

Specific legislative framework

The Basic Law (*Grundgesetz – R1*) and the constitutions of the Länder (R13–28) include a number of fundamental provisions on schools (inspection, parents' rights, compulsory schooling, religious instruction, privately-maintained schools) which also have a bearing on primary schools. The legal basis for the *Grundschule* as the first compulsory school for all children is to be found in the Education Acts (R86–103) and the Compulsory Schooling Acts (R121) of the Länder as well as in the *Schulordnungen* (school regulations) for the primary school enacted by the Ministries of Education and Cultural Affairs in the Länder.

5.2. Organisation of Primary Education

Geographical Accessibility

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

The *Kommunen* (local authorities), i.e. the municipalities, districts and municipalities not being part of a district, must, in their capacity as the maintaining bodies of public-sector schools, ensure that a well-balanced choice of education is available in their area. This means that school development planning is a task of the local authority maintaining bodies, which identify the school capacity required and determine the location of schools. The plans of each of the local authorities must be established on the basis of mutual consultation and approved by the schools' supervisory authorities, in most cases by the Ministry of Education and Cultural Affairs. The exception to this is Bayern, where schools are generally established by the Land in consultation with the local authorities.

Regional differences in the number and geographical distribution of schools depending on the type of school result from the number of children and youths of school age, demographic forecasts, the voting behaviour of parents, the economic and social situation in the region or school planning stipulations of the competent authorities.

Admission Requirements and Choice of School

Choice of school

In order to complete general compulsory schooling, pupils must, in principle, attend the local *Grundschule* (primary school). In Nordrhein-Westfalen and Schleswig-Holstein parents are free to enrol their child in a *Grundschule* other than the one nearest their home. In Berlin and Brandenburg, admission to a primary school other than the one nearest their home may take place according to the availability of places. School maintaining bodies have the right and duty to establish school districts for elementary schools. In some Länder, maintaining bodies can establish overlapping or joint school districts for several elementary schools. For lower secondary schools, catchment areas can be defined.

Start of compulsory schooling

Compulsory schooling starts on 1 August for all children having reached their sixth birthday before a statutory qualifying date. Following the resolution of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) of October 1997 entitled “Recommendations on starting school” (*Empfehlungen zum Schulanfang*), the Länder can set the qualifying date between 30 June and 30 September. They can also make provision for the possibility of starting school during the course of the school year. The aim of the recommendations is to reduce what are, in part, high deferment rates and to encourage parents to send their children to school as early as possible. The strengthening of the collaboration between

day-care centres for children and primary schools in most of the Länder serves the same purpose. Offers of flexible school entrance phases are being further developed.

Early entrance

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

Deferment of schooling

The conditions for a deferment of school attendance or a postponement of the start of school are regulated differently in the Länder. In most Länder a deferment is possible in exceptional cases if support in a school environment is not expected to create conditions more favourable to the child's development. In some Länder a deferment of schooling is possible only on health grounds.

In the majority of Länder, the children involved may take part in pre-school educational programmes (*Schulkindergarten, Vorklasse, Grundschulförderklasse*). In Berlin and Brandenburg, the attendance of a pre-school educational institution for children whose schooling has been deferred is obligatory. If a flexible school entrance phase is in place, where teaching is provided across grades, and which pupils complete in minimum of one year and a maximum of three years, there is no deferment of schooling in some Länder.

Where doubts still remain at the end of the period of deferment as to which school can best support the child, it lies within the responsibility of the school supervisory authority to determine whether the child is entitled to special educational support.

Age Levels and Grouping of Pupils

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

Organisation of the School Year

With a five-day school week, teaching takes place on 188 days a year on average (365 days minus 75 days holiday, minus ten additional free days, minus 52 Sundays and 40 Saturdays). As a rule, in Länder with a six-day school week, there are two Saturdays per month on which no lessons take place. In this case, the number of days on which lessons are taught increases to 208 (365 days minus 75 days holiday, minus ten additional free days, minus 52 Sundays and 20 Saturdays). However, the total

number of teaching hours per year is the same regardless of whether teaching is carried out on the basis of a five-day or six-day week, since the lessons which are held on a Saturday in the six-day week are distributed among the other weekdays in the five-day week.

In accordance with the Agreement between the Länder on harmonisation in the school system (*Hamburger Abkommen*), the school year begins on 1 August and ends on 31 July. The actual beginning and end of the school term depend on the dates of the summer holidays. Summer holidays have been restricted to the period between mid-June and mid-September for educational, organisational and climatic reasons. Pursuant to an agreement of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder, the six-week summer holidays are fixed within this period in accordance with a rota system, whereby the Länder take turns to have the summer holidays later or earlier. The long-term agreement adopted by the Standing Conference in June 2014 lays down the dates of the summer holidays for all Länder until 2024. Under the rotating system, the Länder are divided into five groups each with about the same population. Apart from the summer holidays, there are shorter holidays which the Länder decide annually on the basis of certain principles and their own considerations. These minor holidays fall at Easter and Christmas. The teaching administration can fix a shorter holiday at Whitsun and in autumn, and authorise individual variable holidays to take account of special local situations. The total annual duration of school holidays is 75 working days.

Organisation of the School Day and Week

In grades 1 to 4 of primary education, pupils attend lessons for 20 to 29 periods a week. In most Länder there are 20 to 22 periods in the first year, rising to 27 in the fourth (final) year of primary education. As a rule each period lasts 45 minutes. Lessons are usually held in the morning, with up to six periods a day.

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

In the primary sector, lesson times are laid down from 7.30/8.30 a.m. to 1.30 p.m. or 11.30 a.m. (Monday to Friday or Monday to Saturday) for the so-called reliable half-day primary school (*verlässliche Halbtagsgrundschule*).

Provision of all-day education and supervision and supervision of pupils outside lesson times

Changes in children's living conditions have meant that the development and education of pupils before and after lessons as well as in the afternoon have become more important in the primary school too. All-day supervision and care for children aged between six and ten is provided through intramural offers as well as in after-school centres (e. g. *Horte*) run by the public child and youth welfare services. Intramural all-day education and care offers are to be organised under the responsibility of the head staff and are implemented in many places in cooperation with partners from outside school such as the maintaining bodies of child and youth welfare services or bodies

maintaining cultural education, youth sport clubs and parents' associations. The pedagogical efforts concentrate on a close spatial and content-related cooperation of the partners.

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

In all-day schools, an all-day option is provided for pupils pursuant to the nationwide definition of the Standing Conference on the primary or lower secondary level on at least three days a week, comprising at least seven hours daily. There are three different forms:

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

All-day offers 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 should be conceptually linked with the lessons. Typical extracurricular offers include learning and practice offers, study periods, homework supervision, learning support and inclination offers, study groups, recreational activities, periods used by the class teachers to settle class business. All-day schools provide a midday meal on the days on which they offer all-day supervision.

Open all-day schools also include those offers that

- provide an all-day option for pupils on at least three days a week comprising at least seven hours a day;
- provide a midday meal for all participating pupils on every day on which all-day schooling is offered;
- the all-day offers are organised under the supervision and responsibility of the school head and are carried out in close cooperation with the school head as well as being conceptually related to the lessons.

The sharp rise in the number of schools offering all-day schooling is reflected in the report *Allgemein bildende Schulen in Ganztagsform in den Ländern in der Bundesrepublik Deutschland – Statistik 2014 bis 2018* – that is available on the website of the Standing Conference. The internet portal www.ganztagschulen.org provides

information on the development of all-day offers in the Länder and on current empirical accompanying research.

In the school year 2018/2019, 67.5 per cent of all public and private primary schools were *Ganztagschulen*. A total of 42.2 per cent of all primary school pupils were involved in all-day education – an increase of 0.5 percentage points over 2017. Most of the all-day primary schools in Germany operate in the open form.

5.3. Teaching and Learning in Primary Education

Curriculum, Subjects, Number of Hours

Development of curricula

The material and competences which are important to the educational process at primary school are laid down in curricula, education plans or framework plans which may be subject-related, area-related or interdisciplinary. To implement the *Bildungsstandards* (educational standards) of the Standing Conference for the primary sector, the subjects in the curricula are adapted accordingly. The educational standards binding for all Länder define the objective, whereas the curricula reveal concrete and binding competence expectations for specific subjects. In addition to educational standards, the competencies and goals formulated in the strategy of the Standing Conference Education in the Digital World (*Bildung in der digitalen Welt*) of December 2016 (last amended in December 2017) have led to a review or revision of curricula in all Länder. For further information on quality assurance and quality development by means of educational standards, see chapter 11.2. More detailed information on the strategy of the Standing Conference Education in the Digital World is available in chapter 6.3.

Curricula or education plans for the primary school as well as for other types of school are the responsibility of the Ministries of Education and Cultural Affairs in the Länder. They take the form of instructions from a higher authority and, as such, are binding on teachers. It is the responsibility of the head teacher to ensure that the current curricula are taught at his/her school. At the same time, curricula are formulated in such a way that the teachers can act to perform their pedagogical responsibility. Nevertheless all the teachers of a specific subject at one school hold conferences to reach a consensus on methods, contents and assessment criteria as well as, depending on the individual Land, also teaching and learning aids.

A curriculum or education plan is usually drawn up as follows: Once the Ministry of Education and Cultural Affairs of a particular Land has reached the decision to revise or completely reorganise a curriculum, a commission is appointed usually consisting in the main of serving teachers, including heads, as well as school inspectors, representatives of the school research institute of the Land concerned and of experts in the relevant disciplines from institutions of higher education. As a rule, it is the job of the commission to devise a curriculum for a certain subject at a specific type of school, for a specific school level or for a type of school. It will then work on a draft. Experience gained with previous curricula is taken into account when it comes to devising new ones. In some Länder curricula are launched on a trial basis before being finalised and becoming universally valid. Finally, there are set procedures according to which the commission may consult associations, universities and parents' and pupils' representative bodies.

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

A central database with curricula or education plans for schools providing general education is accessible on the website of the Standing Conference (www.kmk.org).

Subjects

The primary school curriculum covers in particular

- German
- Mathematics
- General studies
- A foreign language
- Art
- Handicrafts/textile design
- Music
- Sports
- Religion or Ethics or a comparable subject

Interdisciplinary and transdisciplinary work is the driving force in the context of all subjects. German, mathematics and general studies hereby form the core subjects in primary school.

The educational standards of the Standing Conference for the primary sector (grade 4) in the subjects German and mathematics are the bases for the subject-specific requirements on teaching in primary schools in all Länder. The educational standards describe the competences including defined sub-competences that a child should usually have acquired at the end of grade 4 in the core areas of the subjects German and mathematics. At the same time they provide a clear orientation for individual support.

In both instruction with the same learning objectives for all pupils, and instruction with different learning objectives for some pupils, the challenge is to align instruction with existing competencies and to develop learning potential in order to systematically expand the individual performance possibilities of each child. The performance requirements should be individually appropriate and challenging.

The pedagogical diagnostics and the counselling and support for especially gifted pupils as well as for pupils with reading and spelling or calculating difficulties based on this are among the tasks of primary schools or special diagnostic centres. Primary schools receive professional support in the field of diagnostics and counselling from school psychologists, school social workers, child and youth welfare organisations, the school doctor service or special education institutions.

Foreign language teaching

Foreign language lessons are already provided in the primary sector in all Länder. In most Länder compulsory foreign language lessons begin in grade 3. With competence-oriented foreign language lessons in primary school the Länder follow the principle of learning language using real-life situations, authentic language and action-based methods. Learning is also based on specific fields of experience, the everyday

world, and the cognitive potential of the children, and initiates the first steps towards automation and linguistic reflection. These are also facilitated by bilingual lessons, which have been significantly developed in recent years. In most Länder bilingual lessons are offered at individual primary schools, sometimes in addition to regular lessons and sometimes as an integrated concept. As the Standing Conference stated in its “Recommendations on work in the primary school” (*Empfehlungen zur Arbeit in der Grundschule*) from June 2015, bilingual teaching and learning in primary education also form the basis for viable bilingual concepts of secondary schools.

The basis for the definition of the final qualification level in foreign language learning from primary education through to upper secondary level is the Common European Framework of Reference for Languages (CEFR), with its defined competence levels. Foreign language lessons at primary schools are based predominantly on competence-oriented curricula (framework curricula, core curricula) or education plans which – in line with the recommendations adopted by the Standing Conference to strengthen foreign language skills (*Empfehlungen zur Stärkung der Fremdsprachenkompetenz*) – are oriented towards the Common European Framework of Reference for Languages and the recommendations for the primary sector. The target level for functional communicative competences at the end of grade 4 is geared to CEFR level A1. This competence level describes an elementary use of language. The pupils can communicate in a simple manner, understand and use everyday expressions and very simple sentences.

For compulsory foreign language lessons in primary school the Länder predominantly offer the languages English and French taught in the entry-level classes of the secondary general education schools. Lessons are also offered in the languages of the neighbouring countries (Danish, Dutch, Polish, Czech) and in the languages spoken by immigrants (e.g. Italian, Portuguese, Russian, Spanish, Turkish) or in the settlement areas of minorities (e.g. Sorbian or Wendish) or regionally (Frisian, Low German).

Alongside compulsory foreign language lessons, the Länder also offer additional optional lessons to learn languages of the country of origin, languages of neighbouring countries and languages of encounter.

The report “Foreign languages in primary school – state of play and concepts 2013” (*Fremdsprachen in der Grundschule – Sachstand und Konzeptionen 2013*) published by the Standing Conference provides an overview of the areas of competence and expectations as regards the curricula, and the range of languages on offer, and also the organisational structures of foreign language lessons in the primary schools of the different Länder.

Cross-curricular topics

Apart from the subjects that have already been named, comprehensive educational areas have been adopted in the curricula or education plans of the Länder in different ways. The Standing Conference emphasises the significance of these topics in schools through resolutions and recommendations on individual lesson contents. The following overarching lesson contents play a role in teaching at primary schools: intercultural education, education for sustainable development, language education, MINT education, values education, aesthetic education, democracy education, Europe education, health education, culture education, media education, human rights

education, road safety education, economic education and consumer education. More detailed information is available in chapter 6.3.

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

Teaching Methods and Materials

Staff at primary schools face the challenge of providing high-quality teaching in a manner appropriate to the heterogeneity of their student body which is characterised by efficient classroom management, a supportive teaching climate and multi-variant cognitive activation. The class teacher principle as a constitutive element of work at primary schools is in a well-balanced relationship to the expertise of the teaching.

The quality standards for teaching at primary schools include on the one hand an efficient classroom management with rules and disturbance prevention that affect behaviour, a teaching climate conducive to learning with a constructive treatment of errors and cognitive activation. On the other hand, this also calls for structure and clarity with professional correctness.

The teaching staff involve their pupils in planning, carrying out and analysing lessons in a manner appropriate for their age and makes their experiences, questions, concerns, knowledge and competences the starting point for lessons. They are also allowed to participate in organising school life through project-oriented initiatives and interdisciplinary projects. This participation in lessons encourages responsibility for one's own learning process and performance motivation. Furthermore, in order to do justice to the specific way in which primary school children think and experience things, a holistic approach is the principle of teaching in primary schools.

It is the task of the teachers' conference to select textbooks from the regularly published lists of textbooks which are, in some of the Länder, approved by the Ministry responsible for school education. The use of digital media (multimedia) and the internet is becoming increasingly important, both as a teaching aid and as something to be taught and learnt. The latest information about the use of online resources in teaching and internet projects can be found on the Education Servers provided by the Länder Ministries which is accessible via the national information portal maintained by the federal and Länder authorities, the German Education Server (www.eduserver.de).

5.4. Assessment in Primary Education

Pupil assessment

Competence-oriented learning calls for corresponding forms of performance review and assessment. Competence-oriented feedback in the course of the learning process provides information on how far the individual child has progressed along the path to the target competences at the end of a learning pathway. It is the basis of the assessment. Feedback instruments include competence-based reports, observation sheets, learning development reports, learning diaries, portfolios. Children and their parents are provided with regular information on the next learning steps in counselling and learning development talks. This feedback takes place according to

transparent criteria and illustrates the individual progress and competence level on the basis of educational standards that has been achieved.

The teaching staff familiarise pupils with self-assessment instruments and encourage them to reflect on their learning pathways and results in a manner appropriate for their age and development. They therefore successively strengthen them in their self-assessment competence and enable them to set their own goals and to see external assessments as an opportunity for learning.

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

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

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

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

Pupils experiencing difficulties with reading and writing or in mathematics are generally subjected to the same assessment standards that apply for all pupils. In primary schools, compensation for any disadvantages and deviations from the basic principles for surveying and assessing performance take place.

Progression of pupils

All children automatically move from grade 1 to grade 2 at the primary school. In some Länder there is a flexible school entrance phase, where teaching is provided across grades, and which pupils complete in minimum of one year and a maximum of three years. As a rule, from grade 2 of the primary school onwards each pupil is assigned to a suitable grade depending on his or her achievement level, either by being promoted a grade or by repeating a grade. The decision whether or not to move a pupil to the next grade is based on the marks achieved in the pupil's school report (*Zeugnis*) at the end of the school year.

Pupils who are not moved up have to repeat the grade they have just finished. Under certain circumstances, a pupil may also repeat a grade even if a decision has been made to let him or her move up from that grade at the end of the school year. On the basis of the total number of pupils in the primary sector, 1.0 per cent of pupils repeated a class in school year 2018/2019.

Certification

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

5.5. Organisational Variations and Alternative Structures in Primary Education

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

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

As a rule, International Schools in Germany cater for primary as well as secondary school pupils. There are also three European Schools, which offer bilingual lessons in various languages.

The Staatliche Europa-Schule Berlin (SESB) is a "School of Special Educational Character" and a network of bilingual classes at 33 schools with approximately 7,000 students. According to the dual immersion system, a continuous bilingual education is offered in two equally important languages (German and one of nine other languages) from the first grade up to the *Abitur*.

6. SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION

6.1. Introduction

Secondary education breaks down into lower secondary level (*Sekundarstufe I*), which comprises the courses of education from grades 5/7 to 9/10 of school, and upper secondary level (*Sekundarstufe II*), which comprises all the courses of education that build on the foundations laid in the lower secondary level.

The function of all the courses of education at lower secondary level is to prepare pupils for courses of education at upper secondary level, at the end of which a vocational qualification or the right to access higher education is acquired. Accordingly, lower secondary education is predominantly of a general nature whereas upper secondary level includes the general course of education at the *gymnasiale Oberstufe* as well as vocational courses of education.

As a rule, lower secondary level is attended by pupils between 10/12 and 15/16 years of age and upper secondary level by pupils between 15/16 and 18/19 years of age. Both age groups are required to attend school: the former full-time, the latter, 15- to 19-year-olds, generally part-time for three years or until they have reached the age of 18, unless they are attending a full-time school.

Secondary level educational institutions do differ in terms of duration and school-leaving qualifications, but largely constitute an open system allowing transfer from one type of course to the other. The same qualifications can, as a rule, also be obtained subsequently in vocational education and training institutions as well as adult education institutions or through an external examination (see chapter 8.5.).

General objectives

General objectives – lower secondary education

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

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

General objectives – upper secondary education – general education schools

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

The aim of learning and work within the upper level of the *Gymnasium* is to obtain the *Allgemeine Hochschulreife*, which entitles the holder to enter any study course at

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

General objectives – upper secondary education – vocational schools and vocational training in the dual system

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

The *Berufliches Gymnasium* provides a three-year course of education. Starting on the basis of a *Mittlerer Schulabschluss* satisfying the requirements for admittance to the *gymnasiale Oberstufe* or an equivalent qualification, the *Berufliches Gymnasium* leads, as a rule, to the *Allgemeine Hochschulreife* (a general entrance qualification for higher education). The *Berufsfachschulen* serve to provide an introduction to one or several occupations, provide part of vocational education and training in one or several recognised occupations requiring formal training or lead to a vocational education and training qualification in a specific occupation. At the same time, they expand the level of general education previously acquired. In the *Berufsoberschule*, the knowledge, capabilities and skills acquired by pupils during their initial vocational education and training are taken as the basis for an extended general and in-depth subject-related theoretical education, which shall enable pupils to pursue a course in higher education. The three- to four-year courses of education for double qualification provide both vocational qualification (e.g. the assistant occupations or vocational qualifications in a number of recognised occupations requiring formal training) and a higher education entrance qualification. The *Berufsoberschule* provides two years of full-time education and leads to the *Fachgebundene Hochschulreife* (qualification entitling holder to study particular subjects at a higher education institution). Pupils can obtain the *Allgemeine Hochschulreife* by proving their proficiency in a second foreign language. The *Fachoberschule* requires a *Mittlerer Schulabschluss* and leads as a rule in a two-year course of study up to the *Fachhochschulreife*, i.e. the higher education entrance qualification for the *Fachhochschule*. It equips its pupils with general and specialised theoretical and practical knowledge and skills. The Länder may also establish a grade 13, after successful completion of which pupils can

obtain the *Fachgebundene Hochschulreife* and, under certain conditions, the *Allgemeine Hochschulreife*.

Within the framework of vocational education and training within the *duales System* (dual system), the task of the *Berufsschule* is to teach practically-oriented and interdisciplinary competences with special consideration for the requirements of vocational education and training and at the same time to provide an educational programme that prepares pupils for vocational education and training or accompanies the professional activity. The *Berufsschule* can cooperate in tasks of further vocational and continuing education.

Specific legislative framework

Secondary schools providing general and vocational education

Based on the Education Acts (R86–103) and Compulsory Schooling Acts (R121) of the German Länder, ordinances for schools providing general and vocational education in particular 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* – R81) of 1969 and the Crafts and Trades Regulation Act (*Gesetz zur Ordnung des Handwerks* – R82) of 1953, respectively. Among other issues, these two laws govern fundamental matters of the relationship between young people and companies that provide training (e.g. contracts, certificates, pay), in other words the rights and obligations of trainees and trainers. They also govern the regulatory aspects of vocational training (e.g. the suitability of training providers and instructors, the terms of the training regulations known as *Ausbildungsordnungen*, the examination system and supervision of training) and the organisation of vocational training (e.g. the function of the various chambers of industry and commerce as the *competent bodies* and of their vocational training committees).

The Protection of Young Persons at Work Act (*Jugendarbeitsschutzgesetz* – R6) lays down special provisions for the protection of young trainees.

6.2. Organisation of General Lower Secondary Education

Types of Institutions

Following the primary school stage at which all children attend mixed-ability classes (grades 1 to 4, in Berlin and Brandenburg grades 1 to 6) the structure of the secondary school system (grades 5/7 to 12/13) in the Länder is characterised by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible, either as schools offering one course of education or schools offering several courses of education.

All the courses at schools offering a single course of education are related to a certain leaving certificate. Traditionally these are the *Hauptschule*, the *Realschule* and the *Gymnasium*. Furthermore, integrated or cooperative secondary schools exist in most Länder. The cooperative secondary school brings together the *Hauptschule*, *Realschule* and *Gymnasium* under one pedagogical and organisational roof. The integrated

Gesamtschule forms a pedagogical and organisational unit covering the three educational programmes of lower secondary level, irrespective of the number of levels of proficiency when differentiating between the performance in specific subjects. Schools offering several courses of education combine two or three courses of education under one roof. In the meantime they have led to the abolition of the *Hauptschule* and *Realschule* in most *Länder*. The names for the types of schools in the *Länder* with the educational programmes described here are the following:

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

Schools offering two courses of education include the *Oberschule* (Brandenburg, Sachsen), the *Realschule plus* (Rheinland-Pfalz), the *Regelschule* (Thüringen), the *Regionale Schule* (Mecklenburg-Vorpommern), the *Sekundarschule* (Bremen, Sachsen-Anhalt), the *Verbundene Haupt- und Realschule* (Hessen) and the *Mittelstufenschule* (Hessen). Schools offering three courses of education include the *Integrierte Gesamtschule*, the *Kooperative Gesamtschule*, the *Gemeinschaftsschule* (Baden-Württemberg, Berlin, Saarland, Sachsen, Sachsen-Anhalt, Schleswig-Holstein, Thüringen), the *Integrierte Sekundarschule* (Berlin), the *Oberschule* (Bremen, Niedersachsen), the *Stadtteilschule* (Hamburg) and the *Sekundarschule* (Nordrhein-Westfalen).

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

A description of the special educational support available at general education schools and *sonderpädagogische Bildungseinrichtungen* (special schools, e.g.

Förderschulen, Förderzentren, Schulen mit sonderpädagogischem Förderschwerpunkt, Sonderpädagogische Bildungs- und Beratungszentren), may be found in chapter 12.3.

Common principles for lower secondary education were laid down by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) in the Agreement on types of school and courses of education at lower secondary level (*Vereinbarung über die Schularten und Bildungsgänge im Sekundarbereich I*) of December 1993 as periodically amended.

Schools offering one single course of education at lower secondary level

Hauptschulen (in Bayern the *Mittelschule*), *Realschulen* and *Gymnasien* are schools offering one single course of education. All the instruction at such schools is geared to the attainment of one specific leaving certificate. *Hauptschule* and *Realschule* only exist in any appreciable numbers in five Länder (Baden-Württemberg, Bayern, Hessen, Niedersachsen, Nordrhein-Westfalen). The *Gymnasium* exists in all Länder.

Hauptschule

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

As a rule, the subjects taught at *Hauptschulen* include German, a foreign language (usually English), mathematics, physics/chemistry, biology, geography, history, *Arbeitslehre* (i.e. pre-vocational studies, also called economics-work-technology or work-economics-technology, economics and profession or profession and economics) and social studies, music, art, sport, religion and, in some Länder, domestic science and economics and other vocationally-oriented subjects. In some Länder subjects have been combined into subject groups. In some Länder mathematics and foreign language lessons are 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 qualifying or extended *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 qualifying or extended *Hauptschulabschluss*. As a secondary school, the *Hauptschule* also affords particularly able pupils an opportunity to obtain a more advanced qualification under certain conditions such as the *Mittlerer Schulabschluss*, either in a 10th year or in a subsequent vocational education. See chapter 6.4. for more information about qualifications.

Realschule

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

As a rule, the subjects taught at *Realschulen* include German, a foreign language (usually English), mathematics, physics, chemistry, biology, geography, history, politics, music, art, sport and religion. In some Länder subjects have been combined into subject groups. In addition to compulsory courses, pupils are generally required to take three to six hours a week of compulsory electives as from grade 7 or 8. According to their personal inclinations and abilities, the pupils may take additional classes in certain compulsory subjects or choose new subjects, including, among others, a second foreign language (usually French) as from grade 7 or 8. Some Länder provide the option of choosing a second foreign language from as early as grade 6.

A *Realschule* leaving certificate (*Mittlerer Schulabschluss*) qualifies a pupil to transfer to a school that provides a vocational or, under certain conditions, a higher education entrance qualification (see also chapter 6.4.).

Gymnasium

Gymnasien provide an INTENSIFIED GENERAL EDUCATION. The course of education in the standard *Gymnasium* comprises both the lower and upper secondary level and covers grades 5 to 12 or 5 to 13 (or years 7 to 12 following a six-year primary school). Apart from standard *Gymnasien*, there are special types of *Gymnasium* into which *Hauptschule* and *Realschule* pupils can transfer following grade 6 or 7, as well as special courses for particularly able *Realschule* and vocational school leavers.

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

Schools offering several courses of education in lower secondary level

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

The following applies for schools offering several courses of education: teaching at various levels of proficiency begins in mathematics and in the first foreign language in grade 7, in German usually in grade 8, at the latest in grade 9, in at least one scientific subject (physics or chemistry) at the latest in grade 9.

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

Geographical Accessibility

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

Admission Requirements and Choice of School

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

Choice of school within the differentiated school system

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

During grade 4 or grade 6 in the primary school, a vote is taken by the school which the pupil is leaving that contains general information about the pupil's progress in primary school and concludes with an overall assessment of her or his aptitude for certain types of secondary schools. This is accompanied by detailed consultations with parents. The vote of the primary school is either the basis for the decision or an aid in the decision regarding the pupil's future school career. Depending on Land legislation, various methods can be used to assess the pupil's suitability for a future school career at the *Realschule* or *Gymnasium* (trial half-year, trial lessons, entrance examination). The final decision is taken either by the parents or by the school or school supervisory authority. An overview of the regulations of the individual Länder regarding the transition from primary to lower secondary education is available on the website of the Standing Conference.

Choice of a specific school establishment

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

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

If no catchment areas have been fixed for a type of secondary school, parents have in principle the option to freely choose which school their child attends. As a rule, in this case the capacity of the chosen school is the only limiting factor affecting the pupil's right to admission.

Age Levels and Grouping of Pupils/Students

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

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

Organisation of the School Year

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

Organisation of the School Day and Week

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

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

All-day education and supervision offers

Education and care outside morning lessons is provided to lower secondary level pupils at *Ganztagschulen* (all-day schools) and extended *Halbtagschulen* (half-day schools), via all-day offers in schools, as well as in programmes run in cooperation with providers of child and youth welfare services or cultural education, sports clubs, parents' initiatives or other external cooperation partners. All Länder have signed cooperation agreements with education providers outside the school sector. Currently these offers are, with particular emphasis depending on the respective Land, being developed in many Länder. Both concepts strengthen education and individual support as compared to the aspect of mere supervision. The objectives of the expansion of all-day offers include a sustainable improvement of the quality of schools and teaching as well as a decoupling of social background and competence acquisition. In detail, the new all-day facilities are aimed at creating the prerequisites for improved individual promotion, closer linkage between the education available in schools and out-of-school educational facilities and the stronger participation of parents and pupils. The schools and the *Schulträger* (school-maintaining bodies) were supported from 2004 to 2015 by a range of accompanying measures within the framework of the programme "Ideas for more! All-day learning" (*Ideen für mehr! Ganztägig Lernen*) through the Federation and the Länder. The accompanying measures have been continued at the responsibility of the Länder since 2016.

In all-day schools, an all-day option is provided for pupils pursuant to the nationwide definition of the Standing Conference on the primary or lower secondary level on at least three days a week, comprising at least seven hours daily. More detailed information on the definition of all-day schools is available in chapter 5.2.

The sharp rise in the number of schools offering all-day schooling is reflected in the report *Allgemein bildende Schulen in Ganztagsform in den Ländern in der Bundesrepublik Deutschland – Statistik 2013 bis 2017* – that is available on the website of the Standing Conference. The internet portal www.ganztagschulen.org provides

information on the development of all-day offers in the Länder and on current empirical accompanying research.

In May and June 2020, the Conference of Ministers of Youth and Family Affairs (*Jugend- und Familienministerkonferenz – JFMK*) and the Standing Conference adopted the recommendation “Development and expansion of cooperative all-day education in lower secondary schools” (*„Entwicklung und Ausbau einer kooperativen Ganztagsbildung in der Sekundarstufe I“*). The recommendation highlights conceptual and structural aspects of cooperative all-day education, aspects of specialists and managers, financing and the law. It makes clear what contribution high-quality all-day education makes to individual support and personal development, to educational equality and equal opportunities, to strengthening the school as a place of learning and living, and to reconciling family and career.

In Germany there is also traditionally a variety of institutions, both public and private, that are active in youth, culture and education work and that offer pupils opportunities for extracurricular education and recreational activities or that help with homework. Out of the large choice available, special mention should be made of the concerted cooperation of schools with sports clubs and associations, with youth centres and bodies maintaining Vocational Orientation (*Berufliche Orientierung*), youth music schools, youth art schools and other bodies maintaining cultural education as well as maintaining bodies of child and youth welfare.

6.3. Teaching and Learning in General Lower Secondary Education

Curriculum, Subjects, Number of Hours

The agreement reached in December 1993, as periodically amended, by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz – KMK*) concerning the types of schools and courses of education in lower secondary level (*„Vereinbarung über die Schularten und Bildungsgänge im Sekundarbereich I“*) lays down a framework schedule for grades 5–9/10, requiring certain core subjects in every type of school and course of education: German, mathematics, the first foreign language, natural and social sciences. Music, art and sport, at the very least, have to be among the other compulsory or elective subjects offered.

A second foreign language is mandatory at *Gymnasium* in grades 7 to 10. In the course of the expansion of foreign language lessons in the primary sector, at the *Gymnasium* lessons in a second foreign language are often given from as early as grade 6. At other types of school, a second foreign language may be offered as an elective course.

An introduction to the professional and working world is a compulsory component of every course of education and is provided either in a special subject such as *Arbeitslehre* (pre-vocational studies, also called Economics-Work-Technology, Work-Economics-Technology or Economics and Occupation) or as part of the material covered in other subjects or subject groups.

Religion is subject to the respective regulations in each Land, according to which religion is a standard subject in nearly every Land (see also chapter 1.4.). For the situation of Protestant and Catholic religious education, see the reports of the Standing Conference of 2002. In June 2019, the Presidium of the Standing Conference and representatives of the Protestant churches in Germany and the German Bishops'

Conference agreed to update the reports again. An amended version of the report on the teaching of ethics was published in June 2020.

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

With regard to the curricula or education plans, generally the remarks in chapter 5.3. for the primary level apply, according to which the Ministries of Education and Cultural Affairs of the Länder are principally responsible for developing the curricula. As a consequence of the results of international comparative studies, the curricula have been thoroughly revised over the past years. In most Länder the revision focused on the following main areas:

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

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

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 28-32 periods. At lower secondary level of the eight-year *Gymnasium*, the number of weekly periods is generally increased by two to four weekly periods (cf. chapter 6.2.).

Foreign language teaching

Foreign language teaching is an integral part of basic general education at all lower secondary level schools as from grade 5 and a core element of individual specialisation as from grade 7. On transition to lower secondary level, foreign language learning connects with sound competences acquired in the primary sector and continuously expands on them. The prerequisite for this is institutionally guaranteed cooperation between the primary and secondary sectors. Foreign language lessons in lower secondary level are characterised by systematic learning and a higher level of abstraction. They also aim at increasingly independent and autonomous

management of and reflection on learning. Compulsory and elective foreign language offers take account of differences in aptitudes and biographies, and the interests of pupils. The development of foreign language competence up to the end of the lower secondary level is geared to competence level B1 of the *Common European Framework of Reference for Languages* (CEFR). The objective of functional multilingualism requires that pupils be given the opportunity to acquire fundamental knowledge in at least another foreign language. Language lessons that have been continuously attended since lower secondary level may be supplemented by bilingual teaching and learning in other subjects. More information can be found in the KMK resolution “Recommendations of the Standing Conference of Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany on strengthening foreign language competence” (*Empfehlungen der Kultusministerkonferenz zur Stärkung der Fremdsprachenkompetenz*) of December 2011 and the report “Concepts for bilingual teaching” (*Konzepte für den bilingualen Unterricht*) of October 2013.

Teaching in MINT subjects

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

Cross-curricular topics

The Standing Conference emphasises the significance of these topics in schools through resolutions and recommendations on individual lesson contents. These are generally interdisciplinary lesson contents that relate mainly to questions of historical-political, economic and cultural education. Apart from this, it is also about topics such as health education, media education and vocational guidance:

- Vocational Orientation
- Sustainable development education
- Democracy education
- Educating about Europe
- Health education
- National Socialism and the Holocaust
- Intercultural education
- Jewish history, religion and culture
- Cultural education
- Media education
- Human rights education
- Road safety education
- Economic education and consumer education
- Digital education

- Gender-sensitive education
- Formal language competences

In addition, the Länder set their own priorities.

Vocational Orientation

In the “Recommendation on Vocational Orientation at schools” (*Empfehlung zur Beruflichen Orientierung an Schulen*) from December 2017, the Länder advocate a curricularly anchored and individual vocational orientation in all lower and upper secondary education programmes in order to set the course for a viable career choice decision at an early stage and thus for a successful transition to training, study and occupation. For the Standing Conference and the Länder, a successful transition is of central importance for the educational and vocational biographies of young people. The activities for Vocational Orientation in the Länder are published in the “Documentation on Vocational Orientation in general education schools” (*Dokumentation zur Beruflichen Orientierung an allgemeinbildenden Schulen*).

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” (*Bildung für nachhaltige Entwicklung in der Schule*). Also in June 2007 the Standing Conference and the Federal Government published a Cross-Curricular Framework for Global Development Education (*Orientierungsrahmen für den Lernbereich Globale Entwicklung*). The cross-curricular framework can be taken as a basis for the development of the curricula, teacher training and work in schools. The revised version of the cross-curricular framework from June 2015 provides concrete recommendations for the inclusion of sustainable and global development topics in the curricula of almost all subjects (natural sciences, foreign languages, mathematics, German, art, music, sports, politics, economics, religion, ethics, geography) and shows what pupils can learn in class if these topics are dealt with. The cross-curricular framework hereby aims at empowering the individual to play an independent and responsible role in shaping the individual and social challenges of the future.

Democracy education

In October 2018, the Länder published the recommendation “Democracy as an objective, subject and practice of historical-political education and upbringing in schools” (*Demokratie als Ziel, Gegenstand und Praxis historisch-politischer Bildung und Erziehung in der Schule*) in a fundamentally revised form. In the future, the KMK will continue to promote democratic school and teaching development and encourage all participating institutions and people to assume responsibility and participate in shaping schools and civil society. In order to further strengthen the commitment of teachers, specialists and pupils to democratic development at school and in society, the Länder have agreed to support various measures. These include, among other things, expanding the anchoring of democracy education in the guidelines and curricula of all subjects and developing democratic bodies and forms of work in order to enable real participation by pupils. It is seen as the task of school and teaching development and of all subjects as well as extracurricular

activities to strengthen pupils' commitment to the democratic rule of law and to resolutely oppose anti-democratic and inhumane attitudes and developments.

Media education

With its resolution on “Media education in schools” (*‘Medienbildung in der Schule’*) in March 2012 the Standing Conference reacted to the new technological developments and their impact on society and on every individual. The attainment of media competence through media education in schools includes the constructive and critical examination of the media world on the one hand, and the sensible use of the possibilities it offers for individual learning processes on the other. Young people should be put in a position where they can handle media autonomously, correctly, in a socially responsible, communicative and creative way, use these for their own education processes and to extend their scope of action, to find their way around in media and non-media environments and to take value-based decisions.

Human rights education

In October 2018, countries adopted a revised version of the “Recommendation on human rights education in schools” (*‘Menschenrechtsbildung in der Schule’*). According to this recommendation, addressing and implementing human rights, and thus also children's rights, is part of sustainable and comprehensive education and school development. This is regarded as a task for all teachers and all professionals working in schools and as an important object in the cooperation between schools and the domestic environment. As a cross-cutting theme for the entire school life, human rights education is also the subject of interdisciplinary teaching. Although subjects such as history, politics/business/social studies/professional knowledge, languages, biology, religion and ethics/philosophy have a special potential for value creation oriented towards human rights, all other subjects are also called upon to make their contribution. The Länder have agreed on measures to implement and further develop these recommendations.

Education in the digital World

Against the background of the possibilities and challenges that the progressive digitisation of all fields of life entails, the Standing Conference resolved the “Education in the digital world” strategy (*‘Bildung in der digitalen Welt’*) in December 2016. This strategy formulates clear goals for digital education and specifies the content orientation. In addition to the pedagogically sound inclusion of digital teaching and learning materials, the Standing Conference formulates the goal of incorporating the competences for the digital world described in the strategy into the curricula of the individual subjects. The strategy also describes the opportunities offered by digital educational media for creating multimedia learning worlds. For teachers, this opens up new possibilities for the provision of learning media suitable for the target group in increasingly heterogeneous learning groups. Digital educational media can be individually adapted to the level of competence achieved and can be put together specifically on the basis of the learners' interests. For the school sector, teaching and learning in the digital world have to follow the primacy of the pedagogical – in other words the educational mission. This means that a consideration of digital changes serves the objective of supplementing the current educational policy guidelines and of encouraging independence through changes in the content-related and formal organisation of learning processes and of allowing a better development of individual

potentials within inclusive education through the use of digital learning environments too.

Cultural education

Cultural education as a key prerequisite for cultural participation has been firmly anchored in the everyday life of schools and cultural establishments for years now. With its February 2007 "Recommendation on cultural education for children and young people" (*Empfehlung zur kulturellen Kinder- und Jugendbildung*) and the choice of this subject area for the feature chapter in the 2012 Education Report, the Standing Conference underlined its importance for education in schools. In October 2013 the Recommendation was amended. As a result of more recent developments, subjects such as the expansion of all-day schools, inclusion, interculturalism and participation, further education or anchoring cultural education as an interdisciplinary topic are paid more attention in the curricula. The aspect of collaboration between schools, cultural establishments and extracurricular education for children and young people is emphasised more clearly.

Health education

Building on its recommendations on "Health education in schools" (*Gesundheitserziehung in der Schule*) of June 1979 and on "Addiction and drug prevention" (*Sucht und Drogenprävention*) of July 1990, in November 2012 the Standing Conference adopted the "Recommendation on health promotion and prevention in schools" (*Empfehlung zur Gesundheitsförderung und Prävention in der Schule*). The updated recommendations on health promotion and prevention are consistent with the advanced understanding of modern addiction and the interaction of behavioural and relationship facets, and take up the key aspects of school prevention work such as strengthening pupils' life skills and the interprofessional networking of all stakeholders involved in health promotion and prevention. Emphasis is placed on local, regional, Land-specific and national cooperation as well as interprofessional networking of all those involved in health promotion and prevention.

The recommendation of the Standing Conference sets out a framework for the implementation of modern health promotion and prevention, and is accompanied by further resolutions relevant to implementation in schools.

Consumer education

Consumer education at schools aims to develop responsible consumer behaviour, by informing about consumption-related content and developing competences with respect to a reflected and empowered consumer behaviour. In September 2013 the Standing Conference adopted a recommendation on "Consumer education at schools" (*Verbraucherbildung an Schulen*) which focuses on the following topics:

- finances, market activity and consumer rights
- nutrition and health
- media and information
- sustainable consumption.

The content of the recommendation includes central targets and general principles of consumer education at schools, measures for educational administration and education policy, advice for implementation in school, support and advisory systems and cooperation with non-school partners.

Intercultural education

In a globalised world, intercultural competences are increasingly important as key qualifications for all children and young people. The Standing Conference therefore emphasised, in its December 2013 amended recommendation “Intercultural education at school” (*Interkulturelle Bildung und Erziehung in der Schule*) the potentials of cultural diversity, and developed cornerstones for the work at schools which are rounded out by suggestions for educational administrations and for cooperation with non-school partners. Intercultural competence here is understood to not simply mean engaging with other languages and cultures but most of all the ability to consider one’s own perceptions of other people and to put them in context, and being aware of and reflecting on the social framework conditions in which these perceptions have developed.

Culture of Remembrance

In December 2014, the Standing Conference resolved “Recommendations on a culture of remembrance to form an object of historical-political education in schools” (*Empfehlungen zur Erinnerungskultur als Gegenstand historisch-politischer Bildung in der Schule*). The recommendations take up earlier resolutions on individual topics from the field of political education and have been developed with the involvement of relevant institutions and associations. The aim of a common “culture of remembrance” in schools is to enable young people to describe and evaluate historical developments and to understand that they have the ability to shape and change our world with their own actions. The recommendations are directed at teaching staff, at those with management responsibility in education, in teacher-training, further training of teachers or extracurricular education, training and learning venues.

Teaching of Jewish history, religion and culture in school

The “Joint declaration of the Central Council of Jews in Germany and the Standing Conference on the teaching of Jewish history, religion and culture in school” (*Gemeinsame Erklärung des Zentralrats der Juden in Deutschland und der Kultusministerkonferenz zur Vermittlung jüdischer Geschichte, Religion und Kultur in der Schule*) of December 2016 aims to present Judaism in schools in its diversity and authenticity, and to provide students with a lively and differentiated picture of Judaism. According to the declaration, awareness and recognition of the diversity and complexity of Judaism are key steps toward gaining understanding and reducing prejudice. The manifold perspectives of historical and contemporary Judaism should be discussed in as many grades and subjects as possible. A special responsibility is attached to subjects and projects of historical and political education. The analyses of current political developments and past events and processes are inseparable in this regard.

In April 2018, the Standing Conference and the Central Council of Jews in Germany (*Zentralrat der Juden in Deutschland*) presented an annotated collection of material on the teaching of Judaism in schools at a joint symposium to support teachers. The collection of didactically prepared teaching materials on all the topics listed in the above-mentioned joint declaration can be found at www.kmk-zentralratderjuden.de.

Gender-sensitive education

The guidelines adopted by the Standing Conference and the Conference of Ministers for Gender Equality and Women's Affairs of the Länder (*Konferenz der Gleichstellungs- und Frauenministerinnen und -minister, -senatorinnen und -senatoren der Länder* –

GMFK) in October 2016 on securing equal opportunities through gender-sensitive school education and upbringing (*Leitlinien zur Sicherung der Chancengleichheit durch geschlechtersensible schulische Bildung und Erziehung*) give concrete form to the mandate of Article 3 of the Basic Law (*Grundgesetz – R1*) for the effective enforcement of equal rights for women and men and the elimination of gender-related disadvantages in the school sector. Among other things, curricula and textbooks are increasingly raising awareness of the need to break down restrictive gender role models and behavioural attributions with the aim of personality development according to individual abilities and inclinations.

Formal language competencies

In December 2019, the Standing Conference adopted the recommendation “Strengthening formal language competencies in the German language” (*Bildungssprachliche Kompetenzen in der deutschen Sprache stärken*). Formal language (*Bildungssprache*) differs from so-called colloquial or everyday language by a high degree of conceptual writtenness and is characterized by a specific inventory of lexical, morphosyntactic and textual means. It finds expression in oral and written language use and encompasses the competence areas of reading, writing (including spelling), listening and speaking. These educational language competences are individually available. They are developed and strengthened through language education and language support. German lessons play a central role in the development of language skills. The joint responsibility of all subjects, learning areas and learning fields results from the respective tasks and goals of subject-related learning.

The recommendation contains common principles of language education and language support for school work across the Länder. It identifies measures of education policy and education administration as well as their implementation in school and emphasizes the contribution of support systems and extracurricular partners.

Language education and language support are anchored in the educational standards of the Standing Conference as well as in the corresponding reference frameworks for school quality and the education plans and curricula of the Länder. At the same time, a wide variety of language education and language support programs are already established in practice in all of the states. The Standing Conference’s ten basic principles for strengthening formal language competencies in German serve as an orientation for the work and assessment of the measures taken by the Länder.

More information on “Educating about Europe in schools” (*Europabildung in der Schule*) may be found in chapter 13.4. Preparation for working life is addressed in chapter 12.5.

Teaching Methods and Materials

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

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

- the internal differentiation of learning groups (*Binnendifferenzierung*)
- self-regulated learning
- pupil-oriented instruction

The measures aim at enhancing individual promotion on all performance levels, in particular of pupils with migrant backgrounds or from difficult social backgrounds but also of particularly gifted pupils. In the further development of in-service training for teachers, the approach to heterogeneous learning groups also plays an important part (see chapter 9.3.).

The use of digital media (multimedia) is becoming increasingly important not only as a subject of teaching and learning, but also as a digital environment for teaching. In March 2019, as part of the DigitalPact School 2019–2024 (*DigitalPakt Schule 2019–2024*), the Federal Government and the Länder agreed, among other things, to strengthen the digital infrastructure of schools across the board. 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).

6.4. Assessment in General Lower Secondary Education

Pupils/Students Assessment

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

As a rule, 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 (*Kultusministerkonferenz – KMK*):

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

Each pupil's performance is set out on a school report or a learning development report twice a year in the middle and at the end of the school year. In Bayern, in grades 5–8 the intermediate report can under certain conditions be replaced by at least two or more written notices detailing marks. At the *Mittelschule* in Bavaria, the interim report card can in selected grades be replaced by a documented learning development interview. 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.

In December 2012 the Standing Conference adopted a "Recommendation on the recognition and evaluation of extracurricular learning outcomes in lower secondary level" (*Empfehlung zur Anerkennung und Bewertung einer außerunterrichtlich erbrachten Lernleistung in der Sekundarstufe I*). Learning outcomes achieved by pupils outside lessons, particularly in work placements and competitions, are in future to be given greater recognition and evaluated also. Recognition can take the shape of a supplement to the certificate, a partial credit towards a subject mark or, under certain conditions, a separate mark.

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

Progression of Pupils/Students

Promotion of a pupil to the next grade depends on his/her level of achievement at the end of the school year as documented in the report received in the middle and at the end of the school year. An adequate mark (mark 4 or *ausreichend*) or better is generally required in each of the subjects that have a bearing on promotion. As a rule, poor or very poor marks in one subject can be offset to a certain extent by at least satisfactory marks in others.

Whether or not to promote the pupils in a given grade is generally decided by the *Klassenkonferenz*, which is attended by all the teachers who have taught those pupils, and, sometimes, also by the teachers' conference (*Lehrerkonferenz*), which is attended by all teachers of a particular school. The decision is noted on the report issued at the end of the school year. In some Länder, pupils who initially have not been promoted to the next grade may, in certain school types and in certain grades, at the beginning of the next school year be granted a probationary promotion by the teachers' conference and/or take a re-examination in order to be subsequently promoted, in each case provided that certain conditions are fulfilled. A pupil who has not been promoted must repeat the last year attended. Depending on the type of school, in the school year 2018/2019, 0.7 per cent to 5.1 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 according to the regulations of the Länder.

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

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

In some Länder, depending on the type of school or in all types of school at lower secondary level, there is no repetition of grades or repetition of grades does not take place in every grade. Pupils generally move up to the next grade at the start of the new school year.

Certification

On completion of the courses of education in lower secondary level, the pupils receive a leaving certificate, provided that they have successfully completed grade 9 or 10. In most of the 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 traditionally called the *Hauptschulabschluss*. A leaving certificate is issued after grade 9 if adequate marks (mark 4 or *ausreichend*) or better are received in every subject or on total average. In some Länder, the certificate is attained by successfully completing grade 9 and/or passing a final examination. At lower secondary level schools that go beyond grade 9, a corresponding qualification can be obtained in most Länder if certain marks are achieved. This first leaving certificate in general education is usually used for admission to vocational education and training in the so-called *duales System* (dual system). In addition, it qualifies a pupil, under specific conditions, for admission to certain *Berufsfachschulen* (a certain type of full-time vocational school). Moreover, it is a prerequisite for subsequent admission to certain *Fachschulen* (schools for continued vocational training) and institutions offering secondary education for adults known as *Zweiter Bildungsweg*.

In some Länder, it is possible to obtain a qualifying *Hauptschulabschluss* testifying to an above-average performance. At the end of grade 10, in some Länder, an extended *Hauptschulabschluss* may be acquired which, under certain conditions, allows admission to further *Berufsfachschulen*.

Qualification after grade 10

At the end of grade 10, it is possible in any Land to obtain a *Mittlerer Schulabschluss*, which is traditionally called *Realschulabschluss*. In the majority of Länder, this certificate is issued after successful completion of grade 10 and after passing a final examination. The *Mittlerer Schulabschluss* can be obtained after grade 10 at other types of lower secondary schools as well if certain standards of achievement are met, and also at the *Berufsschule* with the requisite achievement level and average mark. It

qualifies a pupil for admission to courses of upper secondary education, e.g. at special *Berufsfachschulen* and at the *Fachoberschule*, and is also used for entering a course of vocational education and training within the *duales System* (dual system).

Entitlement to proceed to the *gymnasiale Oberstufe*

The entitlement to attend the *gymnasiale Oberstufe* (upper level of the *Gymnasium*) is obtained, as a rule, if certain standards of achievement are met, at the end of grade 9 or grade 10 at the *Gymnasium*. An entrance qualification required for transfer to the *gymnasiale Oberstufe* may also be obtained on the basis of a *Mittlerer Schulabschluss* obtained at the *Hauptschule*, *Realschule* or a *Schulart mit mehreren Bildungsgängen* (school offering more than one type of course of education) if certain performance requirements are fulfilled.

Mutual recognition of leaving certificates and qualifications

Qualifications and entitlements obtained after grades 9 and 10 are mutually recognised by all the Länder provided they satisfy the requirements stipulated by the Standing Conference. 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 periodically amended and in the agreements on educational standards for the *Hauptschulabschluss* (grade 9) and the *Mittlerer Schulabschluss* (grade 10) in 2003 and 2004.

6.5. Other organisational models and alternative structures

The description of other organisational models and alternative structures in the primary sector in Chapter 5.5. also apply to secondary education.

6.6. Organisation of General Upper Secondary Education

Types of Institutions

Gymnasiale Oberstufe

In almost all of the Länder the *Allgemeine Hochschulreife* (general entrance qualification for higher education) is obtained after the successful completion of 12 (eight-year *Gymnasium*) or 13 consecutive school years.

At *Schularten mit drei Bildungsgängen* the *Gymnasium* course of education is not, as a rule, reduced to eight years.

Common principles for upper secondary education were laid down by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) in the “Agreement on the structure of the *gymnasiale Oberstufe* in the upper secondary level” (*Vereinbarung über die Gestaltung der gymnasialen Oberstufe in der Sekundarstufe II*) of July 1972, as periodically amended.

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)

Each of the three areas has to be represented right up to the *gymnasiale Oberstufe* and in the *Abitur* examination. Religion 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 indicated and taken into account in the certificate of the *Zeugnis der Allgemeinen Hochschulreife*. For more information on leaving certificates see chapter 6.10.

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 – EPA*) or the educational standards for the *Allgemeine Hochschulreife*. By the end of 2008, the Standing Conference had passed 41 subjects for the Uniform Examination Standards in the *Abitur* Examination, which have, in part, been revised against the background of the results of international comparisons of school performance and on the basis of experts' reports.

In October 2012 the Standing Conference has resolved educational standards for the *Allgemeine Hochschulreife* in German and Mathematics and in follow-on courses in the foreign languages English and French which replace the Uniform Examination Standards. Based on the educational standards a pool of *Abitur* examination tasks was developed which the Länder could draw on in 2017 for the first time. In June 2020, the Standing Conference established uniform performance requirements for the *gymnasiale Oberstufe* and the *Abitur* in the natural sciences in all 16 Länder. To this end, binding educational standards were adopted in the natural science subjects of biology, chemistry and physics. In 2021, examples of possible examination tasks will be presented in order to provide suggestions as to how the requirements formulated in the educational standards could be tested in the *Abitur*. More detailed information on the development of educational standards is available in chapter 11.2.

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 and, in the subjects German, mathematics and follow-on courses in the foreign languages, the educational standards for the *Allgemeine Hochschulreife*. They are divided in courses at a basic level of academic standards and courses at an increased level of academic 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 three or four weekly periods, two or three weekly periods in all other subjects. The pupils are required to choose two to four subjects at an increased level of academic standards. The subjects at an increased level of academic standards are taught for at least four hours, and in the case of two subjects at an increased level of academic standards, for at least five hours. At least one of the subjects German, mathematics, a foreign language or a natural science must be taken at an increased level of academic standards.

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 religion can represent the social sciences area)

In some Länder, lessons in the core subjects are only taught at an increased level of academic standards.

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

Geographical Accessibility

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

Admission Requirements and Choice of School

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

Age Levels and Grouping of Pupils/Students

At the latest upon entrance into the *gymnasiale Oberstufe*, the pupils are, as a rule, 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. Within the scope of the relevant agreement of the Standing Conference (*Kultusministerkonferenz* – KMK), the responsibility for the organisation of lessons and for the design of the compulsory and elective subjects with the possibility of individual specialisation lies with the Länder. The above explanations regarding the *gymnasiale Oberstufe* equally apply to the *Berufliche Gymnasien*.

Organisation of the School Year

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

Organisation of the School Day and Week

There is no fixed end to teaching times at upper secondary level (*Sekundarstufe II*). The weekly instruction time at the *gymnasiale Oberstufe* usually is also 30 weekly periods which are completed 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 periods. To guarantee the mutual recognition of the *Abitur*, all Länder have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the *gymnasiale Oberstufe* to which up to five hours in elective subjects may be added.

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

6.7. Teaching and Learning in General Upper Secondary Education

Curriculum, subjects, number of hours

The range of subjects offered in the GYMNASIALE OBERSTUFE (upper level of the *Gymnasium*) is described in chapter 6.5., as are the requirements for certain subjects and subject groups and the opportunities for individual specialisation. As a rule, classes take up at least 30 periods a week. Whilst the compulsory courses are designed to ensure that all the pupils receive a common general education, electives, in conjunction with the compulsory curriculum, are intended to enable pupils to develop an area of specialisation. In the *gymnasiale Oberstufe* of the eight-year *Gymnasium*, the number of weekly periods is generally increased by two to four.

Foreign language lessons in the upper secondary level build on the competences acquired in lower secondary level. The focuses of teaching and learning are in-depth intercultural understanding, written language in terms of competences involving different text types, corresponding oral discourse abilities and language awareness. These competences are based on the educational standards for the *Allgemeine Hochschulreife* or the Uniform Examination Standards in the *Abitur* Examination (*Einheitliche Prüfungsanforderungen in der Abiturprüfung – EPA*) and aim to achieve at least reference level B2 in the *Common European Framework of Reference for Languages* (CEFR) for languages that have been studied since lower secondary level, and reference level B1, in parts also B2, for new foreign languages started at the end of the upper level of the *Gymnasium*. Languages lessons attended throughout the upper secondary level may be replaced by bilingual teaching and learning in other subjects. More information can be found in the KMK resolution “Recommendations of the Standing Conference of Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany on strengthening foreign language competence” (*Empfehlungen der Kultusministerkonferenz zur Stärkung der Fremdsprachenkompetenz*) of December 2011 as well as the report “Concepts for bilingual teaching” (*Konzepte für den bilingualen Unterricht*) of October 2013.

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

Teaching methods and materials

Based on the curricula, which also contain some guidance on teaching methods, the teachers take responsibility for teaching in their classes, taking the background and aptitude of each pupil into consideration. Use is made of digital media (multimedia, electronic dictionaries, graphing calculators) 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. More detailed information on the use of digital media in teaching is available in chapter 6.3.

6.8. Assessment in General Upper Secondary Education

Pupils/students assessment

In the qualification phase of the GYMNASIALE OBERSTUFE (upper level of the *Gymnasium*), performance is assessed on a scale of 15 to 0, which correlates with the usual scale of 1 to 6 as follows:

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

Progression of pupils/students

In the GYMNASIALE OBERSTUFE the last two grades are known as the qualification phase. Marks obtained in this phase are used to calculate a pupil's total marks, composed of marks received in courses taken in these two years and the marks achieved in the *Abitur* examination. There is no procedure for promotion during the qualification phase, however, it is possible to repeat a year if the marks required for entrance to the *Abitur* examination have not been attained. In school year 2018/2019, 2.7 per cent of pupils at the nine-year *Gymnasium* and 2.5 per cent of pupils at the eight-year *Gymnasium* repeated a grade.

Certification

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

The GYMNASIALE OBERSTUFE (upper level of the *Gymnasium*) concludes with the *Abitur* examination. The tasks are set state-wide in almost all Länder by the ministry of education and cultural affairs, whereby teachers or the candidates or both in some cases can make a choice. 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, the results of a multi-disciplinary project or the performance in a recognised competition) 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 two thirds of the academic performance in the qualification phase. The *Allgemeine Hochschulreife* is awarded if the total marks attained are at least adequate (average mark 4 or a minimum of 300 of 900 possible points).

The *Zeugnis der Allgemeinen Hochschulreife* is issued in the Länder between mid-June and mid-July. An exception is Rheinland-Pfalz where the general higher education entrance qualification is issued before March 31.

Upon transition to vocational education and training and to higher education study, to document foreign language competences on the leaving certificate the level descriptions of the *Common European Framework of Reference for Languages* (CEFR) are documented alongside the grades. A Europe-wide coordinated documentation of foreign language, bilingual and intercultural competencies is offered, for example, by the Europass and, in the case of mastery of two foreign languages at least at level B2 of the CEFR, by the CertiLingua label of excellence.

6.9. Other organisational models and alternative structures

The description of other organisational models and alternative structures in the primary sector explanations in Chapter 5.5. also apply to secondary education.

6.10. Organisation of Vocational Upper Secondary Education

Types of institutions

Full-time vocational schools

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

Berufliches Gymnasium

This course of education is called *Berufliches Gymnasium* in most of the Länder and *Fachgymnasium* in two Länder. In contrast to the *Gymnasium* providing general education, which normally offers a continuous period of education from grade 5/7 to grade 12 or 13, the *Berufliches Gymnasium*, as a rule, has no lower and intermediate level (grades 5–10). This type of school exists in almost all Länder in the form of the

gymnasiale Oberstufe with career-oriented specialisations and comprises a three-year course of education. Starting on the basis of a *Mittlerer Schulabschluss* satisfying the requirements for admittance to the *gymnasiale Oberstufe* or an equivalent qualification, the *Berufliches Gymnasium* leads, as a rule, to the *Allgemeine Hochschulreife* (a general entrance qualification for higher education). In addition, the Länder can offer double qualification courses of education (see Chapter 6.10.).

Berufsfachschule

Berufsfachschulen are full-time schools which aim to teach and deepen the basics for pupils to acquire vocational skills, either to provide them with basic vocational qualifications for one or more recognised training occupations or to lead them to a vocational training qualification in one occupation. *Berufsfachschulen* extend the previously acquired general education and can lead to a school-leaving qualification that is above this level.

Berufsfachschulen generally include upper secondary education, and no vocational training or activity is required for attendance. Full-time courses (standard form) last at least one year, part-time courses accordingly longer.

Pupils can obtain a vocational qualification in accordance with Land regulations. The qualifications of the *Berufsfachschulen* acquired in accordance with Land law as well as additional school entitlements are mutually recognised by the Länder provided that the courses comply with the agreed framework conditions. Additional school qualifications acquired at *Berufsfachschulen* for the professions in the health care system regulated by federal law are also mutually recognised by the Länder. Under certain conditions, it is also possible to obtain the *Fachhochschulreife* at vocational schools.

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* – R81). In order to prove the equivalence of a vocational qualification at a *Berufsfachschule* with dual vocational education and training, successful graduates can sit an examination before the competent authority. Admission to this so-called chamber examination is possible if the Land in question has adopted appropriate regulations pursuant to Article 43, paragraph 2 of the Vocational Training Act or if there are arrangements to this end between the vocational schools and the competent authorities.

Depending on the training objective, *Berufsfachschulen* require their pupils to have a *Hauptschulabschluss* (first general education school leaving certificate) or a *Mittlerer Schulabschluss*. The duration of training at *Berufsfachschulen* varies from one to three years, depending on the intended career specialisation.

Fachoberschule

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

language, the *Allgemeine Hochschulreife*. The *Fachoberschule* is divided into the fields of study business and administration, technology, health and social work, design, nutrition and home economics, as well as agriculture, bio- and environmental technology. Training includes instruction and professional training. As a rule, completed relevant vocational education and training or sufficient relevant work experience can serve as a substitute for grade 11 of the *Fachoberschule*, so that pupils with such qualifications can proceed directly with grade 12 of the *Fachoberschule*. This gives them the opportunity to acquire not only in-depth professional knowledge, skills and competences, but also the *Fachhochschulreife*. The *Fachoberschule* thus makes an important contribution to the permeability of the education system and thus to the equivalence of general and vocational education and training.

Berufsoberschule

The *Berufsoberschule* also contributes greatly to the permeability of the education system. Just as in the *Fachoberschule*, graduates of vocational training in the dual system or graduates of vocational training under Land law (see *Berufsfachschule*) can acquire a higher education entrance qualification in the *Berufsoberschule*. Providing two years of full-time education, the *Berufsoberschule* leads to the *Fachgebundene Hochschulreife* and, with a second foreign language, to the *Allgemeine Hochschulreife*. Attendance of the *Berufsoberschule* can also be on a part-time basis for a correspondingly longer period.

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

Vocational education and training in the dual system

About half of the young people of any one-year age group begin training in one of the around 330 training occupations recognised under the Vocational Training Act and the Crafts and Trades Regulation Code (*Handwerksordnung* – HwO – R82). The vocational education and training lasting two, three or three-and-a-half years depending on the occupation takes place in the *duales System*. It is described as a *dual system* because training is carried out in two places of learning: at the workplace and in a *Berufsschule* (vocational school). The aim of vocational education and training is to impart, within a structured course of training, the vocational skills, knowledge and qualifications necessary to practise a skilled occupation in a constantly changing professional world. Those successfully completing education and training are immediately entitled to do skilled work in a recognised occupation requiring formal training (*anerkannter Ausbildungsberuf*).

There are no formal prerequisites for admission to the dual system; education and training is generally open to everyone. According to the Report on Vocational Education and Training (*Berufsbildungsbericht*), around 25.0 per cent of the trainees with newly concluded training contracts achieved the *Hauptschulabschluss* or an

equivalent qualification as their first general education qualification at the end of the lower secondary level in 2018, whilst 41.9 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 29.6 per cent in 2018. The training is based on a training contract under private law between a training company and the trainee. The trainees spend three or four days a week at the company and up to two days at the *Berufsschule*. Alongside this, training at the *Berufsschule* in the form of coherent blocks (*Blockunterricht*) lasting up to six weeks is increasingly common. The training companies assume the costs of the on-the-job training and pay the trainee a training allowance which, as a rule, is in accordance with a collective bargaining agreement in the sector concerned. The amount of the allowance increases with each year of training and is, on average, about a third of the starting salary for a specialist trained in the corresponding occupation.

The vocational skills, knowledge and qualifications to be acquired in the course of training at the workplace are set out in the *Ausbildungsordnung* (training regulations), the particulars of which are specified by the training company in an individual training plan. A nationwide *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 acquisition of advanced and in-depth vocational competences can be made possible by offering additional qualifications, which can be laid down in the respective training regulations.

Comprehensive information and data on vocational education and training and especially about the dual system is available in the annual Report on Vocational Education and Training (*Berufsbildungsbericht*) of the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) and in the Data Report Annexed to the Report on Vocational Education and Training (*Datenreport zum Berufsbildungsbericht*) of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*).

On-the-job training

Vocational training places outside school (on the job) are available in industry and commerce as well as public administrations, in independent professions and, to a lesser extent, also in private households. The training companies are contractually committed to impart to the trainees the vocational skills, knowledge and qualifications as provided for in the *Ausbildungsordnungen* (training regulations) for the respective recognised occupation requiring formal training. The binding *Ausbildungsordnungen* (training regulations) have been established to set uniform nationwide 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. Responsibility for the examination of in-company instructors lies with the bodies responsible within the dual system of vocational education and training, such as, for example, industry's self-governing institutions. The qualification of training companies and in-company training personnel is supervised by the bodies responsible for vocational education and training within the dual system. These are predominantly

the *Kammern* (chambers of industry and commerce, chambers of handicrafts, chambers of agriculture). The responsible bodies also monitor the training to make sure it is conducted properly. Training should correspond to the requirements of the *Ausbildungsordnungen* (training regulations) in terms of both content and time but can deviate from this if required by practicalities within the company and if the communication of all remaining training contents is guaranteed.

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

Training at the *Berufsschule*

The *Berufsschule* and the training establishments have a joint training and educational mission in the dual system of vocational education and training. In accordance with its position as an autonomous place of learning, the *Berufsschule* works together on an equal footing with the parties participating in vocational education and training. Its function is to enable pupils to acquire vocation-related and interdisciplinary competences, having particular regard for the requirements of vocational education and training, and 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. The *Berufsschule* is also expected to offer courses preparing for vocational education and training or accompanying professional activities. In cooperation with general education schools, the pupil's competence is advanced so that they are able to take a reflected decision on their choice of vocation. The *Berufsschule* pupils can cooperate in tasks of further vocational and continuing education.

The scope of training at the *Berufsschule* amounts to at least twelve hours a week. It consists of vocation-related and interdisciplinary lessons and covers vocational learning content and a practically-oriented extension of the previously acquired general education, in particular in the fields of German language, a foreign language, politics or economics, religion or ethics and sports. Further details are regulated by the *Länder*. Practically-oriented teaching at the *Berufsschule* usually covers eight hours a week. It is based on the framework curricula resolved by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (*Kultusministerkonferenz* – KMK), which were agreed in accordance with the latest version of the process agreed between the Federation and the *Länder* Joint Protocol of Results from 30 May 1972 (*Gemeinsames Ergebnisprotokoll vom 30. Mai 1972*). An increase in the scope of lessons through supplementary offers (e.g. *Fachhochschulreife*) for high-achieving pupils and additional remedial teaching for low-achieving pupils (e.g. language development) is possible.

The framework curricula of the Standing Conference for vocation-related teaching at the *Berufsschule* provide for seven lessons a week in the first year of training. Notwithstanding this, the scope of lessons in the vocation-related field can be eight weekly teaching hours if framework curricula are drawn up for *Ausbildungsberufe*

(recognised occupations requiring formal training) that combine competences from more than one profession in the first year of training.

In order to be able to cater for specific local needs, the organisation of lessons in *Berufsschulen* is left up to the Länder and thus the schools. In principle, the way lessons are organised in the *Berufsschule* is chosen in close cooperation with the chambers or guilds and the companies within the catchment area. Flexible regulations hereby allow a number of different temporal organisational forms aimed at optimising the learning phases in the company and in school.

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

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

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

Geographical accessibility

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

Admission requirements and choice of school

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

Age levels and grouping of pupils/students

At the *BERUFSSCHULE*, classes in a specific or related *anerkannter Ausbildungsberuf* (recognised occupation requiring formal training) are given. For occupations with a small number of trainees (splinter occupations), the Länder are faced with special challenges in terms of school subjects and school organisation. If individual Länder are unable to ensure that instruction is differentiated according to subject, a range of instruction at vocational schools with a cross-border catchment area is to be set up on the basis of the school-law regulations for the *Berufsschule* pupils concerned from these Länder.

Organisation of the School Year

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

Organisation of the School Day and Week

In courses at *Berufsfachschulen* that provide basic vocational training, teaching in both areas of learning together comprises at least 30 hours per week. In the courses

at vocational schools leading to a qualification in a recognised occupation, instruction shall comprise at least 32 hours per week. 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. At the *Berufsschule* teaching comprises around 30 hours per week.

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

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

6.11. Teaching and Learning in Vocational Upper Secondary Education

Curriculum, subjects, number of hours

The statements made in chapter 5.3 on the primary sector apply for the CURRICULA AND EDUCATION PLANS for the vocational full-time schools. The responsibility for developing the curricula essentially lies with the Ministries of Education and Cultural Affairs of the Länder.

Apart from the subjects offered at a *Gymnasium*, BERUFLICHE GYMNASIEN have career-oriented subjects like business, technology, professional computer science, biotechnology, nutrition, agronomy, as well as health and social studies, which can be chosen in addition to general subjects as 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 subject at an increased level of academic standards. In double qualification courses of education, additional occupation-specific subjects are taught, which as a rule are also examination subjects for the final vocational examination. The total volume of periods in these courses is at least 118 hours per week in the *gymnasiale Oberstufe*.

At BERUFSFACHSCHULEN (full-time vocational schools) instruction is given in general/cross-occupational and subject- or occupation-specific areas. In courses providing basic vocational training, teaching in both areas of learning together shall comprise a minimum of 30 periods per week. In courses leading to a qualification in a recognised occupation, instruction shall comprise a minimum of 32 periods per week. They offer a very wide range of courses. There are *Berufsfachschulen* for business occupations, occupations involving foreign languages, trade and technical occupations, crafts industry occupations, home-economics-related and social-work-related occupations, artistic occupations, the health sector occupations regulated by federal law etc. The division into subjects, fields of learning and projects is regulated by the Länder.

Instruction at the FACHOBERSCHULE is given in the subjects German, foreign language, mathematics, natural sciences, economics and society as well as in field-specific subjects. 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. The language and communication area of learning accounts for at least 480 lessons (240 each for German and a foreign language), the mathematics and natural sciences area of learning at least 320 lessons (mathematics 240, natural sciences 80) and the business and society area of learning at least 120 lessons in grades 11 and 12. Subject theory accounts for at least 440 lessons and practical experience 800 lessons in the first year in the subject-related field. The differentiation field accounts for at least 320 lessons, which can be used by the Länder to increase the subjects and areas of learning shown in the number of hours and to create further subjects.

In the BERUFSOBERSCHULE that pupils attend for two years, instruction covers a total of at least 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. The German and foreign language group of subjects accounts for at least 720 to 800 lessons, the social studies area of learning at least 160 to 320 lessons, mathematics at least 400 to 560 lessons and the advanced level courses and natural sciences including information technology at least 800 to 1,040 lessons. For the *Allgemeine Hochschulreife*, knowledge of a second foreign language must also be proven which accounts for at least an additional 320 lessons. The Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) passed common standards in June 1998 regarding the requirement level for instruction in German, a compulsory foreign language and mathematics.

Vocational education and training in the dual system

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

The *Rahmenlehrpläne* (framework curricula) for vocational instruction at *Berufsschulen*, on the other hand, unlike the curricula for the vocational full-time schools, are worked out by the Länder in the Standing Conference and resolved in a coordinated procedure with the agreement of the Federation on the basis of the *Ausbildungsordnungen* (training regulations) for on-the-job training (see chapter 2.7.). They are structured in accordance with areas of instruction so as to support the acquisition of vocational knowledge, skills and competences. Areas of instruction contain a complex statement of objectives oriented around typical vocational acts, as well as references and time guidelines as regards content, i.e. references to the time of communication in the course of education as well as to the number of lessons. The knowledge, skills and competences to be attained 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 Federal Ministry for Economic Affairs and Energy (*Bundesministerium für Wirtschaft und Energie – BMWi*) competent federal ministry with the assistance of the social partners and in agreement with the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*). The coordination procedure ensures that the training regulations take account of what has been learnt from experiences in the working world and in the vocational schools, as well as the results of

employment and occupational research and the results of pilot schemes of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung* – BIBB).

Vocational education and training is particularly affected by digitisation and its repercussions for working, production and business processes. The teaching objective is increasingly the acquisition of competence in the use of digital tools and techniques. Apart from an understanding of digital processes, this also calls for an investigation of the direct effects of ever-increasing digitisation, e.g. with respect to work organisation and communicative aspects in, in some cases, globally networked production, supply and service chains.

Foreign language teaching in vocational schools

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

Teaching in the *Berufsschule* extends and deepens the foreign language competence according to its significance in the relevant *Ausbildungsberuf* (recognised occupation requiring formal training). In addition, the Standing Conference's foreign language certificate is an opportunity to demonstrate the acquisition of foreign language competences on the basis of the “Common European Framework of Reference for Languages” (CEFR) of the Council of Europe.

Language-sensitive subject teaching

Corresponding to the recommendation of the Standing Conference “Strengthening educational language competencies in German” (*„Bildungssprachliche Kompetenzen in der deutschen Sprache stärken“*) (cf. chapter 6.7.), the Standing Conference adopted the recommendation “Language-sensitive subject teaching at vocational schools” (*„Sprachsensibler Fachunterricht an beruflichen Schulen“*) in December 2019, which addresses the particular challenges of promoting vocational language competencies at vocational schools. With their offerings for career entry, initial vocational training, and higher and continuing education, vocational schools provide a coordinated and interlocked system of diverse educational options designed to integrate broad-based target groups into the workplace and society. Adolescents and young adults with varying degrees of linguistic and communicative competence enter the educational programmes of vocational schools. It is the task of the vocational schools to link up with the competence profiles of the learners within the framework of continuous language education, taking into account the specific circumstances of the individual courses of education. The present recommendation shows fields of action and recommendations for this.

Teaching methods and materials

The Berufsschule bases its teaching on action-oriented didactic methods that are reflected in the curricula by the concept of learning areas. The use of new information and communication technologies opens up a further scope of conveying up-to-date vocational knowledge. The basic didactic methods to be used in on-the-job training are outlined in the *Ausbildungsordnungen* (training regulations).

6.12. Assessment in Vocational Upper Secondary Education

Pupil/students assessment

For information about the assessment of pupils at VOCATIONAL SCHOOLS in the upper secondary level see chapters 6.4. and 6.7., in which the basis for assessing and marking in the lower and upper secondary level is set out.

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

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

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

Progression of pupils/students

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

Certification

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

The programme at BERUFSFACHSCHULEN (full-time vocational schools) normally concludes with a final examination. In the *Berufsfachschulen*, different qualifications can be obtained, depending on admission requirements; these qualifications are either of a vocational or a general education nature. At *Berufsfachschulen* offering basic vocational training, young people can obtain the *Hauptschulabschluss* (first general education school leaving certificate) 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, for example, biochemistry, garment making, information technology or mechanical engineering or as a *state-certified business assistant* specialising in business administration, clerical operations, foreign languages or data processing. At *Berufsfachschulen*, under certain conditions the *Fachhochschulreife* can be obtained as well as the vocational leaving certificate.

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

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

In the DUALES SYSTEM of vocational education and training (dual system), trainees take a final examination or a *Gesellenprüfung* (final examination which, if successfully passed, leads to the award of a certificate showing proficiency as journeyman) administered by the *authorities responsible for vocational education and training*. The responsible authorities include regional and sectoral organisations from the various branches of industry and commerce, e.g. chambers of industry and commerce, of handicrafts, of liberal professions and of agriculture that perform governmental functions in the domain of vocational education and training. The responsible authorities can also be public service authorities (e.g. in the health professions and the care professions). The boards of examiners are made up of representatives of industry and labour and teachers at *Berufsschulen*.

The final examination or *Gesellenprüfung* consists of several examination areas, which are assessed in practical, written and/or oral tests. This determines whether the trainees have acquired the professional ability to act necessary to practice a skilled occupation within the meaning of the Vocational Training Act (Art. 1, Section 3 of the *Berufsbildungsgesetz* – R81). This includes the ability to plan and perform work processes independently and to inspect and to judge the work result. For the purposes of assessment of performances in individual areas, the board of examiners may solicit expert opinions from third parties, in particular from vocational schools (Art. 39, Section 2 of the Vocational Training Act). Successful candidates are awarded an examination certificate. Concomitantly, the *Berufsschule* issues a leaving certificate if the trainee has achieved at least adequate performances in all subjects. The Länder can offer the option to compensate an inadequate performance. This certificate incorporates a *Hauptschulabschluss* (first general education leaving certificate) and may include a *Mittlerer Schulabschluss*, depending on the candidate's achievements. Through additional lessons and an additional examination, the *Fachhochschulreife* (higher education entrance qualification for the *Fachhochschule*) can be awarded in vocational courses of education accompanying the training. The leaving certificate shows the classification of the final examination and/or the vocational qualification within the German Qualification Framework (*Deutscher Qualifikationsrahmen* – DQR) and the European Qualification Framework (EQF) (cf. chapter 2.5.).

Under the Vocational Training Act (Art. 43 Section 2), anyone who has been trained in a vocational school or other vocational education and training establishment may also be admitted to a final examination carried out by the authority responsible for the vocational education and training, provided this course of education corresponds to vocational education and training in a recognised training occupation; for this purpose the course of education must be comparable to the relevant training regulations in terms of content, requirements and duration, it must be implemented systematically and must guarantee a suitable proportion of practical specialist training.

6.13. Other organisational models and alternative structures

The description of other organisational models and alternative structures in the primary sector explanations in Chapter 5.5. also apply to secondary education.

6.14. Post-Secondary Non-Tertiary Education

According to the International Standard Classification of Education (ISCED), the post-secondary, non-tertiary sector covers courses of education which follow the

acquisition of a general education qualification or vocational qualification at upper secondary level. In Germany this definition basically applies to the one-year courses at *Fachoberschulen* and the two-year courses at *Berufsoberschulen/Technischen Oberschulen*, which lead to the *Fachgebundene Hochschulreife* and, with sufficient competence in a second foreign language, the *Allgemeine Hochschulreife*, and the *Kollegs* and *Abendgymnasien*, at which the *Fachhochschulreife* (academic part) or the *Allgemeine Hochschulreife* can be obtained. The post-secondary, non-tertiary sector also covers combinations of general and vocational courses and the acquisition of an entitlement to study and of a vocational leaving certificate at a *Berufsschule* in the *duales System* or at a *Berufsfachschule*, which conveys a vocational training certificate.

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

7. HIGHER EDUCATION

7.1. Introduction

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

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

General objectives

Teaching and study shall impart to students the particular knowledge, skills and methods required in a way appropriate to each course so as to enable them to perform scientific or artistic work and to act responsibly in a free, democratic and social state governed by the rule of law. These purposes of study are common to all types of higher education institution and provide systematic coherence to the higher education sector.

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

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

The characteristic features of the design of the courses of study and the organisation of teaching and studying at *FACHHOCHSCHULEN* and *HOCHSCHULEN FÜR ANGEWANDTE WISSENSCHAFTEN* are the particular emphasis on practical application and the closer links with the requirements of the professional world. The semesters spent outside the institutions to gain practical experience, known as *Praxissemester*, are a vital feature. The teaching staff and course contents at *Fachhochschulen* are linked with applied research and development projects, which are characteristic of this type of institution. Many *Fachhochschulen* have developed so-called dual study programmes. The *Dualen Hochschulen* in Baden-Württemberg and Thüringen combine practical training in the company with higher education studies by offering practice-integrating courses of study.

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

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

Specific legislative framework

The legal basis of higher education in Germany is provided by the legislation on higher education of the Länder (*Hochschulgesetze* – R129–144), as well as the legislation regarding colleges of art and music (R145–147) of the Länder as far as these types of institution are not included in the general Higher Education Acts. As part of concurrent legislation ((Art. 74 paragraph 1 no. 33 in conjunction with Art. 72 of the Basic Law – R1), the Federation is responsible for the fields of admission to higher education institutions and degrees from higher education institutions. However, the Länder have the competence to enact their own provisions in deviation from the relevant federal laws (Art. 72 paragraph 3 no. 6 of the Basic Law). The Higher Education Acts of the Länder describe the general objectives of higher education institutions as well as the general principles underlying the system of higher education, study, teaching and research, admission, membership and participation, as well as the staff of institutions of higher education. As a rule, the regulations apply to all institutions of higher education, including privately-maintained establishments, and provide a systematic framework for the higher education sector.

Training at *Berufsakademien* is governed by the *Berufsakademie* laws (R148–153) in force in the individual Länder and by the *Ausbildungsordnungen* (training regulations) and *Prüfungsordnungen* (examination regulations) of the relevant Ministry of Science or the *Berufsakademie* itself.

Continuing vocational education at *Fachschulen* is regulated by education legislation (R86–103) and by the training regulations and examination regulations of the individual Länder in particular.

7.2. Types of Higher Education Institutions

As per 2020, Germany had a total of 390 state-maintained and state-recognised institutions of higher education, which are of the following types:

- Universities and equivalent institutions of higher education (*Pädagogische Hochschulen*, theological colleges et al)
- Colleges of art and music
- Fachhochschulen/Hochschulen für angewandte Wissenschaften

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

Universities and equivalent institutions of higher education

Institutions of higher education that only offer individual courses of study, such as theological colleges, or that focus on specific areas, such as *Pädagogische Hochschulen* in the field of educational science (only in Baden-Württemberg), are treated as equivalent to universities.

What these institutions of higher education have in common, as a rule, is the right to award the *Doktorgrad (Promotionsrecht)* as well as the right to award lecturing qualification (*Habilitationsrecht*). Academic and basic scientific research and the training of the next generation of academics are also distinctive features of universities and equivalent institutions of higher education.

Colleges of art and music

Colleges of art and music offer courses of studies in the visual, design and performing arts as well as in the area of film, television and media, and in various music subjects; both, in some cases, also teach the appertaining theoretical disciplines (fine arts, art history and art pedagogy, musicology, history and teaching of music, media and communication studies as well as, more recently, the area of the digital media). Some colleges teach the entire gamut of artistic subjects, others only certain branches of study. In the academic subjects at colleges of art and music, as a rule, doctorates can be awarded.

Fachhochschulen/Hochschulen für angewandte Wissenschaften

The *Fachhochschulen* were integrated in the system of higher education in the Federal Republic of Germany as a new type of institution in accordance with an agreement between the Länder from 1968. They fulfil their own specific educational function, characterised by an application-oriented bias in teaching and research, a usually integrated semester of practical training, as well as professors, who have, in addition to their academic qualifications, gained professional experience outside the field of higher education.

In some Länder *Fachhochschulen* are called *Hochschulen für angewandte Wissenschaften* (higher education institutions of applied sciences).

A relatively high proportion of them, more than 43 per cent of 213 *Fachhochschulen*, are not state-maintained, but are to a large extent subject to the same legal provisions as state *Fachhochschulen*. They vary considerably in terms of size, number of students and number of courses of studies, and consequently the individual *Fachhochschulen* have a specific regional character or particular area of specialisation.

A special role is played by the 30 *Verwaltungsfachhochschulen* (*Fachhochschulen* for public administration), which train civil servants for careers in the so-called higher level of the civil service. They are maintained by the Federation or by a Land. Their students have revocable civil servant status.

Establishments outside the higher education system – Berufsakademien, Fachschulen

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

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

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

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

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

7.3. First Cycle Programmes

In a system of consecutive qualifications, the Bachelor is the first higher education qualification providing qualification for a profession and the standard qualification for study undertaken at a higher education institution. In the 2019/2020 winter semester, universities and equivalent institutions of higher education, *Fachhochschulen* as well as colleges of art and music collectively offered 9,000 different courses of study leading to the Bachelor's degree.

The following designations are used for Bachelor's degrees:

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.Sc.)
- Bachelor of Engineering (B.Eng.)
- Bachelor of Laws (LL.B.)

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

- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Arts (B.A.)
- Bachelor of Music (B.Mus.)

The following designation is used for Bachelor's degrees acquired in teacher training courses conveying the educational prerequisites for teaching positions:

- Bachelor of Education (B.Ed.)

7.3.1. Bachelor

Branches of Study

An overview of the courses that lead to a first qualification for entry into a profession is provided in publications such as *Studienwahl* (Choice of Studies), published annually by the Foundation for Higher Education Admission (*Stiftung für Hochschulzulassung* – SfH) and the Federal Employment Agency (*Bundesagentur für Arbeit* – BA). The publication is available on the Internet at www.studienwahl.de/en/index.htm. An overview of the range of courses on offer is published each semester by the German

Rectors' Conference (*Hochschulrektorenkonferenz* – HRK). It is available on the Internet at www.higher-education-compass.de.

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

Universities and equivalent institutions of higher education offered a total of 4,695 undergraduate courses of study in the 2019/2020 winter semester that led to a Bachelor degree. The courses of study differ greatly from one institution of higher education to the next. The range of subjects includes languages, the humanities and sport, law, economics and social sciences, natural sciences, medicine, agronomy, forestry and nutritional science and engineering sciences.

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

Languages and the humanities, sport

Philosophy

Theology

Archaeology and study of antiquity

History

Art studies/art history

Musicology/music history

Theatre studies/dramatic art

European and non-European languages and literature

Education

Psychology

Library science/documentation science/media studies

Sport

Law, economics and social sciences

Law

Social sciences

Administrative sciences

Economics

Political science

Mathematics, natural sciences

Mathematics

Physics

Computer science

Chemistry

Biochemistry

Biology

Earth science

Pharmacy

Medicine

Human medicine

Dentistry

Veterinary medicine

Agronomy, forestry, nutritional science

Agronomy

Forestry

Nutritional science

Engineering sciences

Architecture

Civil engineering

Geodesy

Electrical engineering

Mechanical engineering

Chemical engineering

Traffic and transport studies

Environmental technology

Mining

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

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

A *Regelstudienzeit* (standard period of study) is fixed in the *Prüfungsordnungen* (examination regulations) for each course of study. The regulations state the time in which a course of study with the intended examination can be completed. The total standard period of study for consecutive study courses leading to a Bachelor's or Master's degree is five years. The standard period of study for Bachelor's study courses can be a six, seven or eight semesters. At universities and equivalent institutions of higher education, the standard period of study for Bachelor's study courses is generally six semesters.

Branches of study, specialisation at colleges of art and music

Colleges of art and music in the 2019/2020 winter semester offered a total of 457 different courses which lead to a Bachelor's degree. The courses of studies vary widely from college to college. In general, they may be divided up along the following lines:

- music with such studies as training for solo or orchestra musicians in various instruments, training in singing, conducting, composition or church music, music teaching at general education schools, music education and technical musical professions (e.g. sound engineering)
- visual arts with such studies as art, design, photography
- performing arts with such studies as drama, opera, musicals, dancing, directing and film-making

- applied art with courses of studies in architecture, design or the media
- art education and art therapy as well as courses in art teaching for school teachers
- the media with such courses as film, television, media studies, media art, animation and media management

In core arts subjects at colleges of art and music consecutive Bachelor's and Master's study courses may also be developed with a total standard study period of six years. In most cases the standard period of study for Bachelor's study courses at colleges of art and music is eight semesters.

Branches of study, specialisation at *Fachhochschulen*

Fachhochschulen in the 2019/2020 winter semester offered a total of 3,702 different courses which lead to a Bachelor's degree. Above all, study courses in the following areas of study are taught in the *Fachhochschulen*:

- Agronomy, forestry, nutritional science
- Engineering sciences
- Economics/economic law
- Social work
- Public administration, administration of justice
- Information technology, computer science, mathematics
- Natural sciences
- Design
- Information and communication studies
- Nursing and management in the public health system

There are also international study courses within the named areas of study. Most of these courses of study at *Fachhochschulen* are based in the area of law, economics and social sciences, followed by engineering sciences. More detailed information on international study courses is available in chapter 13.5.

A *Regelstudienzeit* (standard period of study) is fixed in the *Prüfungsordnung* (examination regulations) for each course of study. The regulations state the time within which a course of study with the intended examination can be completed. For the total standard period of study in consecutive Bachelor's and Master's courses of study at *Fachhochschulen*, the description of the standard period of study at universities and equivalent institutions of higher education applies. At *Fachhochschulen* the standard period of study for Bachelor's study courses is generally six or seven semesters including semesters of practical training.

Branches of study and specialisation at establishments outside the higher education system – *Berufsakademien, Fachschulen*

Courses offered at the *Berufsakademien* include, in particular, business, technology and social work. The length of study at the *BERUFSAKADEMIEN* is generally stipulated by the respective Land law as three years. As far as state-run *Berufsakademien* are concerned, it is in most cases the relevant Land ministry that determines the number of hours of attendance during the semester, adopting study and examination regulations for each course. Courses at *Berufsakademien* leading to the Bachelor's degree are to be accredited. The length of study is a minimum of three years.

Fachschulen offer courses of education in the fields of agricultural economy, design, technology, business and social work and lead up to a state-administered examination. The subject areas are subdivided into a total of about 170 subjects. Besides social work, the most strongly represented subjects include electrical engineering, mechanical engineering, construction engineering and business management. The subject area of social work comprises the three subjects social pedagogy, assistance and education for the handicapped (*Heilerziehungspflege*) and curative education. State-certified youth and child care workers, *Erzieher*, are trained over a two to three-year period at *Fachschulen* for youth and community work to enter the socio-educational field of child and youth welfare services, i.e. day-care centres for children, *Horte* and youth welfare organisations.

Admission requirements

Admission requirements to universities and equivalent institutions of higher education

Higher education entrance qualification

Admission to any course of study at universities and equivalent higher education institutions as a rule requires the *Allgemeine Hochschulreife* or the *Fachgebundene Hochschulreife*. The former entitles school-leavers to study at any institution of higher education in any subject or field, while the latter permits entry only into specified courses of studies.

The *Allgemeine Hochschulreife* or *Fachgebundene Hochschulreife* is obtained after 12 or 13 ascending school years on completion of the *gymnasiale Oberstufe* (see chapter 6.7.) or certain courses of vocational education at upper secondary level (see chapter 6.10.).

The *Allgemeine Hochschulreife* can also be acquired at *Abendgymnasien*, i.e. evening schools for working people, and *Kollegs*, i.e. full-time schools for those who have completed vocational education and training. Other options are the *Abitur* examination for non-pupils or for employed persons of particular intellectual ability.

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

Under certain circumstances, in addition to the *Allgemeine Hochschulreife* or the *Fachgebundene Hochschulreife*, a vocational qualification may also confer entitlement to admission to higher education. In March 2009, the Länder resolved standard preconditions under which vocationally qualified applicants without a higher education entrance qualification obtained at school are granted the right of entry to higher education (*Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung*). The resolution opens admission to general higher education to master craftsmen, technicians, people with vocational qualifications in a commercial or financial occupation and people with similar qualifications, and defines the conditions under which vocationally qualified applicants without career advancement training are eligible to enter higher education restricted to a specified field of study following the successful completion of vocational training and three years of experience in their occupation.

Applicants who do not have German higher education entrance qualifications have to submit a secondary school certificate that qualifies them to attend higher education in their country of origin. If necessary, they also have to provide proof that they have passed an entrance examination at a university in their native country or proof of enrolment at the university. Applicants from some countries of origin must, moreover, provide proof that they have successfully completed some course modules at a higher education institution in the country of origin or, following attendance at a one-year core course, must take an assessment test at a *Studienkolleg*. Also, foreign applicants for study places must prove that they have a sufficient command of the German language. In accordance with the regulatory framework on German language examinations for studying at German institutions of higher education (RO-DT) the institutions of higher education specify the language requirements that are necessary for the course on the basis of an average applicant for each study programme in each individual case, whereby the role of the German language for a successful course of studies takes priority. Proof of a sufficient command of the German language during enrolment in the chosen study programme can be provided by the German Language Diploma of the Standing Conference – Level II (*Deutsches Sprachdiplom der Kultusministerkonferenz – Zweite Stufe – DSD II*), the German Language Proficiency Examination for Admission to Higher Education for Foreign Applicants (*Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber – DSH*) which is taken at the institution of higher education in Germany itself, the Test of German as a Foreign Language for foreign applicants (*Test Deutsch als Fremdsprache für ausländische Studienbewerber – TestDaF*) or by taking the German language examination as part of the *Feststellungsprüfung* (assessment test) at a *Studienkolleg*. Different levels of ability to study in the language of instruction can be proven through these examinations. In addition, the RO-DT regulates the conditions under which applicants are exempted from proof of ability to study in the language of instruction.

Foreign applicants for study places from countries where there is an *Akademische Prüfstelle* (APS) will only be admitted to a German institution of higher education if they can submit a certificate of the *Akademische Prüfstelle*. The certificate of the *Akademische Prüfstelle* certifies

- the authenticity and plausibility of the documents submitted (authenticity and identity)
- fulfilment of the criteria set forth in the assessment proposals of the Standing Conference,
- the required language proficiency, where appropriate (linguistic skills are only determined in the field of language proficiency; the plausibility interview can be conducted in either German or English).

In December 2015, the Standing Conference passed a resolution on “Access and admission to higher education for applicants unable to provide evidence of a higher education entrance qualification obtained in their home country on account of their flight” (*Hochschulzugang und Hochschulzulassung für Studienbewerberinnen bzw. Studienbewerber, die fluchtbedingt den Nachweis der im Heimatland erworbenen Hochschulzugangsberechtigung nicht erbringen können*). Applicants who are unable to provide the original or a certified copy of their higher education entrance qualification for either graduate or undergraduate studies obtained in their home country

on account of their flight will be allowed to provide documentation in a three-tier procedure depending on their refugee and legal residence status. This consists of:

- the determination of the personal premises on the basis of refugee and legal residence categories
- a plausibility check of the educational biography with regard to the acquisition of a higher education entrance qualification in the home country, and
- proof of the alleged higher education entrance qualification through an examination and/or assessment procedure based on quality. The procedure to be applied will be decided internally by the Länder.

The resolution also regulates the extent to which indirect proof can be provided of the higher education entrance qualification. If a higher education entrance qualification can be concluded with sufficient indirect evidence on the basis of a plausibility check, no examination and/or assessment procedure will be necessary.

In addition, the resolution contains regulations on the admission to higher education for restricted programmes and on student mobility.

In case of applicants who can prove that they were or still are prevented from taking part in a higher education admissions procedure according to the *Bewertungsvorschläge* (assessment recommendations) on account of their flight or for political reasons, admission to a *Studienkolleg* and the assessment procedure is possible on the basis of the secondary school leaving certificate provided the grade indicates an adequate qualification to commence studies in the home country. In these cases, the applicant should initially sit a specific entrance examination, an extended language test or complete a trial semester at the *Studienkolleg* or comparable institution.

Admission to higher education institutions

The State Treaty of the Länder on the Establishment of a Joint Institution for Higher Education Admission of June 5, 2008 (*Staatsvertrag der Länder über die Errichtung einer gemeinsamen Einrichtung für Hochschulzulassung vom 5. Juni 2008*) established the Foundation for Higher Education Admission (*Stiftung für Hochschulzulassung – SfH*). The 2008 State Treaty was superseded by the State Treaty on Higher Education Admission (*Staatsvertrag über die Hochschulzulassung – R127*), which entered into force on December 1, 2019. According to this treaty, the SfH has the task of supporting higher education institutions in the implementation of local admission procedures and in the implementation of registration procedures in admission-free study programmes (services), as well as implementing the central allocation procedure for study programmes with nationwide admission restrictions.

Study courses with nationwide quotas

In some courses, in which the total number of applicants exceeds the number of places available at all higher education institutions, there are quotas. At present, courses of study in medicine, veterinary medicine, dentistry and pharmacy were subject to a nationwide restriction on admissions. Places on these courses are awarded by the SfH and higher education institutions on the basis of a central allocation procedure ("*Zentrales Vergabeverfahren*"). With the State Treaty on Higher Education Admission, the "Central Allocation Procedure" was fundamentally reformed. In particular, the quota system for the allocation of study places was reorganized with the

abolition of the waiting period quota: In a selection process, up to 20 percent of the available study places are to be reserved for certain preliminary quotas – e.g. hardship cases, second degree applicants, etc.

The study places remaining at each higher education institution university after deduction of advance quotas are allocated

- 30 percent by the Foundation for Higher Education Admission according to the result of the university entrance qualification (so-called *Abiturbestenquote*)
- 10 percent by the higher education institutions according to the results of a selection procedure in which only criteria independent of school grades are taken into consideration (so-called additional eligibility quota), and
- 60 percent by the higher education institution within the framework of the “selection procedure of the higher education institutions” (*Auswahlverfahren der Hochschulen – AdH*).

According to the State Treaty on Higher Education Admission, higher education institutions must take into account at least one selection criterion independent of school grades in the AdH in addition to the result of the higher education entrance qualification, and at least two in the case of human medicine. At least one criterion independent of school grades must be weighted significantly. A subject-specific student aptitude test is specified as a binding criterion for the selection decision. Details of the procedure and the content-related criteria to be applied are determined by the Länder and the higher education institutions.

The Länder shall ensure that the average *Abitur* grades within a Land and between the Länder are approximately comparable with regard to the respective requirements and assessments. As long as the approximate comparability of the grades among the Länder is not ensured, the selection of applicants is balanced across all quotas on the basis of percentage ranking procedures and the formation of Länder quotas.

The State Treaty on Higher Education Admissions, the higher education admissions acts (*Hochschulzulassungsgesetze*) and the regulations on the allocation of study places (*Studienplatzvergabeverordnungen*) of the Länder contain certain transitional provisions, e.g. with regard to the special concerns of old applicants and with regard to the technical requirements for the application of certain criteria and procedural principles.

Study courses with local restrictions on admissions

There are local restrictions on admission to just less than 50 per cent of all study courses. Each higher education institution decides whether to admit applicants in accordance with Land law. The higher education institutions can commission the SfH to operate a service for the relevant courses of study.

In May 2012 the Foundation for Higher Education Admission launched the so-called dialogue-oriented service procedure (*Dialogorientiertes Serviceverfahren – DoSV*) on the online platform www.hochschulstart.de. The procedure speeds up the allocation of study places in courses of study with local admission restrictions in a user-friendly and transparent manner. An online platform operated by the SfH records applications from prospective students and compares them in a joint data base. The multi-stage procedure ensures that once an admission offer has been accepted study places at other participating higher education institutions are no longer blocked by multiple applications, and the places freed up can therefore be allocated to other students

more quickly. This avoids study places remaining unfilled at the start of the semester, even though there are still applications for those places. Since the success of the system largely depends on the participation of more higher education institutions, the Länder are working to persuade all of their higher education institutions which offer courses of study with admission restrictions to participate in the so-called “dialogue-oriented service procedure”. The Länder have therefore – while respecting the autonomy of the institutions of higher education – taken a variety of measures to achieve a higher participation of the institutions of higher education in the DoSV. In some cases, the Länder stipulate an obligatory participation. This is to be achieved through a corresponding directive, goals and performance agreements or within the scope of institutional contracts.

The above-mentioned State Treaty on Admission to Higher Education makes it possible to use the “dialogue-oriented service procedure” as a uniform IT procedure both for the study programmes that are subject to the central allocation procedure and for the study programmes with local admission restrictions.

Study courses without restrictions on the number of applicants

In study courses without restrictions on the number of applicants who can be admitted, all applicants who meet the above-mentioned entrance requirements are registered at the higher education institution for the course of study of their choice without having to go through any special admission procedures. In some cases there are so-called prior notification periods at higher education institutions even for study courses without restrictions. With the new State Treaty on Higher Education Admissions, institutions of higher education can now also include admission-free degree programmes in the dialog-oriented service procedure, which means that the effects of multiple admissions matching can be used to a greater extent.

Admission requirements to colleges of art and music

Colleges of art and music require proof of the *Allgemeine Hochschulreife* or the *Fachgebundene Hochschulreife* (higher education entrance qualification) and artistic aptitude. In most Länder, purely artistic courses, i.e. not for prospective teachers, also admit applicants without proof of higher education entrance qualification if they show unusual artistic talent.

Admission requirements to *Fachhochschulen*

Higher education entrance qualification

The prerequisite for admission to a *Fachhochschule* is either the *Allgemeine Hochschulreife* (general higher education entrance qualification) or *Fachgebundene Hochschulreife* (higher education entrance qualification restricted to a specified field of study) on the one hand or the *Fachhochschulreife* on the other, which as a rule is acquired after twelve ascending grades at a *Fachoberschule* (see chapter 6.10.). However, the *Fachhochschulreife* can also be obtained by taking additional classes at vocational schools, e.g. *Berufsfachschulen* and *Fachschulen*. In addition, previous related practical experience is required for admission to certain courses of study.

In certain subjects (e.g. design) proof of artistic ability is required in addition to a higher education entrance qualification.

Admission to higher education institutions

Many *Fachhochschulen* restrict the number of students admitted to individual subjects locally due to capacity constraints. As a rule, the *Fachhochschule* decides on the allocation of study places on the basis of the average mark, the result of a test to determine the applicant's capability to study a specific subject or the result of a selection interview, the vocational education and training or employment of an applicant, or weighted individual marks in the higher education entrance qualification, which provide specific information on the applicant's capability to study a specific subject. The *Fachhochschulen* can commission the SfH to implement a service procedure for the corresponding study courses.

Admission requirements to establishments outside the higher education system – *Berufsakademien, Fachschulen*

Applicants for courses at the *Berufsakademien* require a *Hochschulreife* or a *Fachhochschulreife* (general or subject-restricted higher education entrance qualification), depending on the regulations in force in the particular Land, and a training contract with a suitable training establishment. Depending on the Land legislation, applicants with professional qualifications but without the higher education entrance qualification can take an entrance examination or the regulations governing admission to higher education institutions for employed persons will apply. Once the training contract has been concluded, applicants are registered at the study institution by the company responsible for training them.

Admission requirements for the *Fachschule* vary, depending on the department. Admission to a *Fachschule* for agricultural economy, design, technology and business generally requires

- either a qualification in a recognised occupation requiring formal training that is relevant to the objective of the respective discipline and at least one year's experience in a relevant occupation, as well as, if necessary, a qualification from the *Berufsschule*
- or a qualification from the *Berufsschule* or equivalent qualifications and at least five years' experience in a relevant occupation.

Admission requirements for a *Fachschule* for social professions are generally the *Mittlerer Schulabschluss* and successful completion of relevant vocational education and training.

Curriculum

Curriculum at universities and equivalent institutions of higher education

The structure and contents of the courses of studies are specified in module descriptions, *Studienordnungen* (study regulations) or *Studienplänen* (study plans) and *Prüfungsordnungen* (examination regulations). Module manuals or module catalogues describe the individual modules in terms of student workload and the number of credit points awarded. The description of a module contains at least the following information:

- content and qualification objectives of the module
- teaching forms
- prerequisites for attendance
- applicability of the module

- prerequisites for the award of credit points
- credit points and marks
- frequency at which modules are offered
- student workload
- duration of the modules.

As a rule, the study regulations list the individual modules – including the credits to be awarded – required for successful completion of a course of study, and show which subjects are compulsory, elective and optional. Study regulations and module descriptions furnish guidance to the students, on the one hand, while serving as the basis for the planning of the curriculum in each department, on the other.

The *Prüfungsordnungen* (examination regulations), on the other hand, specify the *Regelstudienzeit* (standard period of study), requirements for entry to examinations, crediting of specific courses and examinations taken, time allowed for completion of a dissertation, examination standards, procedures and examination subjects. The study and examination regulations are often summarised in one charter.

Accreditation of study courses

In 2017, the Länder agreed on the State Treaty on the Organization of a Joint Accreditation System for Quality Assurance in Teaching and Learning at German Institutions of Higher Education – State Treaty on Study Accreditation – (*Staatsvertrag über die Organisation eines gemeinsamen Akkreditierungssystems zur Qualitätssicherung in Studium und Lehre an deutschen Hochschulen – Studienakkreditierungsstaatsvertrag*), which came into force at the beginning of 2018. The Länder determine the details of the formal criteria, the subject-specific content criteria and the procedure by means of legal ordinances. These ordinances are based on a model ordinance jointly developed by the Länder and are essentially in agreement. With the State Treaty on Study Accreditation, the existing system was further developed jointly by the Länder.

The aim of the accreditation of Bachelor's and Master's courses of study (programme accreditation) is to guarantee standards in terms of subject and content, compliance with structural guidelines and examination of the professional relevance of the qualifications through a formalised and objectively verifiable procedure. Accreditation can also be carried out in the form of system accreditation, the subject matter of which is the internal quality assurance system of a higher education institution. A positive system accreditation certifies that the higher education institution's quality assurance system in the field of study and teaching is sufficient to guarantee the achievement of the qualifications objectives and the quality standards of the study courses.

The structural guidelines valid for all Länder adopted by the Standing Conference of the Ministers of Education and Cultural Affairs in October 2003 form the basis for the accreditation. These serve as a framework for the planning and conception of study courses. The structural guidelines of October 2003, most recently amended in February 2010, refer, amongst others, to the structure and length of study. They stipulate that Bachelor's study courses, as study courses which lead to a first degree qualifying for entry into a profession, must provide the academic foundation, methodological skills and qualifications related to the professional field corresponding to the profile of the higher education institution and the study course, and generally ensure a broad academic qualification. Bachelor's and Master's study courses are provided

with a credit point system which is based upon the European Credit Transfer System (ECTS).

For more detailed information on the joint accreditation system and the accreditation of study programmes, see chapter 11.3. on quality assurance in higher education.

Foreign language teaching

To do justice to the importance of foreign language teaching in higher education, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in 1991 issued directives on attainment of a *technical language* certificate (*Richtlinien für den Erwerb eines Zertifikats "Fachsprache"*). Foreign language training is optional; as a rule, this certificate can be obtained after four semesters' training for a total of 12 to 16 hours of attendance per week during a semester (a workload of 170 to 200 hours in total) and after a final examination. German universities traditionally offer a wide range of foreign language courses, both general and technical in orientation. Classes are given in many European and non-European languages.

Curriculum at colleges of art and music

The observations on regulations governing studies and examinations at universities and equivalent institutions of higher education essentially apply to colleges of art and music as well.

Accreditation of study courses

With a few specific special regulations, the observations on the accreditation of study courses at universities and equivalent institutions of higher education apply to colleges of art and music as well. The Education Ministers of the individual Länder decide whether to include the liberal arts study courses in cooperation with the particular higher education institution. For arts Bachelor courses at colleges of art and music the structural guidelines valid for all Länder provide for the promotion and development of artistic abilities, the teaching of basic scientific principles as well as methodical and professional skills.

Curriculum at Fachhochschulen

The observations on the accreditation of study courses at universities and equivalent institutions of higher education essentially apply to *Fachhochschulen* as well.

Accreditation of study courses

The structural guidelines for all Länder and the specifications for programme and system accreditation passed by the Standing Conference of the Ministers of Education and Cultural Affairs also apply to *Fachhochschulen*.

Foreign Language Teaching

Against the background of growing internationalisation, the teaching of foreign languages is becoming increasingly important. Numerous courses of studies at *Fachhochschulen* include foreign language classes either as a compulsory subject or an elective within the framework of general education subjects. Furthermore, many *Fachhochschulen* offer optional foreign language courses for students in all departments. The observations on the acquisition of the *technical language* certificate at universities and equivalent institutions of higher education apply to *Fachhochschulen* as well.

Dual Study-Courses

Study courses at *Fachhochschulen* are highly application-oriented and of great practical relevance. Against this background, particularly *Fachhochschulen*, especially in the fields of engineering and business administration, also offer so-called dual courses of study (*duale Studiengänge*) in the form of study courses which integrate vocational training, work and practical placements. To this end the higher education institutions conclude cooperation agreements with companies which provide training or traineeships. The study courses which integrate vocational training link the study course with in-company training. The periods of study and work experience are distributed according to various models (sandwich or consecutive model) and subject to the *Studienordnung* (study regulations) or module description. Study courses at *Fachhochschulen* which integrate vocational training lead to two qualifications for entry into a profession: graduates are awarded the Bachelor's degree (in rare cases still the *Diplomgrad*, to which the word *Fachhochschule* is added) and, at the same time, they obtain the vocational education and training leaving certificate. In study courses which integrate practical placements, the students do more practical placements on a bigger scale, in addition to the practical semesters required in study courses at a *Fachhochschule*. Vocational integration study programmes combine the course of studies with a related professional activity.

In addition, *Fachhochschulen* in particular organise study courses that accompany training, work or professional practice that allow a Bachelor's or Master's degree to be completed alongside a professional activity with no structural or content-related interlocking.

A characteristic feature of *duale Hochschulen* is that they combine practical training in the company with higher education studies by offering practice-integrating courses of study. There is close cooperation with in-company training centres. The *Duale Hochschule Baden-Württemberg* (DHBW) was founded in 2009 and continues the dual model of the former *Berufsakademie Baden-Württemberg*, which was successful for over 40 years. The organisational structure of the DHBW, which is based on the US American state university system with a central and local level, is also unique in Germany. At its nine locations and three campuses, the DHBW offers a variety of nationally and internationally accredited Bachelor's degree programmes in cooperation with around 9,000 selected companies and social institutions, as well as career-integrating and part-time Master's degree programmes in the fields of business, technology, social work and health. With currently around 34,500 students, DHBW is the largest institution of higher education in Baden-Württemberg. In Thüringen, the former State Academy of Studies (*Staatliche Studienakademie*) with its two *Berufsakademien* was converted into the Gera-Eisenach Cooperative State University in 2016. This gave the establishment the legal status of an institution of higher education.

Curriculum at establishments outside the higher education system – Berufsakademien, Fachschulen

The students at the *BERUFSAKADEMIEN* complete parallel training with a company in trade and industry, with comparable establishments in other sectors – particularly in the case of the liberal professions – or at institutions maintained by social services. During the training, periods of study at the study institution (*Studienakademie*) alternate with periods of on-the-job training in the training establishments. Training

is given on the basis of two kinds of study and training plans. Firstly, these are drawn up by the *Berufsakademien* together with participating companies and social services, and adopted by the ministries responsible in the form of ordinances. Secondly, these are also according to *Ausbildungsordnungen* (training regulations) and *Prüfungsordnungen* (examination regulations) of the *Berufsakademien* in accordance with general regulations of the responsible ministries.

Bachelor's training courses at *Berufsakademien* should be accredited. With the fulfilment of certain requirements, Bachelor's degrees obtained at *Berufsakademien* are thus equivalent to Bachelor's degrees obtained at institutions of higher education and thus provide access to Master's study courses. The requirements for the *Berufsakademien* apply in particular to teaching staff and to the scope of both theoretical and practical training components.

The requirements for admission to continuing vocational education courses and upgrading training at *FACHSCHULEN* are appropriate vocational education and training in conjunction with the relevant vocational experience. The compulsory component in the two-year *Fachschulen* comprises the multi-disciplinary and subject-specific areas in the five subject areas, as well as a practical in youth and community work or in healthcare support for the social services area. Instruction in the multi-disciplinary area serves primarily the acquisition of extended general knowledge, skills and competences. Instruction in the subject-specific areas serves the acquisition of extended vocational knowledge, skills and competences in one of the five subject areas.

Teaching Methods

Teaching methods at universities and equivalent institutions of higher education

Classes take the form of lectures, seminars, practical exercises, work placements and study trips. The main function of the lectures is to impart general and basic knowledge about the various fields of study. The seminars afford an opportunity to deal in depth with a more narrowly defined topic. Practical exercises and practicals, meanwhile, provide the opportunity to develop the theoretical knowledge gained in a practical manner. The Federation and Länder are promoting the use of digital media (multimedia and teleteaching) in the teaching offered which is continuously expanded. They are becoming increasingly important, also against the background of the Corona pandemic.

The classes are normally designed for students of a specific degree course and at a particular stage in their studies. However, interdisciplinary classes have been gaining in significance, especially in the more advanced stages. So-called *Graduiertenkollegs* (providing university graduate training programmes) for the promotion of young scholars, for instance, are also frequently organised along interdisciplinary lines.

Teaching methods at colleges of art and music

One distinctive feature of studying at a college of art or music is that artistic instruction is given one on one or in small groups closely supervised by a member of the teaching staff.

Teaching methods at *Fachhochschulen*

Particular characteristics of courses of study at *Fachhochschulen* include practice-oriented training and a variety of teaching forms including lectures, seminars, practical

exercises, work placements and study trips in small groups. The seminars afford an opportunity to deal in depth with a more narrowly defined topic, whilst practical classes and work placements enable the theoretical knowledge to be consolidated in a practical context. A further special feature of courses of studies at *Fachhochschulen* is the integration into the course of one or two *Praxissemester* (semesters of work experience). The *Fachhochschule* lays down the rules for and content of these training periods, supervises them and provides parallel classes. They are spent in a company or in another place of work for a duration of at least 20 weeks.

The principle of teaching small groups creates close contacts between teaching staff and students and enables students to interact in the class.

Teaching methods at establishments outside the higher education system – *Berufsakademien, Fachschulen*

A characteristic feature of training at a *Berufsakademie* is the division of each semester into on-the-job training and a theoretical part of the course at the study institution that lasts between ten and 12 weeks. During the theoretical part of the course, as a rule, students are taught in small groups. In addition to lectures and seminars, active teaching methods like role play, experimental games or case studies are applied.

See chapter 6.9. for teaching methods in continuing vocational education and vocational upgrading training at *Fachschulen*.

Progression of Students

Progression of students at universities and equivalent institutions of higher education, colleges of art and music and *Fachhochschulen*

Students at universities and higher education institutions are not classified in terms of year groups, but rather according to the courses or modules required for the successful completion of the course of study. If a student fails in a module, he or she must repeat that module only, without falling a semester behind his or her fellow students. In practice, however, failing courses usually prolongs a student's stay at university. *Studienordnungen* (study regulations) and *Prüfungsordnungen* (examination regulations) lay down the requirements for admission to a certain stage of studies or a particular module. Module examinations can be repeated at least once, in some cases several times.

It is generally possible to change one's course of study even in later semesters. If it is a course of study with nationwide restrictions on admission, the proviso is that the student in question obtains a study place for the subject of his choice. Previous periods of study and the courses and examinations that have been passed in another study course are to be recognised if there are no significant differences between the competences to be acquired and those demonstrated. Higher education institutions must give reasons for decisions rejecting such applications.

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

For admission to the final examination at *BERUFSAKADEMIEN* it is required, as a rule, that students submit the certificates they have obtained throughout their studies, and that they have undergone practical training in the training establishment in accordance with the training plan. The final examination may be retaken once or twice,

failed attempts at the dissertation may be repeated only once. The regulations of the Länder or the *Berufsakademien* apply for the retake of the examination and the dissertation.

The information given in chapter 6.10. essentially applies for progression at *FACHSCHULEN*.

Employability

Measures to facilitate the transition from university to working life

The universities' student counselling offices and the employment agencies' career guidance services furnish information and guidance to help graduates move from higher education into the professional world. Higher education institutions are also increasingly setting up so-called Career Centres which combine student counselling and the teaching of professionally-relevant key qualifications (see chapter 12.7.). Their prospects on the employment market may be improved by specialising in appropriate fields of study and enrolling in appropriate *weiterführende Studiengänge* (further study, supplementary and follow-up courses). Work placements afford an opportunity to gain an insight into the working world and establish contact with prospective employers. Proof of work experience (for four to six months, in some cases up to a year) acquired before or while studying is demanded in a number of fields, especially in natural and engineering sciences. To improve the employment prospects of arts and social science graduates, some higher education institutions have set up programmes in collaboration with employment agencies to place them in industry and equip them with key skills (e.g. a grounding in computing, elementary business skills).

The connections between higher education institutions and their former students (Alumni) can also facilitate the entry of their graduates into professional life.

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

Measures to facilitate the transition from colleges of art and music to working life

Many of those who complete artistic studies have difficulty finding suitable employment or earning an adequate livelihood from their own artistic endeavours. To improve their prospects, subjects have therefore been added to the curricula that qualify them for practical work (educational sciences/didactics, management in the cultural sector). The transition to working life can be eased by a suitable choice of courses and extra qualifications.

Measures to facilitate the transition from *Fachhochschulen* to working life

Student counselling offices at *Fachhochschulen* and the career guidance services of the employment agencies furnish information and guidance to help graduates move from higher education into the professional world. Their prospects on the employment market may be improved by specialising in appropriate fields of study.

The declared aim of a *Fachhochschule* education is that it should be closely related to professional practice. This purpose is served chiefly by incorporating one or two *Praxissemester* (semesters of work experience) into the course of study. In many cases the topics of *Diplomarbeiten* or *Bachelorarbeiten* (dissertations) derive from problems that students have encountered in the practical semesters. In some cases, they are

prepared in collaboration with industry and trade. In this way, students can gain an insight into the working world and establish contact with prospective employers before graduating. The offices for practical training (*Praktikantenämter*) at the institutions of higher education and the careers advice service of the employment agencies provide help finding placements. In addition, it is also possible to look for placements in Internet marketplaces for practical training (*Praktikantenbörsen*).

In dual study courses or at *duale Hochschulen* vocational training or a vocational traineeship is already integrated into the study and is carried out in cooperation with suitable companies.

Fachhochschulen can also facilitate the entry of their graduates into professional life through connections with their former students (Alumni).

Measures to facilitate the transition from *Berufsakademien* to working life

Thanks to the combination of theoretical and practical training, graduates of vocational education and training courses based on a dual system offered by the *Berufsakademien* are prepared for working life during their actual studies. It is often the case that students are even taken on after obtaining their qualification for entry into a profession at the *Berufsakademie* by the very company that trained them.

Student assessment

Student assessment at universities and equivalent institutions of higher education

Bachelor's and Master's study courses are subject to quality assurance through accreditation. For the accreditation of a study course, it is to be established that the course is modularised; the examinations are in general performed as an accompaniment to studies. In addition, the study courses are provided with a credit point system. The credit points are related to instruction as such, as well as to the time needed to prepare and go over the taught content, preparation for examinations and the examinations themselves and, if applicable, to internships. For a Bachelor's degree, no less than 180 ECTS points must be submitted. A written dissertation (Bachelor's thesis/ Master's thesis) is obligatory for both Bachelor's and Master's study courses. Students are to demonstrate the ability to independently address a problem from their subject within a specified period of time using academic methods. The scope of the work for the Bachelor's dissertation comprises a minimum of 6 ECTS credits and must not exceed 12 ECTS credits.

The *Prüfungsordnungen* (examination regulations) prescribe the objectives of and subject-matter on the examinations, the required standards and the examining procedures for each study course. In modularised courses of study, the individual modules are to be determined, inter alia, with regard to course contents and objectives, the workload, the credit points to be awarded and the examination requirements.

Credit points and grades must be shown separately. Alongside the grade based on the German grading scale from 1 to 5, in the final grade a relative grade is also to be shown.

Student assessment at colleges of art and music

Certificates are issued for classes successfully completed at art colleges, too. In addition to written and oral examinations, it is above all artistic abilities that are tested.

For consecutive Bachelor's and Master's study courses with a total standard study period of six years in one of the core arts subjects a Master's degree requires 360 ECTS points in principle including the previous course of study.

Student assessment at *Fachhochschulen*

For student assessment in Bachelor's and Master's study courses at *Fachhochschulen*, the observations on student assessment at universities and equivalent institutions of higher education apply.

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

Bachelor's and Master's training courses are subject to quality assurance through accreditation. For the accreditation of a training course, it is to be established that the course is modularised and provided with a credit point system; the examinations are in general performed as an accompaniment to studies. The general information on assessment of performance in Bachelor's and Master's degree courses at universities and equivalent higher education institutions also apply to Bachelor's degree courses at *Berufsakademien* (professional academies). In the theoretical section of the training course, intermediate examinations consist amongst others of written examinations, seminar papers, oral examinations, presentations and scientific papers. In practical professional training, intermediate examinations for the most part consist of project papers.

For student assessment in continuing vocational training at *Fachschulen*, see chapter 6.10., which explains the basic principles for performance assessment and the awarding of marks.

Certification

Certification at universities and equivalent institutions of higher education

With regard to higher education degrees, a distinction is drawn between academic, state and ecclesiastical examinations. As a rule, a higher education qualification for a profession is conferred on the basis of these examinations.

Institutions of higher education are authorised by law to administer *Hochschulprüfungen* (academic examinations). The Bachelor examination is an academic examination on the basis of which the Bachelor's degree is conferred.

Bachelor's study courses lay academic foundations, provide methodological skills and lead to qualifications related to the professional field corresponding to the profile of the higher education institution and the study course. The Bachelor's degree provides the same rights as *Diplom* qualifications obtained at a *Fachhochschule*.

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

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.Sc.)
- Bachelor of Engineering (B.Eng.)
- Bachelor of Laws (LL.B.)
- Bachelor of Education (B.Ed.)

A Magister degree is awarded in full theology, non-graduated courses of study with a standard period of study of five years.

Universities and equivalent institutions of higher education add a diploma supplement to the leaving certificate that describes, usually in English, the progress of the studies and the performance of the graduate.

On the basis of agreements with a foreign institution of higher education, some universities also award a foreign degree (double degree) or a joint degree in addition to the German degree.

Certification at colleges of art and music

The artistic qualification awarded on completion of a first-degree course of study is the Bachelor or the *Diplom*. In December 2004, as part of the structural requirements that are binding for all Länder, the Standing Conference passed a resolution for the accreditation of Bachelor's and Master's study courses at colleges of art and music. The following designations are used for Bachelor's degrees at colleges of art and music:

- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Arts (B.A.)
- Bachelor of Music (B.Mus.)

Apart from artistic training, colleges of art and music also provide courses of teacher training, which entitle students to teach art or music at schools after passing their *Staatsprüfung* (state examination) or acquiring a Master's degree and undergoing *Vorbereitungsdienst* (preparatory service). In 2003 and 2004, the Standing Conference adopted general guidelines for training in the subjects art and music for all teaching careers. Information on teacher training courses conveying the educational prerequisites for teaching positions are available in chapter 9.1.

The number of Bachelor's and Master's degree courses at *Kunsthochschulen* and *Musikhochschulen* (colleges of art and music) has rapidly increased over the past few years. Just less than 82.1 per cent of all study courses on offer at German colleges of art and music are Bachelor's and Master's degree courses.

Certification at *Fachhochschulen*

Fachhochschulen award the Bachelor's degree and the Master's degree as a final qualification at the end of the degree course; the *Diplomgrad* is also still awarded at present to a lesser extent. On the basis of agreements with a foreign institution of higher education, some *Fachhochschulen*, confer a foreign degree (double degree) or a joint degree in addition to the German *Diplom*.

Bachelor's study courses lay academic foundations, provide methodological skills and lead to qualifications related to the professional field corresponding to the profile of the higher education institution and the study course and lead to the Bachelor's degree. The Bachelor's degree generally provides the same rights as *Diplom* qualifications acquired at a *Fachhochschule*.

The following Bachelor's degrees can be obtained at *Fachhochschulen*:

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.Sc.)
- Bachelor of Engineering (B.Eng.)
- Bachelor of Laws (LL.B.)

The *Fachhochschulen* add a diploma supplement to the leaving certificate of the *Diplom* and *Magister* study courses, as well as to the Bachelor/Master study courses, that describes, usually in English, the study course, the progress of the studies and the performance of the graduate.

Certification at establishments outside the higher education system – *Berufsakademien, Fachschulen*

Berufsakademien

In October 2004, the Standing Conference has passed criteria for the accreditation of Bachelor's training courses at *Berufsakademien*. The state-recognised Bachelor's degrees obtained after the completion of training courses which have been accredited on this basis are equivalent to Bachelor's degrees obtained at institutions of higher education. The academic equivalence of the Bachelor's degrees is linked to their equivalence with regard to the right to practise certain professions. However, the designation does not refer to a higher education degree but to a state-recognised degree.

Fachschulen

Depending on the discipline, successful completion of the two-year FACHSCHULE entitles graduates to use the occupational titles state-certified agricultural economist (*Staatlich geprüfter Agrarbetriebswirt*), state-certified technician (*Staatlich geprüfter Techniker*), state-certified business economist (*Staatlich geprüfter Betriebswirt*) or, in the field of home economics, state-certified home economics manager (*Staatlich geprüfter hauswirtschaftlicher Betriebsleiter*), and state-certified designer (*Staatlich geprüfter Gestalter*), as well as other occupational titles in the social professions, e.g. state-recognised youth or child-care workers (*Staatlich anerkannter Erzieher*). It is also possible to obtain the *Fachhochschulreife* at the *Fachschule*.

7.3.2. Short-Cycle Higher Education

Short-cycle study programmes are not offered in the Federal Republic of Germany.

7.4. Second Cycle Programmes

Branches of study

For a detailed discussion of the branches of study offered at institutions of the tertiary sector, see chapter 7.3.1.

The standard period of study for Master's study courses can be two, three or four semesters.

Admission requirements

The admission requirement for a Master's study course is, as a rule, a higher education degree qualifying for entry into a profession. Under Land higher education laws, in clearly defined exceptional cases for Master's study courses providing further education and for artistic Master's study courses, an entrance examination may take the place of the requirement for a higher education degree qualifying for a profession. For quality assurance purposes or on grounds of capacity, additional admission requirements may be laid down for Master's study courses. Admission requirements are subject to accreditation. The Länder may reserve the right to approve admission requirements.

For admission to artistic Master's study courses, the special artistic aptitude required for this must be demonstrated in addition to the Bachelor's qualification. This can also be done by a special aptitude examination.

For admission to Master's study courses providing further education, also evidence of qualified employment is required for a period of not less than one year as a rule.

Curriculum

The "Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses" (*Ländergemeinsame Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen*) distinguish between research-oriented Master's study courses and practice-oriented ones as well as consecutive Master's study courses and Master's study courses providing further education. Master's study courses providing further education should take professional experience into account and build on it.

Master's degree courses at colleges of art and music should have a special artistic profile which must be laid down in the accreditation and set out in the *Diploma Supplement*. More detailed information on the *Diploma Supplement* is available in chapter 7.3.1.

Teaching methods

For a discussion of teaching methods at institutions of the tertiary sector, see chapter 7.3.1.

Progression of students

For a discussion of the progression of students at institutions of the tertiary sector, see chapter 7.3.1.

Employability

For a detailed discussion of measures to facilitate the transition from institutions of the tertiary sector to working life, see chapter 7.3.1.

Student assessment

A Master's degree requires 300 ECTS points, including the preceding course of study for the first qualification for entry into a profession. This requirement can be waived in special cases where students can demonstrate that they are suitably qualified.

The scope of the work for the Master's dissertation should range from 15–30 ECTS credits.

For consecutive Bachelor's and Master's study courses with a total standard study period of six years in one of the core arts subjects a Master's degree requires 360 ECTS points in principle including the previous course of study.

Credit points and grades must be shown separately. Alongside the grade based on the German grading scale from 1 to 5, in the final grade a relative grade is also to be shown.

Certification

In designating consecutive Master's degrees, no distinction is made between the profile types "practice-oriented" and "research-oriented". The Master's degree provides

the same rights as *Diplom* and *Magister* qualifications of universities and equivalent higher education institutions.

The following designations are used for Master's degrees in consecutive Master's study courses at universities and equivalent institutions of higher education:

- Master of Arts (M.A.)
- Master of Science (M.Sc.)
- Master of Engineering (M.Eng.)
- Master of Laws (LL.M.)
- Master of Education (M.Ed.)

The following designations are used for Master's degrees in consecutive Master's study courses at colleges of art and music:

- Master of Fine Arts (M.F.A.)
- Master of Arts (M.A.)
- Master of Music (M.Mus.)

In the courses of study at art and music colleges, which provide the educational prerequisites for a teaching position, a Master of Education (M.Ed.) in music or fine arts is awarded.

The following designations are used for Master's degrees in consecutive Master's study courses at *Fachhochschulen*:

- Master of Arts (M.A.)
- Master of Science (M.Sc.)
- Master of Engineering (M.Eng.)
- Master of Laws (LL.M.)

Bachelor's degrees generally confer the same rights as *Diplom* degrees at *Fachhochschulen*, Master's degrees confer the same rights as *Diplom* and *Magister* degrees at universities and equivalent institutions of higher education.

7.5. Programmes Outside the Bachelor and Master Structure

In the course of the Bologna Process to establish a European Higher Education Area the study system has been converted to the consecutive structure of study with Bachelor's and Master's qualifications. The study structure reform has largely been completed. In the 2018/2019 winter semester, 92 per cent of all study offers at German institutions of higher education were Bachelor's and Master's study courses.

Alongside the Bachelor degree, the *Diplom* degree, the *Magister* degree as well as Church and state qualifications obtained after an integrated single-cycle course of study exist as first vocational degrees qualifying for an occupation.

Diplom and Magister

A small number of study courses end with a *Diplom* examination. Courses of studies that culminate in a *Diplom* concentrate on a single subject. The *Diplom* examination is associated with a *Diplom* degree (e.g. *Diplom-Psychologe*). The *Fachhochschule Diplom* certificate bears the additional notation ("FH" for *Fachhochschule*), e.g. *Diplom-Ingenieur/-in (FH)*.

A very small number of courses currently still end with a *Magister* examination. Courses of study that lead to a *Magister*, Bachelor's or Master's degree admit a

combination of several subjects (usually one major subject and two minor subjects, or two equally weighted major subjects), particularly in arts subjects. The *Magister* examination is associated with the award of the *Magister* degree (e.g. *Magister Artium*).

Bachelor's degrees generally confer the same rights as *Diplom* degrees at *Fachhochschulen*, Master's degrees confer the same rights as *Diplom* and *Magister* degrees at universities and equivalent institutions of higher education.

Staatsprüfung

A state examination or *Staatsprüfung* has to be taken in some courses of studies. This is the case in medicine, dentistry, veterinary medicine, pharmaceuticals, food chemistry, law and to some extent the teaching profession. The standards of performance on state examinations correspond to those on academic examinations. Hence, the difference between state and academic examinations is essentially of a formal nature. The state examination is conducted by the state examination bodies; professors from the universities are appointed as examiners. After the First State Examination, prospective lawyers and teachers, in particular, undergo a second phase of training called *Vorbereitungsdienst* or preparatory service, which is concluded by another state examination. Only this Second State Examination entitles them to practise their profession. Information on teacher training courses conveying the educational prerequisites for teaching positions are available in chapter 9.2.

As a rule a state examination entitles graduates to start doctoral studies in the same way as an academic degree.

Theological degrees

In December 2007 the Standing Conference adopted the guidelines developed in conjunction with the Protestant Church in Germany and the German Bishops' Conference (*Deutsche Bischofskonferenz*) on the structure of study courses in Roman Catholic or Protestant Theology/Religion ('*Eckpunkte für die Studienstruktur in Studiengängen mit Katholischer oder Evangelischer Theologie/Religion*'). For theological courses of study which qualify students for the ministry, priesthood or the profession of a pastoral assistant (*theologisches Vollstudium* – full theological course of study) the guidelines provide, until further notice, for courses which conclude – after a standard study period of five years in total – with an academic and a Church examination. There are no plans at present to introduce a consecutive study structure pursuant to the Bologna Process within the *theologisches Vollstudium*. The courses of study are, nonetheless, modularised and provided with a credit point system.

Other postgraduate study courses

In addition to the courses leading to a first degree, besides consecutive Master's study courses and Master's study courses providing further education, there are other postgraduate study programmes in some Länder (further study, supplementary and follow-up courses) that either build on the first degree, providing further vocational skills, increased specialisation and reinforcement, or are taken in parallel with a different course of study. Key characteristics of postgraduate study courses are, inter alia:

- a completed higher education course of study leading to a first degree as the admission requirement and, where applicable, additional admission requirements depending on the objective of the postgraduate study course
- specific orientation to the level of qualification achieved in the first degree qualifying for entry to a profession and corresponding admission requirements
- the structuring of the study course through an examination regulation
- the award of an independent qualification, which requires the knowledge and abilities acquired in the first-degree course, but goes far beyond them.

Information on Master's study courses providing continuing education can be found in chapter 7.4., as they are part of the Bachelor and Master structure.

An overview of the range of special graduate courses on offer provided by the German Rectors' Conference (*Hochschulrektorenkonferenz – HRK*) is available on the Internet at www.hochschulkompass.de.

7.6. Third Cycle (PhD) Programmes

Particularly well-qualified students may also choose to complete a doctorate. The disciplines in which it is possible to obtain a doctorate at universities and equivalent institutions of higher education are listed under www.higher-education-compass.de.

The PhD proves the ability to carry out more in-depth, independent academic or scientific work. It embodies a separate research achievement and is not seen as a third phase of the course of studies in Germany. The goal of the PhD phase is to qualify for an activity in research and science, though also for leadership tasks in the scientific society.

The paths to a doctorate in Germany are varied. The leading model in Germany is the individual, supervised doctorate. Structured doctoral programmes are also becoming increasingly important. Doctoral studies are, as a rule, completed at universities or equivalent institutions of higher education, to some extent in cooperation with non-university research institutes and *Fachhochschulen*. The acquisition of a doctorate at a *Fachhochschule* is only possible in exceptional cases. There are currently just less than 110,000 doctoral students enrolled at the institutions of higher education. The total number of doctoral students in Germany is estimated at being just less than 200,000. Just less than 28,000 obtained their doctorate in 2018.

Organisation of doctoral studies

In order to support the up-and-coming academics, *Graduiertenkollegs*, financed by the German Research Foundation (*Deutsche Forschungsgemeinschaft – DFG*), have been set up at institutions of higher education since 1990 to provide students with the opportunity to prepare their doctorate within the framework of a systematic programme. In 2019 there were 245 *Graduiertenkollegs* in Germany. Since 1998, there has been a larger number of other structured forms of training for doctoral students. These include international doctoral programmes, International Max-Planck Research Schools and Graduate Schools.

Admission requirements

Admittance to doctoral studies is regulated in the Higher Education Acts of the Länder (R128–R143) and in the doctoral regulations (*Promotionsordnungen*) of the higher

education institutions with the right to award a *Doktorgrad*. Master's degrees obtained at universities and equivalent higher education institutions, or at *Fachhochschulen*, always provide entitlement to doctoral studies. A pass in the *Erste Staatsprüfung* (First State Examination) also provides entitlement to doctoral studies.

Particularly well-qualified holders of a Bachelor's degree may also be admitted directly to doctoral studies without first acquiring a further degree by means of a procedure to determine aptitude. Higher education institutions with the right to award a *Doktorgrad* will regulate admission as well as the organisation of the procedure to determine aptitude in their doctoral regulations. In addition to their respective qualification, students are required to complete preparatory academic studies in the subjects to be studied at doctorate level and/or a supplementary period of study at the university in question or have to sit an aptitude test (*Promotionseignungsprüfung*).

Master's degrees obtained at colleges of art and music entitle graduates to embark on doctoral studies if the Master's study course provided a sufficient qualification.

Funding of doctoral students/candidates

Some doctoral students are employed, while others are funded by grants or finance their own doctoral studies. Grants and funding programmes are provided by the Federation, Länder, research and funding organisations, organisations for the promotion of young talent and political foundations. The rate of funding varies.

Assessment

A doctorate is conferred on the strength of a doctoral thesis, which must be based on independent research, and oral examinations called *Rigorosum*. Oral examinations may be replaced by a defence of the student's thesis (*Disputation*) or a comparable achievement. A doctoral thesis need not be written within any prescribed length of time.

Certification

The doctorate entitles a graduate to bear the *Doktorgrad* (title of *Doktor*).

Organisational Variation

The potential organisational formats of the doctorate are set out above.

8. ADULT EDUCATION AND TRAINING

8.1. Introduction

Continuing education and further learning are becoming increasingly important with the present demographic development. In terms of lifelong learning, institutionalised continuing vocational training addresses the further development of individual qualifications as well as individual reorientation relative to the qualification. The development, recognition and certification of competences will become more and more important in future, as will new, non-formal learning. Continuing education encompasses the general, vocational and socio-political domains in equal measure. Their interactions are on the increase, particularly in view of the development and transfer of competences in the sense of lifelong further learning.

In response to the vast range of demands made on continuing education, a differentiated structure has been developed. Adult and continuing education institutions offer a variety of programmes, courses and subject areas covering general, vocational, political and continuing academic education. The aims, content and duration of courses vary accordingly.

8.2. Distribution of Responsibilities

Continuing education in Germany is regulated by the state to a lesser degree than other areas of education. The justification given for this is that the diverse and rapidly-changing demands on continuing education can best be met by a structure which is characterised by diversity and competition among the institutions and the range of courses and services on offer. A central principle of continuing education courses is that attendance should be voluntary.

The activities of the state in the field of continuing education are, for the most part, restricted to laying down principles and to issuing regulations relating to organisation and financing. Such principles and regulations are enshrined in the legislation of the Federal Government and the Länder. State regulations are aimed at establishing general conditions for the optimum development of the contribution of continuing education to lifelong learning.

The joint responsibilities of the Federation and the Länder include research and pilot schemes in all sectors of continuing education. In addition, Federation and Länder are responsible for statistics on continuing education and for drawing up reports on continuing education in their respective areas of responsibility.

The responsibilities of the Länder include in particular the following powers to regulate and promote:

- continuing general education
- continuing education leading to school-leaving qualifications
- continuing academic education at higher education institutions
- continuing cultural education
- some elements of continuing political education
- some elements of continuing vocational training

The prerequisites and principles for the promotion and funding of continuing education are laid down in continuing education legislation (R170–183) and employment release legislation (R184–194) of the Länder. Continuing and adult education

legislation describes continuing education as an independent education sector which incorporates continuing general and political education and continuing vocational training and the development of which is the responsibility of the public sector. Continuing education legislation guarantees a diverse range of institutions maintained by a variety of organisations and lays down a state approval procedure for such institutions. All Land legislation includes regulations which recognise the maintaining body's freedom to prepare curricula and independence in staff selection.

In addition to continuing education legislation, school legislation at Land level (R86–103) contains regulations on continuing education within the school system (e.g. the attainment of school-leaving qualifications) and higher education legislation (R128–R143) regulates the development of academic continuing education. Regulations regarding continuing education offers at *Berufsakademien* are contained, if necessary, in the *Berufsakademie* legislation (R148–153).

In 14 of the 16 Länder legislation allows employees to attend continuing education courses (paid educational leave – *Bildungsurlaub*, *Bildungsfreistellung* or *Bildungszeit*) for up to five working days per year with no loss in earnings, provided that certain conditions are fulfilled. The exemption mostly refers to political and vocational continuing education and training, in some Länder also to parts of general continuing education and training, especially qualification for an honorary office. The legal basis differs from Land to Land.

Over the past years, the Länder have encouraged innovative offers and developed numerous programmes to support further education and training that take into account the various aspects of the demand for continuing education on regional labour markets and the increased importance of professional and vocational continuing education. Special attention is hereby paid to less qualified, as well as educationally deprived persons, and older employees.

In addition to the above-mentioned responsibilities, which are carried jointly by the Federation and the Länder, the FEDERAL GOVERNMENT'S responsibilities include in particular:

- continuing vocational training outside the school sector
- regulated further vocational training
- basic regulations for the protection of those on distance learning courses which are offered under private law
- some areas of continuing political education
- international cooperation in continuing education, including within the European Union

Regulations for the continuing education sector have been adopted at national level in the following legislation in particular: Book Three of the Social Code III (*Drittes Buch Sozialgesetzbuch – Arbeitsförderung* – R164), Upgrading Training Assistance Act (*Gesetz zur Förderung der beruflichen Aufstiegsfortbildung* – AFBG – R167), Vocational Training Act (*Berufsbildungsgesetz* – BBiG – R81), Crafts and Trades Regulation Code (*Handwerksordnung* – HwO – R82), Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz* – BAföG – R84) and Law on the Protection of Participants in Distance Education (*Fernunterrichtsschutzgesetz* – FernUSG – R166).

The responsibility for the promotion of continuing vocational training according to Book III of the Federal Government's Social Code lies with the Federal Employment

Agency (*Bundesagentur für Arbeit* – BA), and the responsibility for supporting benefit recipients in accordance with Book Two of the Social Code (*Zweites Buch Sozialgesetzbuch – Grundsicherung für Arbeitsuchende* – R165) with the Jobcenters. Promotion under Books Two and Three of the Social Code includes the following measures:

- Further vocational training: schemes to assess, maintain, extend or adapt the vocational knowledge and skills of adults who have a vocational qualification or appropriate work experience.
- Vocational retraining leading to a qualification in a *anerkannter Ausbildungsberuf* (recognised occupation requiring formal training): targeted mainly at unemployed people with no vocational qualifications and low-skilled persons.

Through the Upgrade Training Assistance Act participants in vocational upgrade training schemes, for example to a *Meister*, *Fachwirt*, *Techniker* or *Erzieher*, have received financial support since 1996. They receive an amount to help cover the costs of the continuing education irrespective of their income, and in the event of full-time schemes they also receive an amount for their costs of living depending on their income. This grant is partly a subsidy and partly a low-interest loan provided by the Reconstruction Loan Corporation (*Kreditanstalt für Wiederaufbau* – KfW). In 2019 there were around 167,000 persons who received this grant. From 1996 to 2019, more than 3 million people have been able to upgrade their training for a total cost of around Euro 10 billion.

Under the Vocational Training Act and the Crafts and Trades Regulation Code, responsibility for examinations in further vocational training generally rests with the chambers (e.g. chambers of handicrafts and chambers of industry and commerce). Where there is a national regulatory interest, examinations in further vocational training are regulated by ordinances of the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF). The content of examinations is laid down by regulations of the *competent bodies* or by ordinances passed by the Federal Government. Further vocational training allows, amongst other things, the attainment of the vocational knowledge, skills and competences that enable individuals to assume middle and sometimes also higher management responsibilities within companies.

The Federation and Länder cooperate in various projects to secure the profits of life-long learning for the design of individual educational and working lives. The key focus is on the topics literacy and basic education, competence balancing, quality management, networking and counselling as well as municipal education management.

8.3. Developments and Current Policy Priorities

The original objective of *learning for learning's sake* increasingly gave way to the task of responding to the educational needs arising from the demands of the state, society and industry. Since 1970, a more vocational slant, an emphasis on formal qualifications, systematisation and a new understanding of continuing education have been gaining importance.

With regard to the further development of the sector of continuing education within the scope of life-accompanying learning, the aim is to provide a foundation for the individual to

- develop the willingness for life-accompanying learning

- acquire the competences necessary for lifelong learning
- use institutionalised as well as new possibilities for learning in his or her life and work

Guiding ideas are

- reinforcement of self-responsibility and self-guidance
- redress of unequal opportunities
- cooperation between providers of education and users
- reinforcement of the relations between all sectors of education

In June 2019, the Federal Government, the Länder, the social partners and the Federal Employment Agency (*Bundesagentur für Arbeit – BA*) adopted a National Continuing Education Strategy (*Nationale Weiterbildungsstrategie*). The strategy, which focuses on continuing vocational training, is intended to make a significant contribution to enabling both individuals and society to successfully cope with structural change and new challenges (e.g. automation, digitisation). The aim is to make further training courses and funding opportunities more transparent and more easily accessible for all in order to provide targeted support for groups of people with previously below-average participation in further training or for small and medium-sized enterprises without large personnel departments.

8.4. Main Providers

Continuing education is offered by municipal institutions, in particular *Volks-hochschulen*, as well as by private institutions, church institutions, the trade unions, the various chambers of industry and commerce, political parties and associations, companies and public authorities, family education centres, academies, *Fachschulen*, institutions of higher education and distance learning institutions. Radio and television companies also provide continuing education programmes.

Under various continuing education legislation of some Länder (R170–183), it is mainly the task of the VOLKSHOCHSCHULEN, the local adult education centres, but also of other maintaining bodies from the private sector, to take care of basic provision of continuing education courses in the field of general continuing education, in other words to provide a regular and comprehensive range of courses which meets the most diverse social requirements and individual needs.

The Federal Agency for Civic Education (*Bundeszentrale für politische Bildung*) and the respective bodies of the Länder hold events in the field of continuing political education and promote private sponsors of continuing political education.

It is usually possible to acquire school-leaving qualifications later in life at evening classes (*Abendhauptschulen, Abendrealschulen, Abendgymnasien*) and in what is called *Kollegs*. *Abendhauptschulen* prepare adults in a one-year course (two semesters) for the acquisition of the *Hauptschulabschluss*. *Abendrealschulen* take adults through to the *Mittlerer Schulabschluss* in evening classes (four semesters). *Abendgymnasien* allow suitably capable adults to obtain the *Hochschulreife* (higher education entrance qualification) usually in a three-year period. *Kollegs* are full-time schools where adults can obtain the *Hochschulreife*.

The Länder and maintaining bodies from the private sector offer qualification courses for young people and adults to obtain school-leaving certificates. These measures are

designed to give young people with migrant backgrounds in particular the opportunity to obtain a school-leaving certificate.

As institutions of continuing vocational training, FACHSCHULEN offer courses lasting between one and three years (see chapter 7 for a more detailed description of this institution).

DISTANCE LEARNING offers adults in employment the opportunity to take up continuing education on a flexible basis while remaining in employment. Distance learning courses offered by private organisations have required state approval in the Federal Republic of Germany since 1 January 1977 under the Law on the Protection of Participants in Distance Education (*Fernunterrichtsschutzgesetz – R166*). The decision to approve a distance learning course is taken by the Central Office for Distance Learning (*Staatliche Zentralstelle für Fernunterricht – ZFU*) of the Länder of the Federal Republic of Germany. Under an approval procedure, checks are carried out not only on the factual and didactic quality of the teaching material in relation to the course objective, but also on advertising and on the form and content of the distance learning agreement which has to be concluded between the student and the distance learning institute. In total just less than 150,000 people were registered on distance learning courses in 2018.

Provided that the *Berufsakademie* laws at Land level contain the necessary provisions, the BERUFSAKADEMIEN may also offer continuing education courses.

According to the Framework Act for Higher Education (*Hochschulrahmengesetz – R123*) and the legislation on higher education of the Länder (*Hochschulgesetze – R128–R143*), in addition to providing research, teaching and study courses, the main responsibilities of higher education institutions is to provide continuing education in the academic and creative field. Continuing education courses offer people the opportunity to specialise, to extend existing knowledge or to obtain an additional vocational qualification. Courses last from a few weeks or months to several semesters, with modular courses also being offered increasingly in the area of continuing education. Through continuing academic education, higher education institutions also contribute to regional development in cooperation with partners from industry.

8.5. Main Types of Provision

Provision to Raise Achievement in Basic Skills

In November 2016, the Federation and Länder proclaimed the National Decade of Literacy and Basic Education 2016–2026 (*Nationale Dekade für Alphabetisierung und Grundbildung*), which takes up the findings and results of the “National Strategy for Literacy and Basic Education of Adults 2012–2016” (*Nationale Strategie für Alphabetisierung und Grundbildung Erwachsener*) that was launched in 2012. As a broad social alliance the strategy includes, among others, the local authorities (*Kommunen*), trade unions, churches, the Federal Employment Agency (*Bundesagentur für Arbeit – BA*) and *Volkshochschule* associations. The goal of the National Decade is to raise the reading and writing skills as well as the level of basic education amongst adults in Germany. Increasing the number of participants in corresponding educational measures is seen as one of the key factors for its success. The goals of the Decade are set out in a joint policy paper on the National Decade for Literacy and Basic Education 2016 to 2026 by the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) and the Standing Conference of the Ministers of

Education and Cultural Affairs of the Länder in the Federal Republic of Germany (*Kultusministerkonferenz – KMK*). This policy paper is flanked by a 10-point programme of the Länder for the National Decade for Literacy and Basic Education, with which the Länder participate in the implementation of the Alpha Decade with their own measures in their respective areas of responsibility.

The joint policy paper of the BMBF and the Standing Conference comprises five fields of action:

1. public relations - intensify, inform, generate demand
2. research - expand, consolidate, produce knowledge
3. learning opportunities - optimise, expand, spread across the board
4. professionalisation - training, further training, improving the quality of teaching
5. structures - further develop, build up, optimise support offers

With the “Report of the Federal Government on the Progress of the National Decade for Literacy and Basic Education 2016 to 2026” (*Bericht der Bundesregierung über die Fortschritte der Nationalen Dekade für Alphabetisierung und Grundbildung 2016 bis 2026*), the BMBF informed the *Bundestag* about the implementation status of the Alpha Decade as of October 2019.

In November 2019, the Standing Conference’s Working Group on Continuing Education published the first report of the Länder on the National Decade. The report showed that the Länder are making a significant qualitative and quantitative contribution to reducing functional illiteracy among adults in Germany with these fields of action and confirmed that the Länder are implementing and promoting the measures agreed within the framework of the National Decade. The central finding remains that it must be made easier for functionally illiterate people to gain access to existing learning opportunities.

Provision to Achieve a Recognised Qualification during Adulthood

Admission requirements

Applicants for evening classes for the acquisition of a higher education entrance qualification (*Abendgymnasien*) must provide evidence of a vocational qualification or evidence that they have been in employment for at least two years. They must also be at least 19 years of age in the school year in which they enrol and have obtained the *Mittlerer Schulabschluss*. Applicants who cannot provide evidence of the *Mittlerer Schulabschluss* or an equivalent qualification have to complete at least a half-year preliminary course teaching mainly German, a foreign language and mathematics. The Länder may adopt special provisions on examinations for admission to and on the qualification for the preliminary course. Course members must be in employment except during the last three half-years. The admission conditions for *Kollegs* are the same as for *Abendgymnasien*. Those attending such schools are not allowed to combine their study with work.

Applicants will be admitted to *Abendrealschulen* (evening secondary schools leading to intermediate qualification) who are employed at the time of their admission or were employed for at least six months, who have successfully completed the educational programme at a *Hauptschule* or compulsory full-time schooling and have reached the age of 18.

Applicants will be admitted to *Abendhauptschulen* (evening secondary schools leading to intermediate qualification) who are employed at the time of their admission or were employed for at least six months, who have completed compulsory full-time schooling and are not yet in possession of the envisaged qualification or an equivalent qualification and have reached the age of 18.

Learner assessment/progression

The principles and objectives for the assessment of performance and the examinations in courses leading to school qualifications are comparable to those that apply in the secondary sector.

Certification

For information about how adults can attain school-leaving certificates through the so-called *Zweiter Bildungsweg* (second-chance education), i.e. evening classes and *Kollegs*, see chapter 8.2. The *Volkshochschulen* also offer courses in this area.

Provision Targeting the Transition to the Labour Market

In addition to upgrading training measures funded under the Upgrading Training Assistance Act (*Aufstiegsfortbildungsförderungsgesetz – AFBG – R167*), continuing vocational education and training also includes retraining and adaptation training (see Chapter 3.4). Benefits from the Federal Employment Agency (*Bundesagentur für Arbeit*) in accordance with Book Three of the Social Code (*Drittes Buch Sozialgesetzbuch – Arbeitsförderung – R164*) and Book Two of the Social Code (*Zweites Buch Sozialgesetzbuch – Grundsicherung für Arbeitsuchende – R165*) can be received by unemployed persons or persons threatened by unemployment, but also by employed persons. In particular, people who want to catch up on vocational training or who have not worked in their learned profession for more than four years, for example, due to unemployment, raising children or caring for close relatives, or for whom a professional reorientation is necessary for health or labour market reasons, can also receive support. Further training related to vocational qualifications can also be completed step by step via partial qualifications or training modules. If necessary, support can also be provided for the acquisition of basic skills prior to preparation for vocational qualification-related further training (e.g. skills in subject matter, information and communication technologies) as well as for catching up on the lower secondary school leaving certificate or a comparable qualification.

The basic prerequisite for the promotion of continuing vocational education and training is, on the one hand, the necessity of the continuing vocational education and training: it aims to secure or further develop the individual's employability in order to achieve the longest possible professional integration in the labour market or to avert the threat of unemployment. Prior to the start of continuing vocational education and training, counselling must be provided by the Employment Agency or the Job Centre. In addition, the continuing vocational education and training provider and the training measure must be approved for funding. If the legal requirements for funding are met, the interested party receives an education voucher from the employment agency or job centre. Holders of education vouchers can choose freely from among the continuing vocational education and training providers approved for employment promotion in accordance with the agreed educational objective.

Subsidised continuing education and training costs include, for example, course costs, travel costs, if necessary costs for accommodation and meals away from home, costs for childcare and the continued payment of unemployment benefit as unemployment benefit in the case of continuing vocational education and training (*Arbeitslosengeld bei beruflicher Weiterbildung*) or basic security benefits under Book Two of the Social Code. Employers who release employees for qualification periods can – depending on the size of the company – receive wage subsidies.

Funding for continuing vocational education and training is generally a discretionary benefit provided by the Employment Agency or the Job Centre, to which there is no legal entitlement. An exception to this is the legal entitlement to funding for continuing vocational education and training to catch up on a vocational qualification and for continuing vocational education and training with the aim of catching up on a secondary school leaving certificate or comparable qualification.

Provision of Liberal (Popular) Adult Education

Admission requirements

In terms of size general and political further education remains an important continuing education sector with an especially broad range of subjects. There are usually no entry requirements for continuing general and political further education courses.

Teaching Methods and Approaches

As in the school sector, the teaching staff take responsibility for teaching in their classes, taking the background and aptitude of each participant into consideration.

The use of new information and communication technologies as an effective tool in self-organised learning is also becoming an increasingly important aspect of adult education/continuing education. The majority of distance learning offers are supported online, either in full or in part. Many initiatives and projects have been launched to promote the use of these technologies.

Other Types of Publicly Supported Provision for Adult Learners

Continuing vocational education and training

Admission Requirements

Continuing vocational education and training is targeted at groups with the widest possible range of educational qualifications, from unemployed people with no school-leaving or vocational qualifications to executives.

Certification

Only some of the courses for continuing vocational training are designed to lead to qualifications which are recognised by law or awarded by industry's self-governing organisations (chambers).

Continuing education in the academic and creative field

Admission requirements

The entry requirement for continuing education in the academic and creative field at higher education institutions is usually that participants have a degree, though sometimes continuing education courses are also open to applicants who have achieved the necessary skills through a period of employment or other means (see

also chapter 7.3.1.). Master's study courses providing further education require, as a rule, a first higher education degree followed by relevant skilled work experience of at least one year.

Learner assessment/progression

For study courses providing continuing education in the academic and creative field which lead to a higher education degree, the observations on the first cycle programmes in chapter 7 apply.

Certification

Continuing education in the academic and creative field leads to certificates and, in the case of study courses, higher education degrees as well.

8.6. Validation of Non-formal and Informal Learning

The recording and certification of vocationally-relevant competences is particularly important when it comes to improving the chances for every single individual. The Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF) also set up the study group “Validation of non-formal and informal learning” in 2013 in the light of the recommendation of the EU Council from December 2012 on the validation of non-formal and informal learning. The study group, which has discontinued its work in 2018, was made up of all relevant partners from the Federation and Länder, of employer and employee organisations as well as further experts.

In November 2015, the BMBF together with the Association of German Chambers of Commerce and Industry (*Deutscher Industrie- und Handelskammertag* – DIHK) and the *German Confederation of Skilled Crafts (Zentralverband des Deutschen Handwerks* – ZDH) agreed on the pilot initiative ValiKom to test the prospects of persons without formal qualifications on the labour market. To this end, the initiative, with the cooperation of eight selected chambers, develops and tests standards, methods and instruments to identify and confirm vocationally-relevant competences. At the same time, the project is open to lateral entrants with atypical education and employment biographies looking for a regulated continuing vocational education. ValiKom is also of interest to refugees with no vocational qualification.

One of the tasks of the initiative is the development of an action plan with process description, admission criteria, instruments, validation certificate and recommendations. From the end of 2018, ValiKom-Transfer will extend the validation procedures to other chambers of industry and commerce, chambers of skilled trades and, for the first time, chambers of agriculture and professions. At the end of the project period, validation procedures will be offered for around 30 occupations. On the basis of the results of the transfer initiative, possibilities and variants of a legal anchoring of a validation procedure are to be examined. ValiKom thus makes a contribution to the Council's recommendations on the “Validation of non-formal and informal learning” of December 2012.

9. TEACHERS AND EDUCATION STAFF

9.1. Introduction

This chapter contains information on the initial education, conditions of service and continuing professional development of pedagogic staff in the early childhood sector and teachers working in school education, of teaching staff in tertiary education as well as of teachers and trainers working in adult education and training.

Pedagogic staff in early childhood education and care

Pedagogic staff in the German early childhood sector do not have the training and status of teachers. The pedagogic staff in the early childhood sector consist mainly of *Erzieher/Erzieherinnen* (state-recognised youth or child-care workers).

Teachers

Training of teachers at all types of schools is regulated by Land legislation. The relevant statutory provisions include laws (R111–120) and regulations for teacher training, *Studienordnungen* (study regulations) for teacher training courses, *Prüfungsordnungen* (examination regulations) for the *Erste Staatsprüfung* (First State Examination) or for Bachelor's and Master's examinations, *Ausbildungsordnungen* (training regulations) for the *Vorbereitungsdienst* (preparatory service) and examination regulations for the (Second) State Examination. The framework agreements of the Standing Conference for six types of teaching profession create the prerequisite for mutual recognition of training and examinations for the various teaching careers.

Responsibility for teacher training rests with the Ministries of Education and Cultural Affairs and Ministries of Science of the Länder which regulate training through study regulations or training regulations and examination regulations or corresponding statutory provisions. The First and the Second State Examination are conducted by the state examination authorities or boards of the Länder. In Bachelor's and Master's study courses which provide the qualifications required for admission to the preparatory service, the state responsibility for content requirements in teacher training is ensured through the involvement of a representative of the highest Land education authority for the school system in the accreditation procedure; any accreditation of individual study courses requires the approval of this representative. The accreditation procedure particularly involves monitoring the compliance with subject-specific requirements in teacher training valid for all Länder as well as with Länder-specific specifications concerning the content and structure. The subject-specific requirements valid for all Länder embrace the "Standards for teacher training: Educational sciences" (*Standards für die Lehrerbildung: Bildungswissenschaften*) and the "Content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder" (*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*).

A compilation of the statutory requirements of all Länder for teacher training is available on the website of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) (www.kmk.org).

9.2. Initial Education for Teachers Working in Early Childhood and School Education

Institutions, level and models of training

Early childhood education and care

As a rule, pedagogic staff in early childhood education and care are trained at *Fachschulen* for youth and community work which are internationally assigned to the tertiary level. In recent years, a considerable dynamic and differentiation in training models and formats can be observed. The aim is to attract new target groups to the occupational field through relaxed entry requirements, a stronger practical connection already during training or a shortened duration of training in order to meet the urgent need for skilled workers. Over recent years, the number of courses of study leading to a first degree and further courses of study for pedagogic staff has increased. Particularly at the levels of administration, management and counselling in the elementary sector, further courses of study are available to qualified pedagogic staff in cooperation between *Fachschulen* and *Fachhochschulen*.

Some of the staff (especially those in senior positions) have a degree from a *Fachhochschule* as youth and community workers (*Sozialpädagogen*). This training either comprises a three-year course of study at a higher education institution and one year of practical training or a four-year course of study with up to two integrated semesters of work experience (*Praxissemester*). Other academically-trained teaching staff include for instance childhood educators (*Kindheitspädagogen*). A variety of Bachelor study courses have now been established in this discipline.

In some Länder, auxiliary staff, especially nursery assistants (*Kinderpflegerinnen und Kinderpfleger*), are employed in the elementary sector alongside pedagogic staff (*pädagogische Fachkräfte*) and graduate youth and community workers. In most Länder, these staff attend a two-year training course at *Berufsfachschulen*, full-time vocational schools.

In December 2011, the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) developed a competence-based qualification profile for all fields of work of pedagogic staff in early childhood education and care in training in a *Fachschule*. The qualification profile defines the requirement level for the profession and describes the professional competences a qualified person must have. This should make it easier to credit qualifications gained at *Fachschulen* and *Fachakademien* to a degree course at an institution of higher education and thus ensure the mobility and appeal of the profession.

Teachers

Teacher training is basically divided into two stages, a course of higher education including periods of practical training and practical training in a school setting.

The share of practical training in schools in higher education courses has been substantially increased in recent years. For study courses at universities, in all Länder institutions (e.g. centres for teacher training, Schools of Education) have been established in order to coordinate teacher training between the faculties, offer guidance and support as well as guarantee an adequate relationship to teaching practice.

The conclusion of a degree course at an institution of higher education, enabling access to preparatory service, is the first state examination or a Master of Education. In the majority of Länder in the meantime the consecutive structure of study with Bachelor and Master's degrees (BA/MA) has also been introduced in teacher training. Study courses which provide for Bachelor and Master's structures in teacher training are accepted in all Länder and their degrees are recognised if they meet the following requirements:

- integrative study at universities or equivalent higher education institutions of at least two subject areas and their didactics and of the educational sciences at the Bachelor level as well as at the Master level (the Länder are at liberty to specify exceptions in the subject areas art and music as well as in the vocational subject areas) in adherence to the common content requirements
- practical study in schools as early as during the Bachelor's course of study
- no extension of existing standard periods (without practical sections)
- differentiation of the curricula and diplomas by teaching position
- Opening access to the preparatory service for a teaching position in accordance with Land law

Master's courses of study conveying the educational prerequisites for a teaching position have a specific teaching-related profile that is established in the course of the accreditation procedure in accordance with the specifications of the Foundation Accreditation Council (*Stiftung Akkreditierungsrat*) and is to be displayed in the *Diploma Supplement*. The degree designations for Bachelor's and Master's study courses conveying the educational prerequisites for teaching positions are:

- Bachelor of Education (B.Ed.)
- Master of Education (M.Ed.)

The decision as to whether teacher training study programmes are concluded with the state examination or follow the graduated structure of higher education studies lies with the Länder. In Länder which have a consecutive study structure for teacher training, the Master's degree replaces the First State Examination as a rule. The (Second) State Examination must, however, be taken after the preparatory service.

Regardless of how the study is organised, the study courses have been modularised and provided with a credit point system.

Admission requirements

Early childhood education and care

For pedagogic staff in early childhood education and care, as a rule, the admission requirement for training is a *Mittlerer Schulabschluss* and either a relevant vocational qualification which took at least two years to acquire or two years of experience in a relevant occupation, thus the complete training period for pedagogic staff (*pädagogische Fachkräfte*) is four to five years.

Since 2004 higher education institutions in Germany have also been training child day-care professionals. There are now around 70 Bachelor degree courses for pedagogic staff in (early) childhood education and care. The admission requirement is usually the higher education entrance qualification. One in three courses is offered part-time, while three are designed as integrated offers. Close cooperation between

Fachschulen and higher education institutions allows a double degree to be obtained: the vocational qualification and the Bachelor degree.

Teachers

The basic entry requirement for teacher training courses is the *Hochschulreife* (higher education entrance qualification), which is acquired after attending school for 12 or 13 years and passing the *Abitur* examination. The higher education entrance qualification can also be attained in other ways in specific cases (cf. chapter 8.5.), e.g. by adults who successfully complete a course of evening classes, or, in certain cases, following the successful completion of a non-university course of training in the tertiary sector.

A pass in the *Erste Staatsprüfung* (First State Examination) or a similar higher education examination or, depending on the type of teaching career, a corresponding Master's degree examination, is the requirement for admission to the *Vorbereitungsdienst* (preparatory service). It even constitutes entitlement to admission.

The *Erste Staatsprüfung* (First State Examination) or Master of Education forms the leaving qualification of a higher education course of study and on principle provides entitlement to doctoral studies. Details are regulated by the higher education institutions with the right to award doctorates (*Promotionsrecht*) in their doctoral regulations (*Promotionsordnungen*).

Curriculum, level of specialisation, learning outcomes

The various careers for which teachers are trained correspond to the levels and types of school in the Länder. In view of the resulting large number of different designations for teaching careers, the following six types of teaching careers can be distinguished for reasons of clarity:

- Type 1 Teaching careers at the Grundschule or primary level
- Type 2 General teaching careers at primary level and all or individual lower secondary level school types
- Type 3 Teaching careers at all or individual lower secondary level school types
- Type 4 Teaching careers for the general education subjects at upper secondary level or for the Gymnasium
- Type 5 Teaching careers in vocational subjects at upper secondary level or at vocational schools
- Type 6 Teaching careers in special education

In all Länder training is divided into studies at a university or equivalent institution of higher education including periods of practical training and practical training in a school setting (*Vorbereitungsdienst*). Teacher training courses are offered at universities, *Technische Hochschulen/Technische Universitäten*, *Pädagogische Hochschulen* (colleges of education) and colleges of art and music. Practical teacher training in the form of a *Vorbereitungsdienst* (preparatory service) takes place in teacher training institutes (*Studienseminare*) or comparable institutions and training schools. The preparatory service concludes with the Second State Examination; a pass in this examination confers the teaching qualification. The two stages of training must be closely related in terms of education and instruction provided, and must take account of the specific requirements of each type of teaching career.

The "Standards for teacher training: Educational sciences" adopted by the Standing Conference in 2004 define the requirements to be met by teaching staff and refer to the education and training objectives formulated in the Education Acts of the Länder. The requirements are generated by the competences aimed for, which are subdivided into four areas:

- Teaching
- Education
- Assessment
- Innovation

These standards have since been supplemented by competences in the area of inclusion.

In May 2019 the "Standards for teacher training: Educational sciences" were amended and updated with regard to the requirements of digitalisation. Teachers should be able to use digital media professionally and didactically in a meaningful way in their respective subject lessons and reflect on the content in accordance with the educational mandate.

The Standing Conference resolved "Content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder" in 2008, which were amended and updated 2014 with regard to inclusion and 2019 with regard to digitalisation. The content requirements for the subject-scientific and subject-didactic studies for a teaching profession are derived from the *requirements in the professional field of teachers*; they relate to the competences and thus to the knowledge, skills, abilities and attitudes that a teacher must have in order to be able to cope with his or her tasks in relation to the respective teaching profession. With the specification of so-called specialist profiles (*Fachprofile*), the resolution contains a framework of the content requirements for the subject studies. Within this framework, the Länder and the teacher-training higher education institutions can themselves determine priorities and differentiations, but also additional requirements. The specialist profiles cover the description of the competences to be achieved during the course of studies as well as the individual substantive priorities needed for this. They relate to the subjects of general education and vocational teaching professions. In accordance with these requirements on content binding for all Länder, the following competences should be acquired during the various phases of teacher training and in different education institutions:

- Basic competences with respect to the specialist sciences, their methods for acquiring and consolidating knowledge and way of working as well as the teaching methodology requirements will be largely built up during the course of studies.
- The teaching of competences that are defined more by teaching practices, on the other hand, is above all the job of the preparatory service; numerous bases for this will, however, be laid or initiated in the course of studies.
- After all, further development in a professional role as a teacher is the job of further and continuing education.

First stage of teacher training: Studies at a higher education institution

The characteristic elements of the courses for the six types of teaching career are described below in generalised form. The details are laid down in *Studienordnungen* (study regulations) of the higher education institutions, *Ausbildungsordnungen* (training regulations) and *Prüfungsordnungen* (examination regulations) or corresponding legal provisions of the Länder. These include in particular provisions on the following:

- subjects/subject areas and combinations that may be chosen for the respective teaching career
- the scope and content of the course of study in the individual subjects/subject areas, including subjects relating to educational sciences and subject-related didactics
- the type of certificates required for admission to examinations, the type and scope of individual parts of the examinations and assessment procedures

In principle, courses of study for a teaching position must be designed in such a way that they take into account the objectives of the corresponding school forms and types and lead to pedagogical professional competence in terms of subject and didactics.

Teaching career type 1: Teaching careers at the *Grundschule* or primary level

Courses of study for a teaching position at primary school or at primary level shall be designed at universities and equivalent higher education institutions in such a way that they take into account the objectives of primary school. Particular importance is attached to the educational and didactic components. The programme is geared to the scientific core areas of the respective subjects or learning areas studied and is intended to develop the ability to penetrate complex facts and also to work in an interdisciplinary and cross-disciplinary manner. Training for this type of teaching career consists of a course of study lasting at least seven semesters, which devotes particular attention to educational science and practical teaching components. The degree requirements total at least 210 credits as specified in the European Credit Transfer System (ECTS).

The course of study covers the following, whereby particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics:

- Educational sciences, primary school pedagogy and primary school didactics.
- Subject-related and subject-didactic course contents from the subjects German and mathematics, as well as an additional subject or area of learning for the primary school or primary level. One of these subjects or areas of learning comprises at least 50 ECTS credits. In accordance with Land regulations, this may also make it possible to work beyond primary school or primary level. The further subject or area of learning may be replaced by a special pedagogical focus.
- Practical experience at schools, that should begin in the first study semesters wherever possible. The course content in mathematics and German must meet the qualitative and quantitative requirements of a primary school teacher and the class teacher principle.
- A paper demonstrating the ability for independent scientific work.

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* (First State Examination).

Teaching career type 2: General teaching careers at primary level and all or individual lower secondary level school types

Training for this type of teaching career consists of a course of study lasting at least seven semesters. The degree requirements total at least 210 credits as specified in the European Credit Transfer System (ECTS).

The course of study covers the following:

- Educational sciences and practical training in schools. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- Studies and didactics relating to at least two subjects; the ratio of these subjects to the educational sciences should be approximately 2:1.
- A paper demonstrating the ability for independent scientific work.

Depending on the special requirements for the individual teaching careers the relevant Land law may require one learning area or two subjects instead of one of the above two subjects.

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* (First State Examination).

Teaching career type 3: Teaching careers at all or individual lower secondary level school types

Courses of study for a teaching position at lower secondary level must be designed at higher education institutions in such a way that they take into account the objectives of the corresponding school forms and types and lead to pedagogical professional competence in terms of subject and didactics.

Training for this type of teaching career consists of a course of study lasting at least seven semesters. The degree requirements total at least 210 credits as specified in the European Credit Transfer System (ECTS).

The course of study covers the following, whereby particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics:

- Educational sciences and practical training in schools.
- Studies and didactics relating to at least two subjects; the ratio of these subjects to the educational sciences should be approximately 2:1.
- A paper demonstrating the ability for independent scientific work.

Depending on the special requirements for the individual teaching careers the relevant Land law may require one learning area or two subjects instead of one of the above two subjects.

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* (First State Examination).

Teaching career type 4: Teaching careers for the general education subjects at upper secondary level or for the *Gymnasium*

Courses of study for a teaching position at upper secondary level (general subjects) or the *Gymnasium* must be designed at higher education institutions in such a way that they take into account the objectives of the corresponding school forms and types and lead to pedagogical professional competence in terms of subject and didactics.

The *Regelstudienzeit* (standard period of study) for a study course for this type of teaching comprises a minimum of six semesters in a Bachelor's study course and a minimum of two semesters in a Master's study course. It comprises 10 semesters in total including periods of practical training in schools and is rated with 300 credits under the European Credit Transfer System (ECTS). The standard period of study for teacher training courses ending with the *Erste Staatsprüfung* (First State Examination) comprises a minimum of 9 and a maximum of 10 semesters and amounts to a volume of at least 270 ECTS credits.

The course of study covers the following, whereby particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics:

- Educational sciences and practical training in schools.
- In-depth studies and didactics relating to two subjects comprising at least 180 ECTS credits divided more or less equally between both subjects.
- A paper demonstrating the ability for independent scientific work.

The course of study concludes with a corresponding Master's degree or the *Erste Staatsprüfung* (First State Examination).

Teaching career type 5: Teaching careers in vocational subjects at upper secondary level or at vocational schools

Courses of study with the aim of fulfilling the subject-specific requirements for a teaching position at upper secondary level (vocational subjects) or for vocational schools (teaching career type 5) must be designed at higher education institutions in such a way that they take account of scientific findings and professional practice and lead to pedagogical professional competence in terms of subject matter and didactics.

The *Regelstudienzeit* (standard period of study) for a study course for this type of teaching comprises a minimum of six semesters in a Bachelor's study course and a minimum of two semesters in a Master's study course. It comprises 10 semesters in total including periods of practical training in schools and corresponds to 300 credits under the European Credit Transfer System (ECTS). The standard period of study for teacher training courses ending with the *Erste Staatsprüfung* (First State Examination) comprises 9 semesters and amounts to a volume of at least 270 ECTS credits.

A practical activity relating to the vocational subject area is also required lasting 12 months in principle.

The course of study covers the following, whereby particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics:

- Educational sciences focusing on vocational or business education, subject-related didactics for the vocational subject area and the second teaching subject, and practical training in schools amounting to 90 ECTS credits.

- Subject-related studies within the vocational subject area (first subject) and subject-related studies for the teaching subject (second subject) totalling 180 ECTS credits.
- Bachelor's thesis and Master's thesis totalling 30 ECTS credits.

The Länder can deviate from this with 10 credit points upwards or downwards, but a total of 300 ECTS points must be achieved for consecutive degree programmes (or 270 ECTS points for Staatsexamen degree programmes).

Instead of the teaching subject a second vocational subject area or a subject area relating to special education may be chosen. The second subject can be an affine subject or an affine field in exceptional cases. The study and examination achievements in the second subject including subject didactics, in subject didactics for the vocational subject, in the educational sciences with a focus on vocational or business didactics as well as the practical school studies can in exceptional cases be fully completed in the Master's programme.

The course of study concludes with a corresponding Master of Education degree or the *Erste Staatsprüfung* (First State Examination).

The following subject areas can be chosen for study: business and administration, metals technology, electrical engineering, construction engineering, wood engineering, textile technology and design, laboratory technology/process technology, print and media technology, colour technology, interior design and surface technology, health and personal hygiene, dietetics and domestic science, agriculture, youth and community work, nursing, automotive engineering, information technology/computer science. The Länder may admit other vocational subject areas.

Teaching career type 6: Teaching careers in special education

Courses for the teaching career in special education at universities and equivalent higher education institutions are to be structured such that they meet the requirements of the special needs education of pupils at all school types and foster the ability to act professionally in both specialist and educational terms.

Qualification as a special education teacher can be obtained either by passing the (Second) State Examination after obtaining a related higher education qualification, or by passing the First State Examination, and also through an additional course of study after qualifying for a different type of teaching career. In some Länder the two forms of training exist side by side or as alternatives.

The course of study covers the following, whereby particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics:

- Educational sciences and practical training in schools, including in the subject areas relating to special education.
- Subject-related studies and didactics in at least one teaching area or area of learning.
- Study of special education; this should amount to around 120 ECTS credits.
- A paper demonstrating the ability for independent scientific work.

The ratio of subject-related studies to that of the educational sciences should be approximately 2:1.

To the extent that the teaching subject is based on subject-specific standards of teaching career type 4, the scope of the subject-specific and subject-didactic parts of the training is approximately 90 credit points (ECTS).

The *Regelstudienzeit* (standard period of study) for a study course comprises a minimum of eight semesters and is rated with 240 credits under the European Credit Transfer System (ECTS).

The course of study concludes with a corresponding higher education qualification or the *Erste Staatsprüfung* (First State Examination).

Study of special education incorporates discipline-specific and cross-discipline components taking into account aspects of joint education of pupils with and without *Sonderpädagogischer Förderbedarf* (special educational needs). The discipline-specific components include the following special educational focuses:

- education for the blind
- education for the deaf
- education for the mentally handicapped,
- education for the physically disabled
- education for children with learning difficulties
- education for those with speech defects
- emotional and social development

The Länder can also approve other subject areas.

Second stage of teacher training: Preparatory service

For all teaching careers, studies at a university or equivalent institution of higher education are followed by the *Vorbereitungsdienst* (preparatory service) as the second stage of teacher training. It can last between 12 and 24 months. Preparatory service aims to provide practical training in schools building on subject-related science, subject-related didactics and educational science competences. It develops the competences laid down in the “Standards for teacher training: Educational sciences” (*Standards für die Lehrerbildung: Bildungswissenschaften*) for teachers.

Training in the preparatory service takes place in different training formats at schools, teacher training colleges or similar establishments. It covers theoretical instruction, testing in lessons and theory-based reflection.

The following formats shape training in the preparatory service:

- introductory seminars
- sitting in on lessons
- accompanied teaching
- independent teaching
- training in seminar events.

The Länder may also credit relevant work placements abroad during the preparatory service, or after completing the first stage of teacher training to the duration of preparatory service. However, at least half of the preparatory service must be completed in Germany.

All applicants who have completed a teacher training course in accordance with the specifications of the Standing Conference should be allowed equal access to the

preparatory service for the type of teacher training that corresponds to their qualification. This applies irrespective of the Land in which the degree was acquired.

Depending on regulations under Land law up to 60 ECTS credits from the preparatory service can be credited to a Master's degree.

Teacher educators

In the preparatory service teachers receive pedagogical and subject-related didactics training at teacher-training colleges. The Länder are responsible for the organisation of these colleges. The head of a teacher-training college is, as a rule, appointed by the Ministry of Education and Cultural Affairs and reports directly to it.

Training at the teacher-training colleges is in the hands of teachers (lecturers/heads of department) with special scientific and practical expertise, who are given time off from their own lessons to teach at the colleges, or are seconded to a teacher-training college full-time for a limited period.

Teachers at schools who are particularly highly skilled both professionally and methodologically are responsible for training trainee teachers in schools; the trainee teachers are assigned to these teaching staff for training.

The teachers involved in the preparatory service undergo continual in-service training.

Qualifications, evaluation and certificates

Regardless of whether the study course is organised in the tiered system or concludes with the *Erste Staatsprüfung* (First State Examination), the courses of study are modularised and provided with a credit point system in accordance with the European Credit Transfer System. Examinations under the responsibility of universities are usually carried out during the courses of study. Credits which are acquired at *Fachhochschulen* as part of an accredited Bachelor's or Master's study course can be credited as part of the credit requirements in all teacher training courses. The details are regulated by *Studienordnungen* and *Prüfungsordnungen* (study and examination regulations). The successful completion of a teacher training course conveying the educational prerequisites for teaching positions entitles the holder of the degree to be accepted into the *Vorbereitungsdienst* (state preparatory service).

It is the task of the state examination boards, which are subordinate to the ministries responsible for the school system, to hold the First State Examination. Examinations that lead to a Bachelor's or Master's degree are carried out at the responsibility of the institutions of higher education. In Bachelor's and Master's study courses, which confer the qualification for admission to the preparatory service, the state responsibility for content requirements in teacher training is ensured through the involvement of a representative of the highest Land education authority for the school system in the accreditation procedure; any accreditation of individual curricula requires the approval of this representative.

The preparatory service concludes with the (Second) State Examination. This is a prerequisite for, but not a guarantee of permanent employment in the state school sector. It has to be taken before a state examination board or a state examination commission and usually consists of four parts:

- in the majority of the Länder a major written paper relating to educational theory, pedagogic psychology or the didactics of one of the subjects studied;

- a practical teaching examination involving demonstration lessons in the chosen subjects;
- an examination on basic questions of educational theory, educational and civil service legislation and school administration and occasionally on sociological aspects of school education;
- an examination on didactic and methodological issues in the subjects studied.

The forms taken by the State Examination must be capable of recording the level of competence development pursuant to the "Standards for teacher training: Educational sciences" (*Standards für die Lehrerbildung: Bildungswissenschaften*) as periodically amended. To ensure the quality of training in the preparatory service, external and internal evaluation measures are to be implemented.

Following the (Second) State Examination there is no legal entitlement to employment in teaching. An appointment to a permanent post is made within an application procedure according to the criteria of aptitude, qualifications and record of achievement and on the basis of current vacancies. In some Länder, the vacancies are advertised with a relevant requirement profile by the schools themselves. Teachers who are not taken on can apply for temporary posts such as providing cover for teachers on maternity/paternity leave or sick leave (see also chapter 9.3.).

Alternative training pathways

Teacher training usually takes place in a teacher-training degree course at a university or equivalent institution of higher education followed by the *Vorbereitungsdienst* (preparatory service), and ending with a state examination. However, if there is an irrefutable need for specific teaching careers or disciplines in the Länder, and this cannot be met by teachers with formal teacher training, lateral entrants may be employed in order to meet short-term demands. Depending on the Land, type of school and specialisation, there is a varying degree of demand for lateral entrants. In 2019 3,245 or 9.2 per cent of all newly recruited teachers in the public school sector had no formal teacher training. Their number increased significantly compared to the previous year. The measures to employ lateral entrants are largely oriented by the latest versions of the standards adopted by the Standing Conference and the agreements on teacher training common to all Länder. In December 2013 the Standing Conference agreed inter alia the following minimum requirements for the qualification of lateral entrants:

- university Master's degree or equivalent higher education qualification from which at least two teaching-related subjects can be derived;
- completion of the *Vorbereitungsdienst* (preparatory service) or a comparable training which also ensures basic educational competences through a (second) state examination or an equivalent state-certified qualification.

Länder are also free to take further Land-specific special measures. By agreeing joint guidelines and requirements for lateral entrants, the Standing Conference has also facilitated the mobility of lateral entrants who later move to a different Land.

9.3. Conditions of Service for Teachers Working in Early Childhood and School Education

The staff of pre-school establishments are employed by the respective maintaining bodies (local authorities, churches and privately-maintained bodies), and paid in

accordance with rates negotiated under collective agreements, if such agreements exist. At present and in the next few years there will be huge demand for skilled staff in pre-school education in some of the Länder. The reasons for this are above all the expansion of day care for children under three years of age and measures for quality assurance in the early childhood education and care sector. To cover the additional demand, the Länder concerned have increased their training capacities.

The legal position of teachers with civil servant status at public-sector schools is regulated by the civil service legislation of the Länder (R29–44). Provisions on the salaries and old-age pensions received by teachers are contained in the civil servants' remuneration acts (*Beamtenbesoldungsgesetze* – R45–60) and civil servants' pensions acts (*Beamtenversorgungsgesetze*) of the Länder. The basic structures of the status-related rights and obligations of local authority and Land civil servants is regulated by the federal Civil Servants Status Act (*Beamtenstatusgesetz* – R9), which contains provisions inter alia on the cross-Länder secondment or transfer of civil servants.

The legal position of salaried teachers corresponds to general employment law as well as provisions under the collective wage agreement.

The Federation and the Länder can pass their own regulations for their area through ordinances in order to guarantee performance levels, awards and allowances. Individual aspects of the terms and conditions of employment of teachers (e.g. compulsory hours and release from duties) and career matters (recruitment, transfer, secondment and promotion) are regulated at Land level through ordinances or administrative regulations issued by the Ministers of Education and Cultural Affairs. A list of regulations of the Länder is available on the website of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz* – KMK).

Planning policy

Teacher demand in Germany differs by Land, school type and subject.

In some of the Länder, it will probably not be possible to meet the demand in certain regions for individual types of teaching posts and for certain subjects in the coming years. This is mostly due to the fact that there will be a large number of retirements from schools compared to an insufficient number of students entering study courses leading to a teaching qualification.

The Länder have adopted a wide range of measures to cover the demand for teachers, which varies according to subjects and the type of school. These measures include:

- advertising measures to increase the number of new students in the teacher training field
- expansion of study places
- advertising campaigns for entry to the *Vorbereitungsdienst* (preparatory service) and offers of employment for those who have completed preparatory service
- further training for teachers in order to provide teaching in subjects where the demand for teachers is particularly high
- additional periods of access to the preparatory service
- measures for increasing the geographical mobility of teachers
- measures for the recruitment of higher education graduates without formal teacher training
- optimisation of employment procedures

- increase of the capacities of teacher training institutes
- provision of wider access to the preparatory service for higher education graduates with *Diplom* and *Magister* degrees

In 2009 the Länder furthermore adopted joint guidelines to cover teacher requirements in order to ensure sufficient teaching staff which also provide for the required study places and the necessary capacities in the preparatory service. The measures agreed include, among others,

- the development of a model calculation of teacher demand and teacher supply in the Federal Republic of Germany (*Lehrereinstellungsbedarf und -angebot in der Bundesrepublik Deutschland*), which is to be updated every two years or so
- measures to ensure the required capacities for teacher-training study places and the preparatory service
- exchange of information between the Länder on the likely development of teaching staff requirements and on measures to cover these

Since December 2018, the model calculation of teacher demand and teacher supply in the Federal Republic of Germany – summarized model calculations of the Länder (*Lehrereinstellungsbedarf und -angebot in der Bundesrepublik Deutschland – Zusammengefasste Modellrechnungen der Länder*) has been published annually. The report is based on Länder data and combines the current estimate of the demand for teachers in the various types of teaching career over the next few years with a forecast of students completing the *Zweite Staatsprüfung* (Second State Examination). The starting point for determining overall demand is the number of teachers considered necessary for existing and projected pupil numbers up to 2030. This should allow an assessment of how far demand for teachers in the various types of teaching career will be met by supply in the different Länder up to the year 2030. Summing up, the result of the model calculation is:

There are differences between the Länder in the Federal Republic of Germany in the relationship between teacher recruitment needs and supply. For “general education subjects at upper secondary level or the *Gymnasium*”, there will be an oversupply throughout Germany in the next few years. In all other teaching professions, the figures suggest that there will be a need, in some cases a considerable one.

The differentiation according to types of teaching careers and the subject-specific demand show that the problem of unfilled posts will continue to exist in all Länder. The situation remains tense for the teaching career “vocational subjects at upper secondary level or at vocational schools” – especially in the eastern German Länder – as well as for the special education teaching career, where the demand is higher than the supply. However, there are also major bottlenecks in the “teaching careers at all or individual types of lower secondary schools”.

Entry to the profession

Following successful completion of their *Vorbereitungsdienst* (preparatory service) newly-qualified teachers can apply for permanent employment at public-sector schools. Depending on the Land, the application should be sent to the Ministry of Education and Cultural Affairs or to the school supervisory authority responsible. A decision on recruitment is taken centrally on the basis of job vacancies and according to the criteria of aptitude, qualifications and record of achievement. In some Länder, some of the positions are also advertised with the profile of a particular school in

mind and the respective school takes part in selecting the applicants. In such cases, the applications are sometimes to be sent directly to the respective school, however, the appointment is not made by the school itself but by the Ministry of Education and Cultural Affairs or by the school authority that reports to it. Successful applicants are usually appointed as civil servants on probation. During the probationary period, which for teachers, as a rule, has a duration of 2.5 years (higher service) or three years (senior service), and which under certain circumstances may be reduced or extended (up to five years at the most), a teacher's aptitude and performance are monitored with regard to his future appointment as a permanent civil servant. Salaried teachers have a six-month probationary period. In Berlin, teachers are only recruited as salaried employees. In Sachsen, fully trained teachers have been employed as civil servants since the beginning of 2019; this measure is currently limited until the end of 2023.

All graduates of preparatory service in a teaching career meeting the requirements of the Standing Conference's agreements are to be given equal professional access to the type of teaching career corresponding to their degree.

Induction

The organisation of the induction period for newly qualified teachers has been a central topic of the *Gemischte Kommission Lehrerbildung* of the Standing Conference of the Ministers of Education and Cultural Affairs. According to the recommendations the expert commission made in 1999, the provisions for the deployment of young teaching staff are to aim at a gradual development of professional competence. Furthermore, a system of support for the induction period for newly qualified teachers is to be established, including measures of in-service training particularly adjusted to the needs of newly qualified teachers. In the majority of Länder, concepts are currently being developed or have been put into practice for the organisation of the induction period. In the case of didactical and methodical problems, especially newly qualified teachers have the option to ask training staff from teacher training institutes (cf. chapter 9.1.) or institutions for in-service teacher training for advice.

Professional status

Teachers at public-sector schools in the Länder in western Germany are usually civil servants who are employed by the Länder. According to the career structures for civil servants, teachers, as a rule, are classified as belonging to either the higher service (*gehobener Dienst*) or the senior service (*höherer Dienst*). According to the entry status of the respective teaching careers, teachers at *Grundschulen* and *Hauptschulen* as well as at *Realschulen* come under the higher service and teachers at *Gymnasien* and vocational schools under the senior service.

For teachers at special education institutions, regulations vary between the Länder. Once a teacher has proved his suitability and aptitude in the probationary period (two and a half to three years depending on the career structure, two years in Bayern), he or she is appointed as a permanent civil servant.

The majority of teachers in the Länder of eastern Germany – with the exception of Brandenburg – currently hold the status of salaried employees. Those teachers who had obtained their teaching qualification in the German Democratic Republic (GDR), though, could be employed as civil servants as well on the basis of the *Einigungsvertrag* (Unification Treaty – R2) and Land regulations. The Standing Conference of the

Ministers of Education and Cultural Affairs of the Länder reached an agreement in May 1993 on the Recognition of Teacher Training Courses in the former GDR and their Assignment to Conventional Career Paths (*Vereinbarung über die Anerkennung und Zuordnung der Lehrerausbildungsgänge der ehemaligen DDR zu herkömmlichen Laufbahnen*) in order to clarify the salary groups of teachers who received their training in the GDR. The agreement has helped to ensure that regulations were drawn up in most of the Länder in eastern Germany under which teaching staff may obtain civil servant status and be integrated into the salary structure of the Länder in western Germany.

Teachers in the Länder of western Germany can be taken on as salaried employees on the basis of fixed-term or open-ended employment contracts as well. This form of employment may be used in order to provide replacement for teaching staff who are on leave or sick and in cases where the requirements for civil servant status are not met.

Replacement measures

Faced with the need to provide cover for absent teachers, the head teacher first of all can rely on existing teaching staff. According to the general civil service regulations in effect, teachers are under obligation to temporarily perform extra work for which initially no financial compensation is awarded. If the number of periods teachers are required to spend in class is exceeded by more than three periods per month, extra work compensation may be granted. Extra work compensation for the single lesson is regulated by ordinances of the Länder.

Long term absences, such as maternity leave or sick leave of several months, may be covered by the appointment of teachers on a temporary contract. Another measure of providing cover for absent teachers can be the temporary merging of classes or courses. The regulations for the duration of this measure vary between the Länder.

Supporting measures for teachers

If problems arise in relationships with colleagues or pupils, all teachers can turn to the head teacher. In the case of difficulties with other colleagues, teachers can turn to the staff council responsible for the school. In the case of a conflict with pupils, besides consulting the head teacher, teachers can call in the parents' council (*Elternbeirat*) or the lower-level school supervisory authorities (*Schulrat, Schulamtsdirektor*). This last option also exists if problems with colleagues cannot be solved on the level of the school. In the case of difficulties with colleagues or pupils that result from personality disorder or in the case of burn-out, the school psychologist can be consulted.

Salaries

Pedagogical staff in early childhood education and care

Erzieherinnen and *Erzieher* (state recognised youth or child-care workers) are generally paid in remuneration group S 8a of the Collective Agreement for the Public Sector (*Tarifvertrag für den öffentlichen Dienst – TVöD*), with the salary levels of this remuneration group being based on professional experience. *Erzieherinnen* and *Erzieher* who already have professional experience are allocated to level 2 as a rule. Higher levels are achieved only after several years with the same employer. Employees in establishments bound by collective wage agreements are significantly better off than those in establishments not bound by collective wage agreements.

In public day care facilities for children, the average gross monthly salary for the pedagogical staff in 2018 was Euro 3,700 according to the Educational Finance Report. The expenditure in the Länder varies between Euro 3,500 and Euro 3,800.

Teachers

For the remuneration of teachers with salaried employee status the provisions of the Collective Agreement for the Public Sector of the Länder (TV-L) apply. In Berlin teachers are only recruited as salaried employees. Sachsen has decided that from 2019 to 2023 for the time being newly hired teachers with complete training can be civil servants.

Provisions on the salaries received by teachers with civil servant status are contained in the civil servants' remuneration acts (*Beamtenbesoldungsgesetze* – R45–60) of the Länder. The following illustration of salaries for civil servants reflects the situation in the majority of Länder.

As civil servants, teachers as a rule are classified – depending on their training – under the higher or senior service. Following their studies and the *Vorbereitungsdienst* (preparatory service), teachers are usually placed on scales A 12 or A 13. Taking some of the teaching careers described in chapter 9.1. as a basis, the general allocation of salary groups and possibilities of promotion are outlined below:

Teachers at <i>Grundschulen</i>		A 12	
		A 13	
Teachers at <i>Hauptschulen</i>		A 12	
		A 12	
Teachers at <i>Realschulen</i>		A 13	
Teachers at special education institutions		A 13	
Teachers at <i>Gymnasien</i>	<i>Studienrat</i>	A 13	(plus post allowance)
with scope for promotion to:	<i>Oberstudienrat</i>	A 14	
	<i>Studiendirektor</i>	A 15	
Teachers at vocational schools	<i>Studienrat</i>	A 13	(plus post allowance)
with scope for promotion to:	<i>Oberstudienrat</i>	A 14	
	<i>Studiendirektor</i>	A 15	

There are teachers in some Länder who are not trained for a particular type of school but for a certain school level (primary, lower secondary and upper secondary). These teachers are as a rule allocated to the salary groups as follows:

Teachers holding a primary level teaching certificate		A 12	
		A 13	
Teachers holding a teaching certificate for the lower secondary level	Starting	A 12	
	On promotion	A 13	
Teachers holding a teaching certificate for the upper secondary level with scope for promotion to:	<i>Studienrat</i>	A 13	(plus post allowance)
	<i>Oberstudienrat</i>	A 14	
	<i>Studiendirektor</i>	A 15	

The remuneration received by teachers with civil servant status consists of a basic salary, family allowance and other allowances. The basic salary depends on the salary group and the salary grade. When a teacher first becomes a civil servant, he usually starts out on grade 3-5, moving up to the next salary grade after two years initially, and then every three to four years. The teachers' performance, as well as his experience, is to be considered before promoting them to the next salary grade. The highest salary grade, depending on the pay seniority set at the time of a teacher becoming a civil servant, will be reached between the ages of 50 and 55.

The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has.

Allowances may be provided for certain extra responsibilities.

The remuneration may also include a so-called annual special payment, the amount of which Federation and Länder are free to determine for their respective sectors. The special payment is paid either per month or per year. In some Länder the annual special payment has been abolished; in others it has been incorporated into the basic salary. In addition to the annual special payment, a special payment can be made for each child.

Tax is deducted from civil servants' gross salaries but, unlike for salaried employees, no social security contributions (pension, health and unemployment insurance) are deducted. Pension and unemployment insurance deductions do not apply because of teachers' civil servant status, under which they are entitled to retirement benefits. Health insurance contributions vary from case to case because civil servants usually have private health insurance, charges for which are not standard. It is up to the individual civil servant to decide whether they wish to take out health insurance; this supplements the assistance scheme provided by the employer for the civil servant in order to provide appropriate insurance in the event of illness.

The remuneration received by teachers with civil servant status is regularly adjusted by law to keep pace with the general economic and financial situation, taking into account the degree of responsibility associated with the duties of a civil servant. These adjustments correspond largely to the pay settlements for workers and salaried employees in the public sector.

As an illustration there follows a calculation of entry-level salary, salary after 15 years of professional experience and final salary of a teacher as a national average by education sector. The calculation is based on the legally or contractually agreed annual salaries of all teachers at public-sector schools. It includes allowances and special payments. The examples assume that the teachers have no children and are unmarried and that they are thus not entitled to a family allowance or to special payments for children.

Teacher at a *Grundschule*

- a) The *Grundschule* teacher receives the starting salary. His gross annual salary in the school year 2018/2019 is Euro 50,029.
- b) The *Grundschule* teacher has 15 years of professional experience. His gross annual salary in the school year 2018/2019 is Euro 61,403.

- c) The *Grundschule* teacher receives the maximum salary. His gross annual salary in the school year 2018/2019 is Euro 65,784.

Teacher at lower secondary level

- a) The teacher at lower secondary level receives the starting salary. His gross annual salary in the school year 2018/2019 is Euro 55,153.
- b) The teacher at lower secondary level has 15 years of professional experience. His gross annual salary in the school year 2018/2019 is Euro 66,827.
- c) The teacher at lower secondary level receives the maximum salary. His gross annual salary in the school year 2018/2019 is Euro 72,373.

Teacher at upper secondary level

- a) The teacher at upper secondary level receives the starting salary. His gross annual salary in the school year 2018/2019 is Euro 58,542.
- b) The teacher at upper secondary level has 15 years of experience. His gross annual salary in the school year 2018/2019 is Euro 70,304.
- c) The teacher at upper secondary level receives the maximum salary. His gross annual salary in the school year 2018/2019 is Euro 82,027.

Working time and holidays

Working Hours

The working hours of teachers comprise lessons and other responsibilities which teaching involves and which are very time-consuming and require considerable effort (e.g. preparing and reviewing lessons, marking pupils' work, attending meetings and organising and taking part in school trips and parents' evenings).

The number of periods which teachers are required to spend in class varies from one type of school to another as well as from Land to Land. A period is generally 45 minutes long. The following figures for the 2020/2021 school year serve as an example and are confined to types of school to be found in the majority of Länder:

<i>Grundschule</i>	26	to	28	periods per week
<i>Hauptschule</i>	26,5	to	28	periods per week
<i>Realschule</i>	24	to	28	periods per week
<i>Schularten mit mehreren Bildungsgängen</i>	23	to	27	periods per week
<i>Gymnasium</i>	22,2	to	27	periods per week
<i>Gesamtschule</i>	21,4	to	27	periods per week
<i>Förderschulen</i>	25	to	32	periods per week
Vocational schools	21	to	32	periods per week

In addition, the number of periods which teachers are required to give varies according to the type of school and also varies according to teaching qualifications and the subjects taught (e.g. the number of periods is higher for artistic/cultural and practical subjects). Teachers are also entitled to have the number of periods reduced for performing certain duties (such as administrative work in the case of head teachers and their deputies). In addition, the number of periods is also reduced for members of staff carrying out special tasks (e.g. teacher training, preparation of timetables and stand-in schedules, running of libraries for teachers and pupils and involvement in the work of pupils' representative bodies as a pupils' council advisor) as well as an age-related reduction of one to three periods a week from the age of 55 at the earliest. Faced with cuts in the public budget which permit only limited recruitment of newly qualified teachers, almost all Länder in western Germany have raised the number of periods teachers are required to give, and lowered the number of periods that can be reduced for performing certain duties.

Because of the current fluctuations in the overall number of pupils, the increasing shortage of public spending, the rising average age of teaching staff, and the new tasks schools are required to perform, e.g. the further development of offers for intramural all-day supervision, some Länder have established planning groups which are to discuss alternative concepts for the regulation of teachers' working time. Several Länder have by now introduced special models for teachers' working time (working time accounts, model of anticipated teaching periods) which are to adjust the working time of teachers flexibly to the fluctuations in pupil numbers: For some years, teachers will have to teach one additional period. At a later date, the number of periods they are required to teach will be reduced by one period for the same duration of time.

Holidays

Entitlement to leave for teachers with civil servant status is based on general civil service regulations. Annual leave is taken during the school holidays. Periods of holiday which extend beyond leave entitlement are used for in-service training, for preparing and reviewing lessons, for other professional duties such as organisational preparations for the new school year and for compensation for extra work during teaching time extending beyond the standard working time in civil service. For salaried teachers, the corresponding regulations under collective agreements on wages apply.

Promotion, advancement

Before a change in the status as civil servant takes place, for example a promotion, the professional performance of the teacher is assessed. In some Länder, teachers are assessed not only before a change in the civil servant status takes place but at regular intervals. The Ministers of Education and Cultural Affairs have issued appraisal guidelines for assessing teachers at public-sector schools. The guidelines lay down who is responsible for teachers' appraisals, state the reasons for them and when they should be carried out and specify the form such appraisals should take and what is done with them. Under these guidelines, an appraisal must cite the basis for assessment (e.g. talk with the teacher concerned, performance report by head teacher, visit to lesson) and the assessment criteria (knowledge of subject, teaching record, professional conduct). Apart from an overall verdict on the teacher's performance up to that

point, the assessment usually ends with proposals on his future career. The professional performance of teachers who are employed as salaried employees is, as a rule, not regularly assessed.

The only relevant criteria for promotion are aptitude, qualifications and record of achievement, and not length of service. In the majority of Länder, senior positions may be established only in such cases where the functions associated with them are of tangibly greater value than those of the lower salary group. This means that nobody can be promoted to a higher scale or salary group without a change in his responsibilities or position.

Additionally, teachers may apply for the post of head teacher or, provided the teacher has the required aptitude, qualifications and record of achievement, be employed as a member of staff responsible for supervision of schools (see chapters 10.1. and 10.2.).

Teachers with civil service status who wish to work at a school in another Land within the Federal Republic require the consent of the Ministry of Education and Cultural Affairs responsible for their old school and that of the receiving Land. In an agreement adopted in May 2001, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder laid down two procedures for the Transfer of Teachers between Länder (*Übernahme von Lehrkräften aus anderen Ländern*). This agreement is aimed, amongst other things, at increasing the mobility of teachers in Germany: on the one hand, teachers can now participate at any time in the application procedure in another Land. In addition, they can apply for a posting in a different Land within the scope of the exchange procedure that was already in existence before the agreement of May 2001. With this procedure, each Land takes on only as many teachers from other Länder as teaching posts become vacant through transfers of teaching staff to other Länder. The main, but not exclusive, purpose of such exchanges is to allow families to live together. The exchange of teachers takes place at the beginning of the school year and, in exceptional cases, at the beginning of the second half of the school year. This is intended to give pupils continuity of teaching. The mutual recognition of teacher training in the individual Länder was last regulated in 1999 by resolutions of the Standing Conference of the Ministers of Education and Cultural Affairs. The agreement concerning the mutual recognition of teaching qualifications that, prior to the unification of the two German states, were acquired in accordance with the law of the German Democratic Republic (GDR), was revised. In perpetuation of former resolutions, the Standing Conference has further strengthened the nationwide professional mobility of teachers in a resolution from March 2013. Graduates of teacher training courses should be allowed equal and better than previous access to the preparatory service. Moreover, it should in principle be possible for all teachers across Germany to enter the profession. The implementation of the so-called mobility resolution is the subject of annual reporting.

Salaried teachers are not bound by the regulations named; the contractually agreed notice periods apply for them if they wish to change to the education authority of another Land.

Transfers

A teacher with civil servant status may be transferred to another school if he or she applies to do so or if there are good professional reasons for a transfer. Teachers may be transferred without their consent only in cases where the new school is

answerable to the same authority as the old one and the new position belongs to the same or an equivalent career structure as the present post and attracts the same final basic salary. Good professional reasons for a transfer may be deemed to exist when schools have amalgamated, or the number of teaching positions has been reduced owing to declining school rolls. The reason may also be directly connected to the teacher, such as his/her being considered suitable for other duties. A transfer will always be the consequence where it is the only way to bring a teacher's duties into line with his position. The responsibilities of a civil servant towards his employer mean that the teacher must accept a transfer even if it does not accord with his wishes. However, the school supervisory authority is required to consider significant personal circumstances which may make a transfer unreasonable (e.g. advanced age or poor health).

Dismissal

A teacher with civil servant status can only be dismissed – unless he or she demands his own resignation – under extraordinary circumstances:

- if he loses his German citizenship or citizenship of another member state of the European Community
- if he refuses to swear the oath of office prescribed by law or to take a vow prescribed in its place
- if through the verdict of a German court of law in a criminal case he has been sentenced to a specific term of imprisonment

Disciplinary proceedings can also result in dismissal. Dismissal is possible during the probationary period if a teacher does not prove himself or if he commits a deed which, if committed by a permanent civil servant, would result in disciplinary measures as part of formal disciplinary proceedings.

Salaried teachers can terminate their working relationship under observance of the contractually agreed notice periods. Their contract of employment can also be terminated by the employer for reasons that lie within the individual themselves or that result from their behaviour, as well as for other reasons; the notice periods also have to be observed in such a case. The length of the notice period is proportional to the length of service.

Retirement and pensions

Teachers retire at the end of the school year or the term (half year) preceding or following their 65th birthday. It is possible for teachers to apply for early retirement without proving that they are unfit for work from age 63 onwards or – for the severely disabled – from age 60 onwards.

Since 2012 the standard retirement age is gradually being raised, first by one month per age group, and from 2024 by two months per age group, so that those born in 1964 will retire at the age of 67.

In 2017, the following regulations generally apply to the provision of teachers with civil service status:

Any civil servant who has worked for at least five years is entitled to a pension. However, there is no minimum service requirement in cases where the teacher was prevented from carrying out his duties, for instance through illness. The pension is calculated on the basis of the basic salary, the family allowance and the pensionable

allowances which the civil servant was receiving at the end of his service. The pension amounts to 1.8 per cent of eligible earnings for each year of service which is counted towards superannuation, ranging from a minimum of 35 per cent up to a maximum of 71.75 per cent of pensionable pay.

The retirement pension of salaried teachers is regulated in Book Six of the Social Code (*Sechstes Buch Sozialgesetzbuch – Gesetzliche Rentenversicherung*). It corresponds to the amount of the pension contributions made and the length of time over which they were paid. In addition to the old-age pension, salaried teachers receive an additional pension that, until the end of 2000, was in line with the basic principles of civil service law and that is also paid by the Länder for their salaried employees. From 2001 onwards, a new retirement pension system was introduced for salaried teachers that is in line with private sector models.

9.4. Continuing Professional Development for Teachers Working in Early Childhood and School Education

Organisational aspects

Pedagogic staff in early childhood education and care

Pedagogic staff are also offered numerous further and continuing education possibilities to allow them to broaden their vocational competence, respond to new demands in the workplace, upgrade their qualifications and specialise.

The continuing education market for *Erzieherinnen* and *Erzieher* (state-certified youth and child-care workers) is only legally regulated to a small extent and is therefore characterised by an organisational diversity that is reflected in the structures of the maintaining bodies and types of courses. The providers of continuing education in this sector are mainly charitable free maintaining bodies and commercial providers. Only a small share of the continuing education providers belong to a public maintaining body that operates on a federal and Länder level or on a municipal level. The course formats are heterogeneous: these range from short informative events through to continuing education programmes lasting many years. Apart from individual and team-related continuing education programmes, they cover supervision offers, quality circles or study trips.

Within the scope of the Qualification Initiative for Germany Getting Ahead through Education (*Aufstieg durch Bildung*), the Federal Government in the spring of 2008 has launched an initiative for the continuing training of 80,000 *Erzieherinnen* and *Erzieher* (state recognised youth or child-care workers) and day-care personnel. Following an amendment of the Upgrading Training Assistance Act (*Aufstiegsfortbildungsförderungsgesetz – AFBG – R167*), since July 2009 upgrading training as an *Erzieherin* and *Erzieher* may be promoted nationwide. These support options were significantly expanded once again through the amendment of the AFBG that came into effect on 1 August 2016.

The Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) has, moreover, in conjunction with the Robert Bosch Foundation (*Robert Bosch Stiftung*) and in collaboration with the German Youth Institute (*Deutsches Jugendinstitut – DJI*), launched a further training initiative for early childhood pedagogic staff (*Weiterbildungsinitiative Frühpädagogische Fachkräfte – WiFF*). The initiative develops qualification approaches and training materials for the

further and continuing education of pedagogic staff in day-care centres for children. More detailed information about WiFF is available in Chapter 11.2.

Since the 2019/20 training year, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) has been supporting the Länder, local authorities and child day care providers with the Skilled Labour Initiative for Staff in Early Childhood Education and Care (*Fachkräfteoffensive für Erzieherinnen und Erzieher*) to make training for pedagogical staff more attractive, to recruit specialist pedagogical staff and to retain already trained specialists in the profession and strengthen their skills. The aim of the programme is to recruit additional skilled workers in early childhood education and care by expanding remunerated practice-integrated training and to promote professional and practice-integrated training in child day care facilities through practical guidance. This should especially address groups of people who have been underrepresented among the employees so far, e.g. men, people with higher education entrance qualifications or career changers. In addition, the assumption of special professional responsibility is to be rewarded in order to open up development perspectives for experienced professionals.

The federal programme Pro Child Day Care: Where Education for the Youngest Begins *ProKindertagespflege: Wo Bildung für die Kleinsten beginnt* promotes the qualification of child day care workers, better working conditions and good cooperation in child day care.

Support has been provided for the in-service further qualification of child day care workers since 2011, and employee relationships in child day care have also been promoted since 2012. Further information on the federal programme ProChildminding can be found in chapter 4.5.

Teachers

In-service training – like initial training – is the responsibility of the Länder. In each of the Länder the Ministry of Education and Cultural Affairs is responsible for in-service teacher training because it is the highest school supervisory authority and usually the employer of teachers.

The goals of in-service teacher training have been laid down by most Länder in their laws (R111–120) and regulations for teacher training or school legislation (R86–103). Other details about organisations which provide in-service teacher training and about applications, admission and release from teaching duties for attendance of courses are regulated by directives. Some Länder have also formulated the fundamental aims and tasks of in-service teacher training in directives or publications and not in legal provisions. The duty of teachers to undergo in-service training is expressly laid down in all Länder by law or ordinance, whilst it is the duty of the employers (usually the Ministries of Education and Cultural Affairs) to ensure that suitable training programmes are provided.

State in-service and further training of teachers in accordance with education policy guidelines includes in-service qualification measures that serve to maintain, update and further develop existing professional competences in the sense of lifelong learning. If necessary, it differentiates for different target groups and pursues specific goals that are implemented at central, regional (if necessary also transnational) and school-internal level. It should also contribute to initiating, realigning and

coordinating development processes in the school so that organisational capacities are strengthened.

In-service training follows on from the first and second phases of teacher education in the sense of coherence in teacher education and combines science-based and practice-oriented training. The third phase of teacher education also includes in-service training. Through this, additional qualifications are acquired – largely through in-service scientific studies, but also through specialist further education courses.

In-service teacher training should not be confused with further training, the aim of which is to enable teachers to teach another subject or to teach in an additional special field. Further training also offers an opportunity to acquire qualifications for another teaching career. Many further training courses also serve to prepare teachers for special responsibilities (for example, work as a counselling teacher).

Further training usually extends over a longer period and includes various courses of several hours per week and, where necessary, additional intensive courses. For the length of the course participants are released from their teaching duties or from several of their weekly teaching commitments provided that the school supervisory authority recognises the need for the further training course concerned.

Courses are conducted by higher education institutions or in-service training institutions. The Ministries of Education and Cultural Affairs regulate admission, the number of hours, certificates and final examinations. In the following, only in-service teacher training is discussed.

Types of institutions

State-run in-service teacher training is organised in the Länder at central, regional and local level. In-service training can also take place within schools or in the form of guided private study.

In order to organise in-service teacher training at central locations, all Länder have established state-run in-service training institutes which for the most part are subordinate to the Ministries of Education and Cultural Affairs as dependent Länder institutions. Central in-service training institutions (a specific Land can have several such institutions) have various names such as state academy (*staatliche Akademie*) or academic institute for in-service teacher training (*wissenschaftliches Institut für Lehrerfortbildung*). In some Länder, the organisation of the central upgrade training for teachers is the responsibility of the Land institute for school development, which also goes under a different name depending on the Land.

In-service teacher training at regional level is conducted differently in each Land by the institutes responsible for in-service teacher training and their branches and by middle- and lower-level school supervisory authorities.

The *Schulämter* (lower-level school supervisory authorities) are usually responsible for the organisation of in-service training at local level.

In-service teacher training within schools is carried out by schools for their own teaching staff or some members of their teaching staff.

In so far as the institutes are responsible for in-service training throughout the Land, there is no need to define areas of responsibility. Otherwise, there is usually coordination between the organisers of central and regional in-service training courses, for

example, in the form of regular meetings or conferences. In-service training courses are thus conducted through cooperation between the parties concerned.

In-service training within schools is essentially organised by individual schools, although assistance with its preparation, execution and subsequent evaluation is available in some Länder from in-service training institutions and advisers from school supervisory authorities. In some Länder the Ministry of Education and Cultural Affairs is informed of the content and dates of courses held within schools and in other Länder in-service training sessions within schools are offered by the central institutes of the Länder in cooperation with the school supervisory authorities.

Training courses are also offered by churches and non-public bodies (e.g. foreign cultural institutions and associations which bring together school and industry). In some Länder these bodies must be recognised by the school supervisory authorities. Universities and higher education institutions of equal status have set up courses of further studies (with a final examination) and supplementary and further training courses for teachers. The institute directory in the Appendix contains an overview of establishments in the Länder offering in-service teacher training and further training courses.

Admission requirements

The entry criteria for in-service teacher training courses are shown on the relevant course programme which is published regularly by the Ministry of Education and Cultural Affairs concerned, by in-service training institutions or other organisers of in-service teacher training. The courses are usually offered at central, regional or local level for specific target groups (for example, teachers at specific school types or levels, teachers with teaching qualifications in certain subjects or teachers from a specific region).

Every teacher who fulfils the formal admission criteria is entitled to attend the in-service training courses if attendance will be of benefit to him in his teaching duties and if teaching commitments do not prevent him from attending. As a rule, teachers are released from their teaching commitments on full pay in order to attend in-service training courses. The procedures for making an application, being released from teaching duties and receiving permission to attend the course differ from Land to Land. If in-service training sessions are to be held in lesson time an application for release from duties must be made in all Länder. Release from teaching duties is usually granted by the head teacher or the relevant school supervisory authority.

In some cases teachers apply directly to the organiser of in-service training and in other cases applications are made through official channels, i.e. through the head teacher and the school supervisory authority. The procedure for selecting teachers also varies from Land to Land; in some cases the school supervisory authority selects participants (sometimes with the involvement of the staff council). If the school supervisory authority selects candidates itself, they automatically release them from their teaching duties. In some Länder the organiser (for example, the central in-service training institution) may make the selection according to an approved list of criteria.

Curriculum, duration of studies, specialisation

In-service training is an essential part of the professional activity of teachers and is anchored in the legal framework. This gives rise to a duty of care on the part of the

employer to provide an appropriate range of courses tailored to needs and target groups and to ensure sufficient access. The continuous development of professional competences as well as the reflection of the individual activity are the responsibility of the respective teacher. The main aim of this development is to enable teachers to teach well, to achieve the respective educational goals of their pupils and to design successful school development processes. At the same time, it contributes directly to professional satisfaction and indirectly to the health of teachers. In-service training can thus be seen as a preventive factor for maintaining professional ability and should therefore be taken into account as a fixed component of personnel development at all management levels.

In terms of content, the concepts of state in-service training refer to the requirements in the professional field of teachers. They are based on the “Content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder” (*‘Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung’*) (resolution of the KMK in the respective valid version) and the “Standards for teacher training: Educational sciences” (*‘Standards für die Lehrerbildung: Bildungswissenschaften’*) (resolution of the KMK in the respective valid version) as well as Land-specific focal points. The competences acquired in the first and second phase of teacher training are expanded and further developed as needed throughout the entire professional biography. The contents are embedded in the respective school and teaching development processes and are oriented towards the concrete school, subject-related and personal needs.

Depending on the context, target group and topic, the content of in-service training takes into account in particular the scientific basis, the fit of format, objective and content, the potential impact of the in-service training on teaching as well as its sustainability.

The topics of in-service training are determined both by the requirements of the employer and by the needs of the schools and the teachers.

The range of subjects covered is extremely broad. Course content can relate to school subjects, types of school or educational and teaching goals. The subject matter includes topics relating to general and school pedagogy, sessions on subject-related didactics and studies, courses dealing with key current issues (e.g. intercultural learning or new technologies) and introductions to new curricula. Many in-service training measures serve to improve the close link between the elementary sector and the *Grundschule* (primary school) and are aimed at a smooth transition between the educational stages. In central in-service training in particular, many courses are aimed at head teachers, counselling teachers, heads of department at teacher training institutes and school supervisory officials. In some Länder the main target group of central in-service training are the subject advisers who themselves organise and hold in-service training courses for teaching staff.

Further training for teachers

Methods

In-service training events can be conducted in the form of half-day, one-day or multi-day attendance events, as in-service training accompanying school and lesson development processes, as well as cumulative in-service training series within the school, regionally, centrally or transnationally. The in-service training formats are

determined by their objectives and content. Depending on the addressees, context and topic, high-quality, evidence-based online formats are increasingly being used in in-service training, as are mixed formats in which classroom and online phases (blended learning formats) alternate.

In-service training within schools usually takes place in the afternoons or evenings. However, full-day courses which last from half a day to several days per school year are also held. Regional courses can be offered as a one-day session or as a series of full-day or afternoon and evening sessions once or several times a week. In-service training courses at central locations usually last two and a half to five days.

In-service training courses are organised by lecturers who, if possible, have special academic and practical school experience as well as expertise in adult education and didactics of in-service training. The quality of the courses is ensured by the qualification of the lecturers as well as by participant-oriented needs analyses and goal-oriented evaluation measures. For the implementation of further training measures, the lecturers must therefore be appropriately qualified in terms of methodology, didactics, content and technology. The scientific basis of further training, but also the qualification of lecturers, can be achieved through cooperation with higher education institutions. The recruitment of lecturers for further training is to be designed as a long-term personnel development measure.

Evaluations, certifications

Teachers attending in-service training courses are not usually appraised. However, certificates which are then placed on personnel files are awarded in some Länder for certain in-service training courses.

Attendance of courses for in-service training for teachers has, as a rule, no impact on the appraisal or pay of teachers. However, it can have an indirect effect in that regular attendance of in-service training courses is viewed positively in applications for senior posts (such as head teacher). In Bayern teachers are obliged to undertake regular personal further training. Compliance with this obligation will be considered a criterion in the regular teacher assessment.

Courses for further teacher training, especially if they have taken the form of higher education, culminate in a supplementary examination (*Erweiterungsprüfung*) to the *Erste Staatsprüfung* (First State Examination) which is held by the state examination boards. Below this level there are further training courses which lead to a teaching permit, meaning permission to teach a certain subject or at a certain type of school.

Incentives for participation in CPD activities

In-service teacher training – and to an even greater extent further training for teachers – opens up new career prospects in some cases, such as the opportunity of teaching a new subject, a new post and possibly promotion. However, there is no change in the status of the teacher, who is already a member of the teaching profession after all. Applicants for a teaching post are free to improve their chances of employment by studying a further subject at a university.

9.5. Initial Education for Academic Staff in Higher Education

Full-time scientific and creative arts staff at institutions of higher education consist mainly of the following groups:

- professors and junior professors(*Hochschullehrer*)
- scientific and creative arts staff(*wissenschaftliche/künstlerische Mitarbeiter*)
- teaching staff for special tasks(*Lehrkräfte für besondere Aufgaben*)

Professors and junior professors perform the duties relating to science, the arts, research, teaching and continuing education which are incumbent upon their higher education institution independently in their respective subject areas in accordance with their own specific employment status. Scientific and creative arts staff are responsible for academic services. These include teaching students specialised knowledge and practical skills and instructing them in the use of scientific methods. In particular cases, scientific and creative arts staff can also be entrusted with the independent performing of tasks in research and teaching.

If teaching serves mainly to communicate practical skills and knowledge, teaching staff for special tasks can be entrusted with this. Teaching staff at *BERUFSAKADEMIEN* include both part-time and full-time staff. In accordance with the *Berufsakademie* laws at Land level, part-time teaching staff at *Berufsakademien* should be recruited from higher education institutions, schools, industry, the liberal professions, social services and administration.

The employment requirements for professors at institutions of higher education are as follows:

- a degree from an institution of higher education
- teaching ability
- particular aptitude for academic work which is usually demonstrated by the quality of a *Promotion* (doctorate) or a particular aptitude for work in the creative arts

Depending on the type of post the employment requirements may also include:

- additional academic achievements or additional achievements in the creative arts
- particular achievements in the application or development of academic or scientific knowledge and methods from several years of professional experience
- proof of several years of school practice in professorships which involve the performance of educational or didactic tasks in teacher training

As a rule, professors at *Fachhochschulen* are not required to have any additional academic achievements. Instead, they must have at least five years' professional experience in the development and application of scientific methods and findings.

Employment requirements for junior professors (*JUNIORPROFESSOREN*) basically are:

- a degree from an institution of higher education
- teaching ability
- particular aptitude for academic work which is usually demonstrated by the exceptional quality of a doctorate

If the candidate has been employed as a member of scientific staff before or after the doctorate, the phases of doctorate and employment taken together should not exceed six years, in the subject area of medicine nine years.

The employment requirement for *WISSENSCHAFTLICHE MITARBEITER* is, in principle, a degree from an institution of higher education.

LEHRKRÄFTE FÜR BESONDERE AUFGABEN do not have to meet professorial qualifications for recruitment.

Full-time staff at the state-run *Berufsakademien* in Sachsen must meet the same requirements as those appointed as professors at *Fachhochschulen*. Full-time teaching staff must give at least 40 per cent of the instruction. If teaching offers serve mainly to communicate practical skills and knowledge, teaching staff for special tasks can be entrusted with this.

9.6. Conditions of Service for Academic Staff Working in Higher Education

Planning Policy

Staff planning in the higher education sector is implemented primarily on the basis of staff appointment plans laid down by the relevant Land ministry; however, the legal situation differs in each Land depending on whether there is a need for such plans and how binding they are. With the increasing autonomy of the higher education institutions, responsibility for staff planning is increasingly devolving on the institutions themselves.

The measures enabling the Federation and the Länder to increase the number of new entrants under the Higher Education Pact 2020 (*Hochschulpakt 2020*) also include the employment of more academic staff.

The aim of the 15-year Federal-Länder Programme for the Promotion of Young Academics, which is funded by the Federation with Euro 1 billion, is to make the career paths of young academics at universities and equivalent institutions of higher education easier to plan and more transparent. It is intended to increase the international attractiveness of the German science system and to help universities and equivalent institutions of higher education to attract the best young scientists from Germany and abroad and to retain them as permanently as possible by establishing an internationally known and accepted career path to a professorship in the form of the tenure-track professorship.

Entry to the Profession

Professor positions are generally advertised internationally and filled through an appointment procedure. For this purpose the Faculty sets up an appointment committee which consists of representatives of professors, scientific staff (*Wissenschaftliche Mitarbeiter*) and students. The appeals commission shall also include the equal opportunities officer and, as a general rule, an appeals officer and, where appropriate, the disability officer. Members of the management of the higher education institution, members of other faculties and external university teachers may also belong to the appointment committee. The composition of the appointment committee usually gives a majority to the group representing the lecturers of the higher education institution. The appointment procedure mainly consists of the following steps:

- publication
- selecting the applications
- production of a ranking list of three candidates
- decision on appointment
- appointment negotiations
- signing of the contract or transfer to a permanent post with civil servant status.

Responsibility for the decision on appointment is incumbent on either the Ministry of Science of the relevant Land or, increasingly, the higher education institution itself. The appointment of a professor from the same institution is uncommon; there is generally a prohibition on internal appointments. Increasingly tenure-track procedures are also being developed. This career path is supported by the Federation and Länder with the programme to support junior scientists that was resolved in June 2016.

Professional status

As part of the process of increasing the autonomy of institutions of higher education, the responsibility for appointing Professors as civil servants with limited or unlimited tenure has in several Länder been transferred from the ministries responsible for science to the institutions of higher education. Professors can, however, also be taken on as employees.

Two-stage employment is planned for junior professors that shall not exceed a maximum of six years. In accordance with the regulations specific to the respective Land, the first phase can last up to four years. An extension for the second phase shall be given if the junior professor has proved to be a good teacher at a higher education institution. If this is not the case, the period of employment can be extended by a maximum period of one year. Junior professors are appointed as civil servants with limited tenure, or they can also be taken on as salaried employees.

SCIENTIFIC AND CREATIVE ARTS STAFF (*wissenschaftliche/künstlerische Mitarbeiter*) are also appointed for a limited or unlimited period as civil servants or salaried employees.

The Academic Fixed-Term Contract Law (*Wissenschaftszeitvertragsgesetz – WissZeitVG – R125*) of April 2007, offers institutions of higher education and research institutions options for fixed-term contracts that are adapted to the special features of the science sector and extended compared to general labour law. Scientific and artistic staff can be employed on a fixed-term basis to acquire a qualification (maximum duration for the fixed-term is 6 years before and 6 years – in the field of medicine 9 years – after the doctorate) or on the basis of third-party funding (fixed-term without a maximum duration, regularly for the duration of a third-party funded project). This opens up the possibility of gaining a scientific qualification at an institution of higher education or research institution to as many young scientists as possible. An amendment of the law in 2015 that came into force in March 2016, should above all prevent any incorrect, short-term employment contracts.

Salaries

Provisions on the salaries of lecturers at higher education institutions are laid down in the Civil Servants' Remuneration Act (*Bundesbesoldungsgesetz – R7*) of the Federation, the civil servants' remuneration acts (*Beamtenbesoldungsgesetze – R45–60*) and regulations on bonuses (*Leistungsbezügeverordnungen*) of the Länder and in the corresponding rules of the individual higher education institutions.

Professors receive a basic salary and additional performance-related payment. The two salary groups W 2 and W 3 are valid for professors at all institutions of higher education in the respective Land. The post of the *Juniorprofessor* (junior professor) was implemented along with the salary group W 1 in 2002. In all three salary groups there are fixed basic salaries (it should be borne in mind that the so-called annual

special payment has been integrated into the basic salary in some Länder). According to the German Association of University Professors and Lecturers (*Deutscher Hochschulverband – DHV*), in July 2020 the basic salaries of professors are as follows:

- Salary group W 1
junior professor
Euro 4,494.23 to Euro 5,228.25
- Salary group W 2
Professors
Euro 5,291.02 to Euro 6,583.53
- Salary group W 3
professors
Euro 6,256.08 to Euro 7,473.55

The professors' basic salary in the salary groups W 2 to W 3 should not be confused with their starting salary. The salary consists of the basic salary and an additional payment which is to be individually negotiated with the institution of higher education, and which can be awarded in accordance with the negotiations regarding the appointment and the continuance in office at the institution in case the professor is offered a chair by another higher education institution (*Bleibeverhandlungen*). The additional payment can also be awarded for special performances in research, teaching, art, continuing education and the promotion of up-and-coming academics, as well as according to participation in the institution's self-administration (variable salary). The allocation of the posts of the professors to salary groups W 2 and W 3 is regulated by Land legislation. If they have proved themselves in higher education teaching, from the date of the first extension of their limited appointment as civil servants junior professors receive a non-pensionable monthly allowance of at least Euro 260.

Working time and holidays

The teaching commitments of academic staff vary. The extent of teaching commitments of full-time academic staff is expressed in units (*Lehrveranstaltungsstunden*). Each unit stands for at least 45 minutes per week for the period when lectures are held during the semester.

Under a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz – KMK*) of June 2003, teaching commitments at universities and higher education institutions of equal status are as follows:

- eight units for professors
- four units for junior professors at the first stage of employment
- four to six units for junior professors at the second stage of employment
- four units at most for scientific staff (*wissenschaftliche Mitarbeiter*) employed as civil servants for a limited period
- eight units at most for scientific staff employed as civil servants
- 12 to 16 units for teaching staff for special tasks (*Lehrkräfte für besondere Aufgaben*)

Professors at *Fachhochschulen* are generally expected to teach 18 units a week. Provision is made for deviations in these teaching commitments for professors at *Kunsthochschulen* in accordance with legislation at Land level.

If certain functions and responsibilities are taken on, teaching commitments can be reduced, for example, if managerial functions are performed within the higher education institution or research and development work is undertaken at a *Fachhochschule*. Furthermore, a temporary reduction of the teaching hours of individual teachers is possible if their teaching commitments during this period are fulfilled by other teachers.

The extent of teaching commitments at *Berufsakademien* is regulated by ordinances or administrative regulations issued by the ministries responsible for science and research in the relevant Länder.

Promotion and advancement

Professorships are generally advertised internationally. Applicants who meet the employment requirements for a professorship may be appointed to a chair. The organisation of the appointment procedure is regulated in the Länder laws governing higher education. The final decision on the appointment of an applicant is incumbent on the Minister of Science or the head of the higher education institutions depending on the Land.

Retirement and pensions

Professors with the status of civil servants are retired on reaching the retirement age. More details on the retirement of civil servants may be found in chapter 9.2.

9.7. Continuing Professional Development for Academic Staff Working in Higher Education

Organisational Aspects

Professors and junior professors can be granted sabbaticals at certain intervals, usually for the length of a semester, for purposes of research and further training. In addition, the teaching commitments of professors are, as a rule, allocated in such a way that they are still left with sufficient time for research, for gaining scientific and academic knowledge and for the further development of teaching and study on academic foundations. In this respect in-service training for staff in the higher education sector is a component of their professional tasks.

Some higher education institutions offer in-service training courses in the field of didactics in higher education for teaching staff, attendance of which is, as a rule, voluntary.

Incentives for Participation in Continuing Professional Development (CPD)

Activities

At the moment no information on incentives for participation in continuing professional development is available.

9.8. Initial Education for Teachers and Trainers Working in Adult Education and Training

Most of the legislation in the Länder governing continuing education stipulates the qualification requirements demanded of the teaching staff. According to a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) in 1970, members of administrative and teaching staff at institutions of continuing education are supposed to have a higher education degree. Assistant tutors must have acquired a higher education degree, a further qualification in a profession (*Fachschulabschluss*) or a vocational qualification plus several years of practical experience.

9.9. Conditions of Service for Teachers and Trainers Working in Adult Education and Training

According to a joint recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) and the Association of German Cities (*Deutscher Städtetag*) of 1981, institutions of continuing education generally are to employ full-time tutors. However, the majority of teachers are employed as freelancers or part-time on a fee basis.

9.10. Continuing Professional Development for Teachers and Trainers Working in Adult Education and Training

The professional further training of tutors in the field of continuing education takes place within the scope of the responsibility of the Länder for continuing education. In addition, the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) promotes various projects for the improvement of academic and pedagogical competence of staff in the field of continuing education.

10. MANAGEMENT AND OTHER EDUCATION STAFF

This chapter contains information on management staff, staff involved in monitoring educational quality, education staff responsible for guidance and other education staff working in the early childhood sector and school education, in tertiary education and in adult education and training.

10.1. Management Staff for Early Childhood and School Education

Requirements for appointment

Managers of day-care centres for children

Länder rules on the requirements for appointment as a manager of a day-care centre for children differ. Usually they require at least a further qualification in a profession (*Fachschulabschluss*), corresponding practical experience and sometimes also specific continuing training. In some cases an academic degree is also a prerequisite. Staff with a supervisory function in pre-school institutions often have an academic degree from a *Fachhochschule* as a *Sozialpädagogin* (graduate youth and community worker).

School heads

The qualifications required for school heads are those of teachers at the relevant school level, with a teaching qualification plus several years of teaching and management experience.

Conditions of service

Erzieherinnen or *Erzieher* can be partly or fully exempted from educational group work to carry out management duties in day-care centres for children. This exemption is subject to different regulations in the Länder. In five Länder there are no specifications for time allocations. The remaining Länder specify different criteria for the provision of time allocations that are oriented on the number of children being cared for, the number of staff or the number of groups.

The responsibilities of the head teacher (*Schulleiter*) comprise staff management, administration, the school budget as well as the evaluation of teachers, school public relations and the development of a school-specific profile (for more detailed information on the responsibilities of the head teacher, see chapter 2.8.). For performing the duties of a head teacher, the classroom hours of the head are reduced.

The salaries of head teachers and deputy head teachers depend on the number of pupils at the school. As a rule, the salary groups are as follows for schools with more than 360 pupils:

- Deputy head/head of *Grundschulen* A 13/A 14
- Deputy head/head of *Hauptschulen* A 13/A 14
- Deputy head/head of *Realschulen* A 14 plus allowance/A 15
- Deputy head/head of *Gymnasien* A 15 plus allowance/A 16
- Deputy head/head of vocational schools A 15 plus allowance/A 16

10.2. Staff Involved in Monitoring Educational Quality in Early Childhood and School Education

Requirements for appointment

Specialist advisors are available to the day-care centres for children and the staff of the day-care facilities for advice and professional support and play an important role in quality assurance and development. Support in questions related to the development of concepts and organisations, for example, are amongst the tasks of the specialist advisors. Depending on how the specialist advisors are anchored in the structure, they may also supervise the work and qualification of the staff in a day-care centre for children. Specialist advisors are usually qualified as an *Erzieher/Erzieherin* or have completed a pertinent degree course at an institution of higher education. Several years of practical work in the vocation – for example as director of a day-care centre for children – is often an admission requirement for work as a specialist advisor.

A member of staff responsible for supervision in primary, lower or upper secondary education (*Schulaufsichtsbeamter*) has to provide evidence of the same qualifications as teachers at the school level concerned and have completed several years of teaching service. They must also as a rule have acquired several years of experience as head teachers or deputy head teachers or in a senior position in a teacher training institution.

Conditions of service

The tasks of members of staff responsible for supervision (*Schulaufsichtsbeamte*) comprise the *Fachaufsicht* (academic supervision of teaching and educational activity) and the *Dienstaufsicht* (supervision of educational staff and head teachers). The task of *Rechtsaufsicht* (legal supervision, carried out as a rule by lawyers) involves monitoring legal aspects of school administration (e.g. the establishment and maintenance of school buildings and the procurement of teaching materials). These staff are employed in the *Schulämter* (lower-level school supervisory authorities) or in the *Oberschulämter* or *Bezirksregierungen* (middle-level school supervisory authorities) and are civil servants employed by the Land. See also chapter 2.7.

10.3. Education Staff Responsible for Guidance in Early Childhood and School Education

Advice may be obtained from the pupil's teachers as well as what are known as COUNSELLING TEACHERS (*Beratungslehrkräfte*), i.e. members of staff with extra training in educational science and psychology. Depending on the Land, counselling teachers are responsible not only for their own school but other schools too. Their tasks generally include not only general counselling but also advice on the school career as well as individual counselling for pupils if learning difficulties arise or if there are any anomalies in their emotional and social behaviour. Depending on the amount of support needed, counselling will take place together with school psychologists. A counselling teacher is also expected to make the benefit of his experience and knowledge available to the school as a whole and specific teachers individually. If their work is to be successful, counselling teachers must work closely together with other institutions like the local youth welfare office (*Jugendamt*).

The local public health office (*Gesundheitsamt*) with its school health service is responsible for primary (and secondary) SCHOOL HEALTH CARE. With a few exceptions, it is the Länder that enjoy administrative authority over the health services.

It is the job of the medical officer at the public health office to ensure that the work of the school health service, including dental care, meets the required standard. The work of school doctors is supervised by a public health officer (*Amtsarzt*). The school health service has the following responsibilities among others:

- to carry out medical screening, notably of children starting and leaving school
- to monitor those pupils whose state of health requires regular check-ups
- to perform dental screening
- to hold surgeries for parents, pupils and teachers
- to advise and instruct teachers on health care issues

The staffing of the school health service at the local public health offices varies from one place to another, with differences between urban and rural areas as to the number of school doctors and their selection according to qualification.

The work of the SCHOOL PSYCHOLOGIST covers individual psychological help, intervention in crises and emergencies, prevention, supervision offers for teaching staff as well as counselling on a primary and secondary level. Candidates must in accordance with the regulations of their Land provide either evidence of the successful completion of university studies in psychology, or of the successful completion of teacher training and an additional course of study in psychology of at least one year, as well as several years of work experience in line with their training. Those appointed work in school psychological services outside individual schools, located as a rule in a centre for counselling and support run by the school supervisory authorities. One exception is Bayern, where school psychologists are always teachers in a certain kind of school and are therefore usually employed directly in a school and are responsible for the school psychological service in their school, and possibly other schools too, as members of the school's own staff. The school psychologists are also responsible for networking extracurricular assistance and counselling offers and cooperation with the child and youth welfare offices (*Jugendämter*) and other youth welfare institutions. School psychologists are civil servants employed by the Land. See also chapter 12.5.

10.4. Other Education Staff or Staff Working with Schools

Non-teaching staff at schools

General schools employ only a small number of non-teaching staff (usually a secretary and caretaker), who are usually taken on and paid by the *Schulträger*, the school's maintaining body. In particular, full-day schools, schools with full-day offers and schools with a care offer employ pedagogic staff (*pädagogische Fachkräfte*), educators or *Sozialpädagogen* (graduate youth and community workers), social workers and honorary staff such as artists or volunteers, depending on the size of the school and the extent of the extra-curricular activities (see chapter 5.2.). Especially for all-day schools, the professionalisation of teams consisting of teachers, other pedagogic staff and extra-curricular staff is of great importance.

Other staff at special schools

Alongside special education teachers there is other specialist staff at special education institutions and in integrated classes at mainstream schools. *Sozialpädagogen*, graduate youth and community workers, and pedagogic staff (*Pädagogische Fachkräfte*), for example, carry out remedial work, assist the special teacher in artistic and technical lessons and are responsible for leisure activities. This latter is necessary as special education institutions are frequently all-day schools (*Ganztagsschulen*) or boarding schools. Physiotherapists, speech therapists and occupational therapists provide treatment in their respective fields.

Instructors in the dual system of vocational education and training

Within the *duales System* (dual system) of vocational training, both the teaching staff in the *Berufsschulen* themselves and particularly the instructors in the partner companies are responsible for the vocational training of the students. The following remarks refer to the training of in-company instructors (for information on teaching staff at *Berufsschulen* see chapter 9.1.).

Legislative framework

Conditions governing the training of in-company instructors are stipulated in federal law. The statutory provisions (Section 28 of the Vocational Training Act – *Berufsbildungsgesetz* – R81, Section 22 of the Crafts and Trades Regulation Code – *Handwerksordnung* – R82) stipulate that the instructors must have the necessary personal and technical skills, knowledge and qualifications for training young people. Their professional qualifications are used to judge whether they have the necessary technical skills. Furthermore, instructors must provide evidence of the required pedagogical knowledge of professional and work-related issues by means of a particular qualification certificate.

Contents of the training

The content of training is laid down in general terms in the Ordinance on Trainer Aptitude (*Ausbilder-Eignungsverordnung* – AEVO – R83). Training is usually provided in courses taken alongside full-time employment with a total duration of 115 hours. Participation in these courses as a means of preparing for the instructor aptitude examination is not, however, compulsory.

Professional and pedagogical skills include the ability to plan, implement and control vocational training unaided in the following fields of action:

- Assess vocational training requirements and plan training,
- Prepare training and participate in trainee recruitment,
- Conduct training and
- Conclude training.

Assessment of performance and leaving certificates

The examination assignments are determined by the bodies responsible (e.g. chambers of industry and commerce), which also set up an examining board.

The examination comprises a written test and a practical component consisting of a presentation and a technical discussion lasting up to thirty minutes. On passing the examination a certificate is issued confirming the required professional and pedagogical knowledge, skills and competences.

Responsibility for the examination

Responsibility for the examination of in-company instructors lies with the bodies responsible within the dual system of vocational education and training, such as, for example, industry's self-governing institutions (chambers of industry and commerce, chambers of handicrafts, chambers of agriculture). These institutions are responsible for adopting *Prüfungsordnungen* (examination regulations) and setting up examining boards to conduct aptitude examinations for instructors.

10.5. Management Staff for Higher Education

Requirements for Appointment

Basically, higher education institutions are organised and administered as follows: Higher education institutions are governed either by a rector (or rector's body) or else by a president (or presidential body). The head of a higher education institution is either elected from among the professors belonging to it or elected from outside the institution. In the second case, the candidate appointed must have successfully completed higher education studies and provide evidence of a successful career of several years in a responsible position in educational or judicial administration, art, science or management.

Conditions of service

The responsibilities of the head of an institution of higher education comprise administration, finances, institutional development, the development of the study courses on offer, the implementation of evaluation, staff management and public relations. The head externally represents the institution. If the head is elected from among the group of professors, they may continue with teaching and academic research. The head of a higher education institution has temporary civil servant status and is employed by the Land concerned. The official title of the person appointed is either *Rektor* or *Präsident*, depending on the legislation of the Land and the constitution of the institution.

10.6. Other Education Staff or Staff Working in Higher Education

The full-time and part-time non-scientific staff at higher education institutions includes, among others, civil servants and employees of the central and departmental administrations as well as of the various institutions such as computer, computer and media centres, laboratories or libraries. Nursing staff also work at the university clinics.

10.7. Management Staff Working in Adult Education and Training

Most of the legislation in the Länder governing continuing education stipulates the qualification requirements demanded of the teaching staff. According to a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) in 1970, members of administrative staff at institutions of continuing education are supposed to have a higher education degree.

10.8. Other Education Staff or Staff Working in Adult Education and Training

There are no data available on other education staff or other staff working in adult education.

11. QUALITY ASSURANCE

11.1. Introduction

The debate about evaluation in the education system, in other words the systematic assessment of organisational structures, teaching and learning processes and performance criteria with a view to improving quality, did not start in Germany until the end of the 1980s, later than in other European countries. Although the actual concept of evaluation may not yet have been institutionalised before, this does not mean that no control mechanisms existed. State supervisory authorities for schools and higher education, statistical surveys carried out by the Federal Statistical Office and by the Statistical Offices of the Länder as well as educational research in institutes that are subordinate to federal or Land ministries or jointly funded by the Federal Government and the Länder are used for quality assurance and evaluation purposes.

Within the school system, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz – KMK*), in the so-called *Konstanzer Beschluss* of October 1997, took up quality assurance processes that had already been introduced in several Länder in the school sector and declared these a central issue for its work. Since then the Länder have developed evaluation instruments in the narrower sense which may be employed depending on the objective.

In 2003 and 2004, educational standards were adopted for the primary sector, the *Hauptschulabschluss* and the *Mittlerer Schulabschluss*. In October 2012 the Standing Conference has resolved educational standards for the *Allgemeine Hochschulreife* (general higher education entrance qualification) in German and Mathematics and in follow-on courses in the foreign languages English and French. In June 2020, the Standing Conference established uniform performance requirements for the *gymnasiale Oberstufe* and the *Abitur* in the natural sciences in all 16 Länder. To this end, binding educational standards were adopted in the natural science subjects of biology, chemistry and physics.

In June 2006, the Standing Conference adopted a comprehensive strategy for educational monitoring which was revised in June 2015. For further information on the procedures and tools of the educational monitoring, see chapter 11.2.

The evaluation of research and teaching has been provided for in the higher education sector since the amendment to the Framework Act for Higher Education (*Hochschulrahmengesetz – R123*) of 1998. The evaluation of study courses and subjects is also established in the higher education legislation of most Länder. In a resolution of March 2002, the Standing Conference laid down the future development of quality assurance for all Länder and institutions of higher education; in the long-term, this should lead to an overall concept for quality assurance, taking account of all types of higher education institution and all study courses. With the introduction of the accreditation of study courses, the setting up of the common Foundation Accreditation Council (*Stiftung Akkreditierungsrat*), the foundation of accreditation agencies and the adoption of joint structural requirements for all Länder for Bachelor's and Master's study courses, standards and procedures were established for the teaching sector. These should provide students and employers with reliable orientation and create transparency in international cooperation with regard to the study offer and study qualifications in Germany. The procedure was revised in December 2016 with the State Treaty on the Accreditation of Studies (*Studien-*

akkreditierungsstaatsvertrag – R127), which came into force at the beginning of 2018. Accordingly, higher education institutions use one of the agencies registered with the European Quality Assurance Register for Higher Education (EQAR) and accredited by the Foundation Accreditation Council. The decision on accreditation is taken by the Foundation Accreditation Council on the basis of the provisions of the State Treaty, the corresponding Land ordinances and the agency's expert opinion. For further information on quality assurance for all Länder and higher education institutions, see chapter 11.3.

The “Standards for teacher training: Educational sciences” (*Standards für die Lehrerbildung: Bildungswissenschaften*) and the “Content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder” (*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*), as periodically amended, also serve as a basis for the accreditation and evaluation of teacher-training courses. For more information on quality assurance and quality development through the “Standards for teacher training” and the “Content requirements for subject-related studies and subject-related didactics”, see chapter 9.1.

Pursuant to Article 91b, paragraph 2 of the Basic Law (*Grundgesetz*) the Federation and the Länder may mutually agree to cooperate for the assessment of the performance of the education system in international comparison and in drafting relevant reports and recommendations. An important element of this collaboration and also of the comprehensive strategy of the Standing Conference on educational monitoring is the joint reporting of the Federation and of the Länder. For more detailed information on joint education reporting by the Federation and the Länder, see chapter 11.2.

Specific legislative framework

Primary and secondary education

Land authority to carry out academic supervision is derived from the state sovereignty over schools enshrined in the Basic Law (*Grundgesetz* – R1). This states that the entire school system is under the supervision of the state (Art. 7, paragraph 1). Detailed provisions are set out in the Education Acts (R86–103) and regulations of the Länder. The school legislation of most Länder provides for measures of external and internal evaluation beyond state supervision. The full texts of the current Education Acts are available on the website of the Standing Conference.

In-company vocational training

Quality assurance in in-company vocational training is achieved mainly through laws and regulations and through the recommendations of the board of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung* – BIBB). The Vocational Training Act (*Berufsbildungsgesetz* – BBiG – R81) places a high value on quality assurance and quality development. Within the framework of their activities the vocational training boards of the competent authorities (Section 79, paragraph 1, sentence 2 *Berufsbildungsgesetz*) and of the Länder committees for vocational education and training (Section 83 paragraph 1, sentence 2 *Berufsbildungsgesetz*) are thus also responsible for steadily improving the quality of vocational education further.

Higher education

Under Section 59 of the Framework Act for Higher Education (*Hochschulrahmengesetz* – R123) and the higher education legislation in place in the Länder (R128–R143), higher education institutions are subject to state supervision which is exercised by the Länder. The full texts of the current laws for higher education institutions are also available on the website of the Standing Conference.

The evaluation of research and teaching has been provided for in the higher education sector since the amendment to the Framework Act for Higher Education of 1998. Higher education legislation of most Länder now includes regulations regarding both internal and external evaluation.

Continuing education

In the field of regulated continuing vocational education, the recommendation of the Federal Institute for Vocational Education and Training from March 2014 on key points of the structure and quality assurance of continuing vocational education in accordance with the Vocational Training Act and Crafts and Trades Regulation Code (*Handwerksordnung* – HwO – R82) are decisive when determining the level, standardisation and quality assurance.

In their laws and statutory provisions for the promotion of continuing education (R170–183), Federation and Länder have formulated general minimum requirements of a structural and quantitative nature for institutions of continuing education. Furthermore, some Länder have adopted specific quality assurance standards in their statutory provisions. In the area of distance learning, the Law on the Protection of Participants in Distance Education (*Fernunterrichtsschutzgesetz* – R166), as well as the control by the Central Office for Distance Learning of the Länder (*Zentralstelle für Fernunterricht der Länder*), assure the quality and further development of the offer.

11.2. Quality Assurance in Early Childhood and School Education

Responsible bodies

Early childhood education and care

Unlike the school sector, in pre-school education responsibility for the quality of a day-care centre for children lies with the maintaining body for that centre, which undertakes the *Fachaufsicht* (academic supervision of teaching and education activity) and the *Dienstaufsicht* (supervision of educational staff and head teachers) for its employees.

The maintaining bodies of day-care centres for children are obliged to explain how quality assurance and development are guaranteed in their concept. A number of methods are used in practice. A method of quality monitoring that is binding for the whole Land only exists at present in Berlin. This stipulates an annual internal evaluation as well as external evaluations every five years by certified agencies.

The youth welfare offices (*Jugendämter*) have the task of supporting the private-sector maintaining bodies (as well as regularly self-employed child-minders) through appropriate measures in exercising their promotional mission. This is less a matter of control, and more a matter of specialist support, for instance through practical or specialist advice, which have an important role in this context. Thus support on

concept and team development issues and organisational development specific to the establishment, inter alia, count among the tasks of specialist support.

Within the scope of the needs-based and quality-oriented expansion of day care for children, the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (*Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ*) is financing various programmes for the further development of quality in day care for children. On 1 January 2019, the Act on the Further Development of the Quality and Participation in Child Day Care (*Gesetz zur Weiterentwicklung der Qualität und zur Teilhabe in der Kindertagesbetreuung – R64*), the so-called Good Daycare Facilities Act (*Gute-KiTa-Gesetz*), came into force. Since 2018, the BMFSFJ and the German Children and Youth Foundation (*Deutsche Kinder- und Jugendstiftung*) have awarded the German Kita Prize for special commitment to child day care.

In the Länder, there are manifold measures to ensure and develop the quality of day-care centres and day care for children. The Federal Government's quality assurance initiative is being accompanied by the Working Party of the Highest Youth and Family Authorities of the Länder (*Arbeitsgemeinschaft der Obersten Landesjugend- und Familienbehörden – AGJF*) in an advisory capacity, on behalf of the Conference of Ministers of Youth and Family Affairs (*Jugend- und Familienministerkonferenz – JFMK*).

Primary and secondary education

School supervisory authorities exercise *Fachaufsicht* (academic supervision), *Rechtsaufsicht* (legal supervision) and *Dienstaufsicht* (staff supervision) within the school system. Special educational support and academic evaluation is provided in school pilot projects carried out by the school supervisory authorities and the institutes for school development (*Landesinstitute für Schulentwicklung*) of the Länder. Accompanying research examines the effectiveness of the reform measures and the framework that should be created if they are to be successfully implemented. The introduction of new curricula is often preceded by a test phase. In some Länder, for example, teachers are surveyed in order to establish whether the new guidelines have proved successful or require amendment.

By providing advice and assistance and recommending changes in schools and by reporting to higher-ranking education authorities, the school supervisory authorities and institutes for school development are to make a contribution to the evaluation and further development of the school system.

In almost all Länder, schools are evaluated by external quality or evaluation agencies and inspection procedures. In the Länder where there are legal provisions for external evaluation, as a rule, responsibility lies with the school supervisory authorities. In several Länder, responsibility lies with the institutes for school development.

The vocational education and training committees and the Land committees shall, within the framework of their duties, work towards a continuous improvement of the quality of vocational education and training.

In June 2004 the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder set up the Institute for Educational Quality Improvement (*Institut zur Qualitätsentwicklung im Bildungswesen – IQB*) at the Humboldt University in Berlin. Since then, the IQB has been entrusted with the supervision of the operationalisation of the educational standards, the coordination of the development of corresponding standard-oriented tasks and the review of their achievement. The so-called

IQB Educational Trends study (formerly: IQB Länder Comparison Study) checks the extent to which the competence requirements set out in the educational standards have been achieved on primary level and lower secondary level in the individual Länder before completion of the relevant educational stage. This makes a key contribution to the implementation of the Standing Conference's comprehensive strategy for educational monitoring. More detailed information on the educational standards and the comprehensive strategy of the Standing Conference for educational monitoring can be found in the description of measures for quality assurance in the school sector below.

As part of the joint task "assessment of the performance of the German educational system in international comparison" in October 2010 the Standing Conference and the BMBF set up the Center for International Large Scale Assessment (*Zentrum für Internationale Vergleichsstudien – ZIB*). A network formed by the Technical University of Munich (TUM), the German Institute for International Educational Research (*Deutsches Institut für Internationale Pädagogische Forschung – DIPF*), and the DIPF | Leibniz Institute for Research and Information in Education (*DIPF | Leibniz Institut für Bildungsforschung und Bildungsinformation*), the ZIB is responsible for implementing PISA studies in Germany, including drafting national reports. Other tasks of the ZIB are ensuring and coordinating continuous participation in international academic committees on educational comparative studies, research and the promotion of up-and-coming academics in the field of empirical educational research and the preparation of syntheses that bring together research work and process these for education administration and practice. In addition, the data records from national and international school performance studies are archived and documented as well as provided for re- and secondary analysis in the Research Data Centre (*Forschungsdatenzentrum – FDZ*) at the IBQ.

In general, it is to contribute to securing the educational monitoring in an international comparison which is jointly funded by the Federation and the Länder, and to increasing the extent and presence of German educational research in the context of international educational comparative studies.

Approaches and methods for quality assurance

Early childhood education and care

On 1 January 2019, the Act on the Further Development of the Quality and Participation in Child Day Care (*Gesetz zur Weiterentwicklung der Qualität und zur Teilhabe in der Kindertagesbetreuung – R64*) came into force. With the so-called Good Daycare Facilities Act (*Gute-KiTa-Gesetz*), the Federation also supports measures of the Länder to further develop the quality of childcare. Measures are possible in ten fields of action, for example, to create a demand-oriented offer, a good specialist-child ratio, to recruit and secure qualified specialists or to strengthen the management of daycare facilities. Until 2022, the Federation invests a total of around Euro 5.5 billion in measures to further develop the quality of child day care and to relieve parents of their fees.

Measures are possible in ten fields of action, for example to create a needs-based offer, a good skilled worker-child key, to recruit and secure qualified skilled workers or to strengthen the management of child day care facilities. In addition to measures to further develop quality, participation can also be improved by reducing parents' fees. The Federation and the Länder conclude individual agreements which specify the

action and financing concepts with which they intend to promote quality improvement and improved participation in child day care. To review progress in improving quality and participation, the law provides for annual monitoring and biennial evaluation.

Furthermore, the BMFSFJ supports the development of quality in day care for children with several federal programmes.

The BMFSFJ's Skilled Labour Initiative for Staff in Early Childhood Education and Care (*Fachkräfteoffensive für Erzieherinnen und Erzieher*) for the 2019/2020 training year is helping the Länder to attract more young people to the profession of child-care worker, to ensure good training practice and to open up opportunities for the professional development of experienced specialists. The following three measures are at the heart of the skilled labour initiative and are designed to make the profession more attractive:

- Additional remunerated, practice-integrated training for prospective child-care workers.
- Good practice guidance by subsidising the costs of qualifying as a skilled worker up to a maximum of Euro 1,000 each for the practice guidance and professional support of the students at Fachschulen.
- Specialists who carry out special activities in their institution can receive a promotion bonus of a maximum of Euro 300.

The BMFSFJ is supporting low-threshold offers that prepare and support access to child day care with the federal programme Getting Started with Kita: Building Bridges in Early Education (*Kita-Einstieg: Brücken bauen in frühe Bildung*). At around 150 locations, initial insights are given into the system of child day care and families are informed about the possibilities of early education in Germany. In return, the locations will receive funding from 2017 to 2020 for a coordination and network office, skilled workers for implementing the offers and additional project funds.

From 2016 to 2020, the Federation provided a total of Euro 848 million for the “Sprach-Kitas” and “Kita-Einstieg” programmes. The Federation will provide up to an additional Euro 420 million in 2021 and 2022 to continue the two programmes.

The federal programme ProChildminding: Where Education for the Smallest Starts (*ProKindertagespflege: Wo Bildung für die Kleinsten beginnt*) promotes the qualification of day care workers, better working conditions and good cooperation in day care. According to the motto “Qualified action and care”, child day care is to be further strengthened and the framework conditions improved. More detailed information is available in chapter 4.5.

The further training initiative for early childhood teaching professionals (*Weiterbildungsinitiative Frühpädagogische Fachkräfte – WiFF*), launched by the BMBF in conjunction with the Robert Bosch Foundation (*Robert Bosch Stiftung*), and implemented in collaboration with the DJI, aims to strengthen elementary education as the basis of the education system. The three partners advocate establishing greater transparency in the early childhood further training system in Germany, securing the quality of the offers and enabling educational paths that can be built on. Thanks to its website, events and study groups, the WiFF offers a platform for an exchange between experts from the fields of practical work and education policy as well as researchers.

Current topics of early childhood education and care are addressed, and a discourse stimulated about the professionalisation of early childhood educators.

More detailed information on the federal programmes Language Day Care Centres for Children – Because Language Is the Key to the World (*Sprach-Kitas: Weil Sprache der Schlüssel zur Welt ist*) (2016–2019) and the joint research and development programme of the Federation and the Länder Education Through Language and Writing (*Bildung durch Sprache und Schrift – BiSS*) is available in chapter 12.4.

Primary and secondary education

School supervisory authorities

School supervisory authorities exercise *Fachaufsicht* (academic supervision), *Rechtsaufsicht* (legal supervision) and *Dienstaufsicht* (staff supervision) within the school system. *Academic supervision* concerns the teaching and educational work carried out by schools. The school inspectors support and foster the work of the school, ensure that curricula and other legal provisions are being adhered to and that teaching and education are being conducted professionally using appropriate methods and further improved wherever possible. Academic supervision is carried out by visiting schools, observing lessons and providing advice at school level. *Legal supervision* is a further element in school supervision. It involves monitoring the legality of management of what is called external school affairs (for example, the construction and maintenance of school buildings) by the *Schulträger*, the school's maintaining body. Finally, school supervisory authorities exercise *staff supervision* over teachers and head teachers at public-sector schools, thus ensuring that teaching staff are carrying out their duties. Civil service guidelines stipulate the need for the appraisal of teachers on specific occasions (end of probationary period, promotion, transfer) and in some cases at periodic intervals. This serves both to advance the career of the individual teacher and to maintain the efficiency of the school system. Teaching ability and aptitude are assessed, as are the teacher's professional competence. Assessment is based on visits to classes by the head teacher and school inspectors, performance reports by the head teacher on the teacher concerned, conversations with the teacher and inspection and assessment of pupils' work.

Evaluation measures in schools

In recent years, initiatives have been taken in all Länder in order to develop measures for assuring the quality of education at both the level of the school system and the level of the individual schools; this goes beyond the customary range of instruments of the school supervisory authority and project supervision. The Länder have taken a number of evaluation measures in which various quality assurance and quality development procedures interact. These procedures include

- the development or further development of framework curricula and quality tableaux or reference frames for school quality
- comparative tests across the Länder and schools in core subjects
- the further development of external evaluation
- the development of standards and their review
- the development of quality management in schools
- centralised final examinations (lower and upper secondary education)
- the provision of procedures and consulting services to support internal evaluation

These measures are embedded in the comprehensive strategy of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) for educational monitoring as well as in strategies of individual Länder for quality evaluation and quality assurance which, amongst other measures, include the strengthening of the autonomy of the individual school, the development of school-specific profiles, the promotion of inter-school cooperation as well as the strengthening of the advisory functions of the school supervisory authority.

An external evaluation of schools is carried out on a regular basis in almost all Länder (*Fremdevaluation, Schulvisitation, Schulinspektion*). The Ministries of Education or the institutes for school development of the Land are usually responsible for the external evaluation. The goal is to monitor and improve the quality of school education. Depending on the Land, external evaluations are carried out on an ad hoc basis or on a rotational basis every three to six years. Characteristic methods include the analysis of data and documents, observations (visits to classes, inspections), standardised questionnaires and interviews. The evaluation procedures for schools in the Länder are in line with the educational standards of the Standing Conference. These cross-Länder target criteria are in most Länder complemented by the provisions of the so-called frameworks for school quality or quality tableaux which by means of indicators of school and teaching practice quality provide schools with a frame of reference.

As part of these strategies, increasing weight is given to measures for the evaluation of individual schools. In the majority of Länder, the obligatory development of school-specific programmes or school development programmes plays a central role. In the school-specific programmes, the individual schools specify the main focuses and objectives of their work on the basis of Land regulations regarding the content and qualifications obtained after completing the courses. At the same time, the school-specific programmes determine internal evaluation methods and criteria based on the requirements specific to the Land (e.g. curricula, timetables). The areas to be evaluated are determined autonomously by the schools in the school-specific programmes. School-specific programmes should take account of the social and demographic requirements of the individual school. The frameworks for school quality referred to above are of central importance for the implementation of school-specific programmes.

The Vocational Training Act (*Berufsbildungsgesetz – R81*) puts great emphasis on quality assurance within the dual system of vocational education and training. This focus includes a flexibilisation of the training quality control instruments and their supplementation by a number of new quality assurance guidelines, amongst other measures. Moreover, procedures are to be drawn up for the external evaluation of quality assurance in continuing vocational training and education.

Comprehensive strategy for educational monitoring

In June 2015, the Standing Conference revised the overall strategy on educational monitoring from the year 2006. The various elements of the comprehensive strategy should not only describe developments in the education system but also create applicable knowledge. From the empirical data, the right conclusions should be drawn and put into action.

The overall strategy provides for the following methods and instruments:

- participation in international school performance studies (PIRLS/IGLU, TIMSS primary school, PISA)
- monitoring and implementation of educational standards for the primary sector, the lower secondary level and the *Allgemeine Hochschulreife*
- method to ensure quality at the level of schools
- the joint report on education of the Federation and Länder

The four pillars of the overall strategy on educational monitoring will be presented in more detail in the following and the considerations of the Standing Conference described as to how more application-oriented knowledge can be obtained for educational policy and pedagogical practice on the basis of the instruments and methods of the overall strategy on educational monitoring as well as further empirical data.

Participation in international comparative studies of pupil achievement

The joint task pursuant to Article 91b, paragraph 2 of the Basic Law (*Grundgesetz – R1*) includes the cooperation of the Federation and the Länder for the assessment of the performance of educational systems in international comparison and drafting relevant reports and recommendations. A corresponding administrative agreement has entered into force in 2007.

Germany is taking part in international comparative studies of pupil achievement such as the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS) and the OECD project entitled Programme for International Student Assessment (PISA) as a means of determining the performance of the German education system in an international comparison and so as to be able to derive appropriate measures for quality assurance from the results.

After the publication of the results of the PISA 2000 OECD study in December 2001, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder named seven areas in which the Länder and the Standing Conference of the Ministers of Education and Cultural Affairs will become active and are still active:

- measures to improve linguistic competence as early as early childhood education
- measures to strengthen the link between the early childhood sector and primary school with the aim of an early school entry
- measures for the improvement of primary education and the continuous improvement of reading literacy and basic understanding of mathematical and scientific concepts
- measures for efficient support of educationally disadvantaged children with particular regard to children and young people with a migrant background
- measures to thoroughly develop and assure the quality of teaching and schools on the basis of binding educational standards and result-oriented evaluation
- measures to improve professionalism in teaching with particular regard to diagnostic and methodical competence as an element of systematic school development
- measures to expand provision of all-day activities and care with the aim of increasing opportunities for education and support with particular regard to pupils with educational deficits and especially gifted pupils

The results of the 2018 PISA study, which was carried out nationally by the Center for International Large Scale Assessment (*Zentrum für Internationale Vergleichsstudien – ZIB*), have confirmed the good ranking of Germany and thus the efficacy of the measures initiated as a consequence of PISA 2000. The above-average level of performance in all competence areas that Germany achieved for the first time in PISA 2012 could be maintained. The close link between social background and reading competence still exists even if it has declined perceptibly since the year 2000. The key conclusions drawn by the Standing Conference and the Federal Ministry of Education and Research from the results of PISA 2015 remain valid:

- The potentials of high-achieving pupils in natural sciences and mathematics have to be exploited more systematically, without neglecting support for low-achieving pupils.
- In view of a body of pupils that is becoming more heterogeneous, one major challenge that remains is the good integration of children and youths from migrant backgrounds into the school system. One of the keys to this remains learning German as the language of education.
- Digital media should be used more extensively in the classroom.

The results of the mathematics and natural sciences study TIMSS 2016, which had been commissioned from the Institute for School Development Research (*Institut für Schulentwicklungsforschung – IfS*) at the Technical University Dortmund, were presented in November 2016. They confirmed the level of competence that pupils in Germany had already achieved in the first investigation. Compared to TIMSS 2007, the disparities due to immigration have been reduced significantly. The Standing Conference and the BMBF have emphasised that it has been possible to maintain the level that was achieved despite the increasing immigration-related heterogeneity of the body of pupils. At the same time, they pointed out the necessity of continued efforts so that all pupils, both high and low-achieving, receive the best possible individual support. The aspect of individual support should be paid greater attention within the context of the initial and continuing training of teachers.

The results of the primary school reading study PIRLS/IGLU 2016 were published in December 2017. On the one hand, they showed that the reading performance of the pupils was steadily above the international average and, on the other hand, they confirmed that the increasingly heterogeneous student body poses major challenges to primary schools in Germany. From the point of view of the Standing Conference, the results of the study once again underline the importance of language promotion measures in the school sector and the pre-school sector. The increasing heterogeneity of the student body calls for the best possible individual support for all pupils, whereby a targeted promotion of pupils with special difficulties in reading is required. The special didactic and diagnostic skills that teachers must have in order to deal with the increasing diversity in the classroom should be reinforced not only in teacher training but also in continuing professional development.

Within the framework of the joint tasks pursuant to Article 91b paragraph 2 GG (German Basic Law), the BMBF also supports the International Computer and Information Literacy Study (ICILS). The information and computer-related competences of grade 8 pupils are hereby tested in an international comparison. The University of Paderborn is in charge of the performance of the current study, the data collection has taken place in 2018. The Länder opened up field access to the schools for the study. The

results were published in November 2019. According to the results, eighth-graders in Germany are in the mid-range in an international comparison, as they were in 2013, when it comes to competent use of digital media. A small proportion of young people reach the top of performance, and a third have only basic skills in using digital media. In an international comparison, the IT infrastructure and equipment in German schools and the training of teachers still have potential for expansion. Teachers use digital media in the classroom in significantly higher proportions than five years ago, although less frequently than teachers in many other countries.

Monitoring and implementation of educational standards for the primary sector, the lower secondary level and the Allgemeine Hochschulreife

In order to provide a joint frame of reference for all Länder on the quality of school education, the Länder have defined certification-related educational standards for all school levels. The standards are based upon the areas of competence of the individual subject and

- take up the basic principles of the respective subject
- determine the subject-specific competences including basic levels of knowledge that pupils should have achieved by a certain stage of their school career
- are aimed at systematic learning and learning in networks and thus follow the principle of cumulative acquisition of competence
- describe expected levels of performance as part of requirement profiles
- are related to the core area of the respective subject and provide scope for pedagogical measures taken by the schools
- relate to a medium level of requirements
- are illustrated by examples for test questions

The Länder have pledged to adopt the educational standards as a basis of their relevant subject-specific requirements. They want to support competence-oriented teaching and targeted individual support for all pupils by implementing the educational standards. At the same time, the Länder combine this with the claim of making school requirements on pupils more transparent, educational systems more mobile and qualifications more comparable.

There are nationwide applicable educational standards

- for the primary sector (grade 4) for the subjects German and mathematics,
- for the *Hauptschulabschluss* (grade 9) for the subjects German, mathematics and the first foreign language (English/French),
- for the *Mittleren Schulabschluss* (grade 10) for the subjects German, mathematics, the first foreign language (English/French), biology, chemistry and physics,
- for the *Allgemeine Hochschulreife* for the subjects German, mathematics and the continued foreign language (English/French) and since 2020 also for the natural sciences biology, chemistry and physics.

In June 2020, the Standing Conference established uniform performance requirements for the *gymnasiale Oberstufe* and the *Abitur* in the natural sciences in all 16 Länder. To this end, binding educational standards were adopted in the natural science subjects of biology, chemistry and physics. The educational standards in the natural sciences are illustrated by learning tasks that show which tasks can be

suitable for achieving the intended educational goals in science teaching in the subjects of biology, chemistry and physics.

In addition, examples of possible examination tasks will be presented in 2021 to provide ideas on how the requirements formulated in the educational standards could be tested in the *Abitur*.

The Länder have begun to implement the educational standards in their curricula. The educational standards for the *Allgemeine Hochschulreife* in the natural sciences are to be implemented in the *gymnasiale Oberstufe* on an incremental basis from the 2022/2023 school year. In the 2024/25 school year, the *Abitur* examinations in biology, chemistry and physics will be conducted nationwide on the basis of the new educational standards.

With the exception of *Berufsoberschulen*, which have a special profile, the educational standards adopted apply to all courses of study leading to the general higher education entrance qualification. These standards replace the Uniform Examination Standards in the *Abitur* Examination (*Einheitliche Prüfungsanforderungen in der Abiturprüfung – EPA*) for the respective subjects.

The Standing Conference has resolved to develop and use a pool of *Abitur* examination tasks for the effective implementation of the educational standards for the *Allgemeine Hochschulreife*. A special strategy has thus been adopted that should guarantee comparable and standard-oriented requirements in the *Abitur* examination of the Länder and which differs from the verification of the educational standards in the primary and lower secondary level.

The educational standards for the *Allgemeine Hochschulreife* in the subjects German, mathematics and in the advanced foreign languages (English, French) are binding for all courses of education that lead to the *Allgemeine Hochschulreife* (on account of their particular profile, *Berufsoberschulen* have not been taken into account). They describe the competences the pupils should normally have at the end of the *gymnasiale Oberstufe* in key subjects. Furthermore, the specifications on the design of *Abitur* examinations that are binding for all Länder have been further developed for the relevant subjects. These specify the formats of tasks that can be used in the *Abitur* examination, define guidelines for evaluating the pupils' performance and describe framework conditions for the examinations that have to be observed.

Since the school year 2016/2017, the educational standards for the *Allgemeine Hochschulreife* in the subjects German, mathematics and in the advanced foreign languages (English, French) apply as a binding basis for the *Abitur* examinations. General criteria are available for the design, correction and assessment of standard-based *Abitur* examination tasks and suitable written *Abitur* examination tasks including the necessary evaluation sheets will be provided in a pool of *Abitur* examination tasks at the IQB. This pool has been made available to the Länder as of the school year 2016/2017 for possible use in the *Abitur*. This goes hand in hand with the goal of

- aligning the tasks to the educational standards,
- guaranteeing the comparability of the requirements level of *Abitur* tasks,
- to ensure the overall quality of the *Abitur* examination tasks through the normative effect.

The Länder and IQB work closely together in the ongoing work on the pool of *Abitur* examination tasks. The Länder have pledged to provide *Abitur* examination tasks

each year for possible inclusion in the pool. A catalogue of criteria that has been developed in agreement with the Länder serves as a basis for the decision on inclusion. The nationwide specialist exchange on the design of the pool of *Abitur* examination tasks also supports the implementation of the educational standards in the own structures of the Länder in preparation for the *Abitur* examinations and contributes to a further assimilation of the *Abitur* tasks and -examinations in the Länder.

The competence expectations set out in the educational standards of the Standing Conference for primary and lower secondary education are operationalised through test tasks to verify the achievement of the educational standards and exemplary tasks to implement the educational standards in school practice. These tasks are being continuously developed under the leadership of the IQB in cooperation with teaching staff and specialists for subject-related didactics.

The IQB Educational Trends studies to verify the achievement of the educational standards (formerly: IQB Länder Comparison Study), which are aligned more to school practice in Germany than international surveys, are carried out every five years at the primary level in grade 4 and every three years at the lower secondary level in grade 9 by means of representative random samples as well as on the basis of competence level models verified with regard to teaching methodology and learning psychology. The design of the test (test domains, instruments and test cycles), which aims for continuity, guarantees valid and long-term trend observations.

The language group of subjects (German and the first foreign language: English, French) alternate with mathematics and natural sciences as the subject matter of the investigation in grade 9. The subjects German and mathematics are included in each Länder comparison in grade 4. The reports on the IQB Educational Trends study are published twelve to eighteen months after the data collection. They provide information on the extent to which the pupils have achieved the competence expectations of the educational standards.

In order to increase the information content and yield of the reports for educational policy and practice, and thus better reflect the strength of standard-based monitoring in reporting, the report format has been further developed and improved. The focus will be on changes to the results over time (so-called trend statements). Furthermore, greater attention than in earlier studies will be paid to the question of the extent to which the pupils have achieved the different competence levels. The results in the individual Länder will be shown in greater detail on the whole.

In the IQB Educational Trend study 2016, the IQB was commissioned by the Standing Conference for the second time to investigate the extent to which fourth-graders achieve the nationwide educational standards in German and mathematics for primary school. A comparison with the results of the IQB Länder Comparison study 2011 made it possible to examine the extent to which the competence level of pupils in the fourth grade in the individual Länder has changed over a period of five years. The results were published in October 2017 and showed that throughout Germany the reading literacy of primary school pupils remained stable compared to 2011, but that they were unable to maintain their performance in the competence areas of listening, spelling and mathematics. The study confirms that the increasingly heterogeneous student population presents primary schools with major challenges.

In April 2020, the Standing Conference suspended the implementation of the IQB Educational Trend study due to the spread of the Corona virus.

As a basis for the implementation of the educational standards, in particular for the primary sector and lower secondary sector, the Standing Conference resolved the “Concept on the use of educational standards for the development of teaching” (*Konzeption zur Nutzung der Bildungsstandards für die Unterrichtsentwicklung*) in December 2009, that describes the central areas of action for the implementation of the educational standards.

The “Concept on the implementation of educational standards for the *Allgemeine Hochschulreife*” (*Konzeption zur Implementation der Bildungsstandards für die Allgemeine Hochschulreife*) resolved by the Standing Conference in 2013, which serves as a common basis for the implementation process in the Länder and the nationwide cooperation, is available for areas of educational standards for the *Allgemeine Hochschulreife*. It includes, amongst other things, a systematic exchange on necessary changes to the *Unterrichtsvorgaben* (teaching specifications) and *Prüfungsordnungen* (examination regulations) of the Länder as well as on measures to support the teaching staff.

Quality assurance measures at school level

The Länder conduct Land-specific as well as cross-Länder tests, in addition to national and international performance comparisons. This includes for example measurement of language proficiency for different age groups, surveys on learning levels, or comparative studies in different grades as well as Land-specific performance comparisons. Contrary to international studies and to the Educational Trends study (formerly: Länder Comparison studies) conducted by the IQB through representative samples, comparative studies (VERA, in some Länder also called performance level study or competence test) serve to investigate the performance levels of pupils at school and class level and aim at school development and the improvement of teaching. Comparison tests are conducted in all Länder for grades 3 and 8 (VERA 3 and VERA 8) on the basis of a framework agreed upon by all Länder. Appropriate supporting and continuing education offers will be provided for the teaching staff.

The key function of the comparative work lies in support for the development of teaching and schools for every single school through feedback oriented on the educational standards as an assessment of its current position with reference to the results in the Länder. At the same time, comparative studies have an important mediating function for the introduction of the specialist and teaching methodology concepts of the educational standards.

In March 2018, the Länder decided to continue the modernised comparison test (VERA) throughout Germany. The new version of the “Agreement on the further development of comparative tests (VERA)” (*Vereinbarung zur Weiterentwicklung von VERA*) is intended to align the definition of objectives, the test instruments, the principles of implementation and the support measures for the implementation of VERA in the Länder even more consistently with the function of teaching and school development. Due to the spread of the Corona virus, the Standing Conference gave the Länder the choice in April 2020 of whether to conduct the comparative studies.

Comparative studies are part of a bundle of measures with which the Länder guarantee evidence-based quality development and assurance on the level of the individual

schools. These include in almost all Länder methods for an external evaluation of the individual school, within the framework of which schools receive regular and systematic feedback on strengths and weaknesses, in particular on the quality of teaching processes. Complementary to this, the Länder support the internal evaluation of schools by providing corresponding methods and counselling. So-called reference frameworks for school quality and/or quality tableaus are available in the Länder as points of reference for this; these are based on both the findings of empirical educational research and Länder-specific normative specifications.

Joint education reporting by the Federation and the Länder

Education reporting is a key part of the joint tasks pursuant to Art. 91b paragraph 2 of the German Basic Law along with participation in international school performance comparisons. The report *Bildung in Deutschland* (education in Germany) is prepared every two years under the responsibility of an academically independent group of authors under the leadership of the DIPF | Leibniz Institute for Research and Information in Education (*DIPF | Leibniz Institut für Bildungsforschung und Bildungsinformation*).

Under the guiding principle of “Bildung im Lebenslauf” (education in the CV) the education report systematically presents developments in the various fields of the educational system, from the elementary via the school sector, vocational education and training and university education right through to continuing education in adulthood. In this way, reliable information is provided on framework conditions as well as the progress and results and/or yields of educational processes. The particular importance of the education report lies in the fact that it shows the interaction between the different educational areas and identifies overriding challenges in the German educational system. Since 2006, the education report has thus served as an important basis for decisions on education policy and ensures transparency on the situation in the educational system as a whole.

The core of education reporting is a certain set of indicators, each of which reflects a key aspect of an educational area in its various manifestations. The performance indicators on which this is based are primarily drawn from official statistics, though also scientific surveys. Continuing the performance indicators over time allows a systematic report on the development of the educational system as a whole as well as its respective areas over time.

In order to allow a comparison with developments in member states of the European Union and OECD (e.g. *Education at a Glance* of the OECD), certain indicators are aligned to international reports. Furthermore, the contents of the report are differentiated according to various Länder depending on the data situation.

Each education report contains a feature chapter on a topic of special significance for educational policy that is dealt with in more depth and presented across all educational areas. The education report has focused on the following key topics since 2006:

- Education and migration (2006),
- Transitions: school – vocational education and training – university – employment market (2008),
- Perspectives for the educational system in demographic change (2010),
- Cultural/musical-aesthetic education in a CV (2012),
- People with disabilities in the educational system (2014),

- Education and migration (2016),
- Effects and benefits from education (2018),
- Education in a digitalised world (2020),
- Education staff: structure, development, quality and professionalisation (2022).

Apart from the report *Bildung in Deutschland* there are now also a number of Länder-specific and regional education reports that are based on the *Bildung in Deutschland* report in terms of their conceptual orientation, choice of indicators and even the structure of their chapters.

The comprehensive strategy as a basis for application-related knowledge for educational policy and pedagogical practice

The comprehensive strategy of the Standing Conference for educational monitoring creates important premises for an even greater use of instruments to monitor the results and yields of educational processes so as to provide application-related knowledge for educational policy and practice. The key question here is how developments in the educational system can not only be described but also explained with the help of test methods and further empirical data. This should be linked to concrete tips on what has to be done to solve the problems that have been identified wherever possible.

The Standing Conference has agreed on subjects for research of key importance for educational policy that are regularly updated and which relate to key practical questions for the development of schools and teaching:

- Dealing with heterogeneity: individual support in heterogeneous learning groups including inclusion and support for gifted students,
- Development of teaching: effects of teaching methods and didactic concepts,
- Use of the results of quality-assuring methods for the development of teaching and schools,
- The importance of teacher training and teacher commitment for the development of pupils' competences,
- The effects of school quality assurance methods,
- All-day: effects on the learning success and
- Effects and strategies of school development: differences between schools in a comparable situation.

In the year 2018, the KMK has concretized its research topics. The current topics are of particular relevance:

- Development of teaching in the context of digitisation
- Speaking, writing, reading, listening
- Dealing with the heterogeneity of individual learning prerequisites
- Gender-specific disparities
- Data-supported teaching development

The subjects for research of the Länder related to these thematic areas are taken into account as far as possible within the framework of the IQB programme of work as well as the ZIB. In addition, available scientific results and findings should be used more in future to answer questions of key importance for educational policy. In this context, the task of the Land institutes and quality institutions of the Länder lies in

processing and distributing research knowledge in cooperation with academic and scientific institutions for schools, education administration and educational policy in a manner that is appropriate for the addressees.

The BMBF supports efforts to ensure the performance of the educational system and the quality of education within the framework of general institutional research support, e.g. the German Research Foundation (*Deutsche Forschungsgemeinschaft* – DFG), the Max-Planck Society (*Max-Planck-Gesellschaft* – MPG) or the Leibniz Association (*Wissenschaftsgemeinschaft Gottfried Wilhelm Leibniz* – WGL), in the context of departmental research, e.g. the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung* – BIBB) and through support for projects. The Framework Programme for Empirical Educational Research (*Rahmenprogramm empirische Bildungsforschung*) funds research projects that can make important contributions to overcoming challenges in the field of education – for example with regard to improving educational equity, dealing with diversity or actively shaping digitisation in the field of education. Current research includes quality in early education, language education, the dismantling of educational barriers, digitisation in the field of education as well as inclusive education. The funded research programmes include all stages and areas of education, including non-formal and informal learning opportunities.

11.3. Quality Assurance in Higher Education

Responsible bodies

The supervision of higher education institutions is exercised by the relevant Land Ministry of Science and Research. External evaluation is performed by regional evaluation agencies at Land level or by networks or associations of higher education institutions covering all Länder. The Science Council (*Wissenschaftsrat*) carries out the institutional accreditation procedures for non-state universities.

For the accreditation of Bachelor's and Master's degree programmes, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (*Kultusministerkonferenz* – KMK) has established a Foundation Accreditation Council (*Stiftung Akkreditierungsrat*). The Foundation Accreditation Council is a joint institution of the Länder for accreditation and quality assurance in studies and teaching at German higher education institutions. Through the Foundation, the Länder jointly perform their tasks within the framework of quality assurance and quality development and thus fulfil their national responsibility in the higher education sector for ensuring the equivalence of corresponding study and examination achievements as well as degrees and the possibility of changing higher education institutions. The bodies of the Foundation are the Accreditation Council, the Executive Board and the Foundation Council.

According to the State Treaty on the Accreditation of Studies (*Studienakkreditierungsstaatsvertrag* – R167), the Foundation Accreditation Council serves the fulfilment of the following tasks in detail:

- To accredit and re-accredit study programmes and internal quality assurance systems of higher education institutions as well as other quality assurance procedures by awarding the seal of the foundation.
- To define the conditions for the recognition of accreditations by foreign institutions, taking into account developments in Europe.

- To promote international cooperation in the field of accreditation and quality assurance.
- To regularly report to the Länder on the development of the consecutive system of study and on quality development within the framework of accreditation.
- To admit the agencies for the assessment and preparation of an expert opinion with decision and evaluation recommendations.
- To support the Länder in the further development of the German quality assurance system.

The Accreditation Council as responsible body decides on all matters of the Foundation Accreditation Council. The Accreditation Council comprises eight professors from institutions of higher education, one representative of the German Rectors' Conference (*Hochschulrektorenkonferenz – HRK*), four representatives of the Länder, five representatives from among professional practitioners, including one representative from the ministries of the Länder responsible for legislation governing service and wages, two students, two foreign representatives with accreditation experience as well as one representative of the accreditation agencies in an advisory capacity.

Approaches and methods of quality assurance

Supervision of higher education institutions

Higher education institutions are subject to state supervision which is exercised by the Länder (for the statutory framework of higher education supervisory authorities, see chapter 11.1.). Legal supervision encompasses all activities of the higher education institution. It is checked here whether the higher education institution has, by its actions or omissions, infringed laws or other statutory provisions. A more wide-ranging supervision is carried out in those areas for which the state is responsible, as opposed to academic affairs. This includes staff administration and economic, budgetary and financial management, i.e. participation in the preparation of the responsible minister's budget and in its implementation, the organisation of the higher education institution and the establishments affiliated to it, the management of budgetary funds, and so on. Within the relevant Land Ministry of Science and Research, the higher education supervisory authority examines whether actions taken are appropriate and economically efficient and whether targets are being fulfilled. Economic efficiency is also monitored by the audit office of the relevant Land.

The tasks of determining training capacity and setting admission figures are also subject to supervision by the higher education supervisory authority. Higher education institutions or rather the respective Land ministries issue ordinances or regulations on admission figures for the number of available places in higher education. These require education and training capacity to be used to the full, subject to budgetary constraints and the available premises, and to subject-related factors. The quality of research and teaching, and the proper performance of the functions of the higher education institution, particularly in research, teaching and study, must be guaranteed.

A legal obligation to submit regular reports on teaching and study exists in most Länder. These reports are usually set up by the departments within higher education institutions and published by the institution's governing body. The following factors, among others, may serve as indicators in the report on teaching: the ratio of those

that start a course to those that complete it, the proportion of students within the standard period of study, the examination success rate and the whereabouts of graduates. Several Länder have begun to develop stipulations on the content and form of teaching reports.

The assessment of the quality of teaching has been provided for since 1998. In accordance with the principle of academic freedom, professors and junior professors perform their research and teaching duties independently. The scope and organisation of teaching is subject to supervision by the higher education supervisory authorities only in so far as the scope of teaching commitments is laid down in a teaching load ordinance, the contents of Bachelor's and Master's degree courses must comply with the requirements of the applicable study and examination regulations and must provide a qualification for a profession.

Evaluation in the higher education sector

In its resolution on quality assurance in teaching at higher education institutions from September 2005, the Standing Conference defined the indispensable core elements of a coherent quality management system encompassing all aspects of higher education institutions, which combines different measures and procedures of quality assurance. Such measures and procedures also include an evaluation which refers to certain indicators and specifies individual tools (e.g., combination of internal and external evaluation, involvement of students and graduates).

Meanwhile, to support internal evaluation and implement external evaluation of the different tasks of the institutions of higher education, an infrastructure of Land-level and supraregional-level establishments has now come into being (agencies at Land level, networks/associations at supraregional level). In Germany a two-tiered system of evaluation is widely applied which combines internal and external evaluation. The internal evaluation consists of a systematic inventory and analysis of teaching and studying, taking account of research, performed by the individual department or the faculty and concludes with a written report. On this foundation, an assessment by external experts takes place who also lay down their findings and recommendations in a written final report.

At both the level of the institutions of higher education and at ministry level, various international cooperative measures exist for the development and implementation of evaluation measures. External evaluations generally take the form of peer reviews, i.e. they are performed by competent experts from other institutions of higher education, research establishments or from the business community and are repeated at various intervals.

Student criticism of classes, in some cases involving graduates, has now also become a widespread method of evaluating teaching in the sector of higher education. Such criticism primarily serves the purpose of optimising teaching within the higher education institution and is not an official means of monitoring teaching staff. The aim is for higher education teaching staff to listen to criticism so that they can assess themselves better and rectify shortcomings.

The aim of the evaluation measures is, firstly, to subject academic standards in teaching, teaching methods and the success of teaching to regular assessment. The findings can then be used to identify possible measures for improving courses and teaching. Furthermore, it is also necessary for higher education institutions to account to

the public for their achievements in teaching and research. The results of the evaluation are increasingly being taken into account in the Länder as a basis for allocating resources to higher education institutions (cf. chapter 3.3.). Attempts to evaluate higher education institutions should generally be viewed against the overall background of renewal of the higher education sector, the main elements of which include reform of the structure of study, greater financial autonomy for higher education institutions and improved management.

Quality of teaching

The consecutive grading system introduced in the course of the Bologna Process has now largely replaced the traditional degrees (*Diplom* and *Magister*). Alongside the introduction of a system of comprehensible and comparable degrees and the improvement of mobility, safeguarding quality standards is one of the key objectives of this comprehensive structural reform. The quality of teaching therefore became more of a focus. The modularisation of study offers with accompanying examinations, the introduction of a credit point system based on student workload, the orientation to learning outcomes and teaching centred on students are therefore key elements of the reform process, which is intended to improve the quality of teaching and the academic feasibility of the courses offered.

With the Teaching Quality Pact (*Qualitätspakt Lehre*) of the Federation and of the Länder, in 2010, a support programme was launched which aims to improve the framework conditions for teaching at institutions of higher education, in the field of student/lecturer ratios, for instance, and to support higher education institutions with further measures to assure quality in teaching, such as the continuing education of teaching staff or the establishment of quality management systems in teaching. Another huge challenge facing the institutions of higher education is the digitisation of teaching and the associated integration of elements of digital learning in the regular curriculum.

The agreement between the Federation and the Länder Innovation in Higher Education Teaching (*Innovation in der Hochschullehre*) concluded in June 2019 as the successor to the Teaching Quality Pact (*Qualitätspakt Lehre*) is intended to promote the further development of higher education teaching and its strengthening in the higher education system as a whole from 2021 onwards. To this end, the Foundation for Innovation in Higher Education Teaching (*Stiftung Innovation in der Hochschullehre*) was established under the auspices of the Toepfer Stiftung gGmbH. Appropriate funding formats are intended to motivate institutions of higher education to continue their efforts to improve quality and innovations in teaching and learning. In addition, the exchange and networking of relevant actors is to be supported.

Even before the conclusion of the Teaching Quality Pact the Länder had taken measures to ensure and improve quality, e.g. to improve student-teacher ratios and other initiatives to develop the quality of teaching.

Accreditation of study courses

In 2017, the Länder agreed on the State Treaty on the Organisation of a Joint Accreditation System for Quality Assurance in Studies and Teaching at German Institutions of Higher Education (State Treaty on Accreditation in Higher Education – *Studienakkreditierungsstaatsvertrag*), which came into force at the beginning of 2018.

Deviating from the previously practised procedure of accreditation-by-accreditation agencies, a distinction is now made between assessment and preparation of the expert opinion with decision and evaluation recommendations on the one hand, which are to be carried out by the agencies, and the accreditation decision on the other hand, which is made by the Foundation Accreditation Council as an administrative act.

The assurance and development of quality in studies and teaching is primarily the task of the higher education institutions, which fulfil this task through internal measures of quality assurance and quality development. The procedures used by the higher education institutions generally relate either to ensuring the efficiency of internal quality management systems with external participation (system accreditation) or to quality assurance and quality development of individual study programmes with external participation (programme accreditation). It is the task of the Länder within the framework of quality assurance and quality development to ensure the equivalence of corresponding study and examination achievements and degrees as well as the possibility of changing higher education institutions. Programmes whose quality is assured on the basis of the State Treaty on the Accreditation of Higher Education are recognised in all Länder as equivalent in terms of quality assurance under higher education legislation.

Formal criteria for quality assurance are study structure and duration, study programme profiles, admission requirements and transitions between study programmes, degrees and degree designations, modularisation, mobility and credit point systems, equalisation of Bachelor's and Master's programmes with previous *Diplom*, *Staatsexamen* and *Magister* programmes, measures to recognise achievements in the event of a change of higher education institution or study programme and achievements outside the higher education institution.

The subject-content criteria include:

- The qualification objectives of a degree programme corresponding to the desired level of qualification, which relate, among other things, to the area of scientific or artistic aptitude as well as aptitude for qualified employment and personal development.
- The conformity of the qualification objectives with a conclusive study programme concept and its implementation through an adequate equipment with resources, appropriate qualification of the lecturers and corresponding competence-oriented examinations as well as studyability.
- Technical and content-related standards that are state-of-the-art in science and research
- Measures for gender equality and compensation of disadvantages.
- The concept of the quality management system and the measures to implement the concept.

The above-mentioned internal procedures of higher education institutions for ensuring and developing quality in studies and teaching with regard to system accreditation and programme accreditation are generally carried out:

- At the request of the higher education institution, to be submitted to the Accreditation Council

- On the basis of a self-evaluation report of the higher education institution containing at minimum information on the quality objectives of the higher education institutions and the above-mentioned criteria
- With the decisive participation of external independent experts from the social sectors relevant to quality assurance
- Through assessment and preparation of an expert opinion with recommendations for decisions and evaluation by an agency approved by the Foundation Accreditation Council.
- Under participation of subject-related lecturers at higher education institutions

Before the final decision on accreditation is made, the higher education institution is given the opportunity to comment. The decision of the Accreditation Council comprises the determination of compliance with the formal criteria and the technical-content criteria. The procedure is documented. The expert opinion and the decisions are published in an appropriate manner.

The Länder determine the details of the formal criteria, the technical-content criteria and the procedure by ordinance. These regulations are based on a model regulation drawn up jointly by the Länder and are essentially identical.

The vast majority of Bachelor's and Master's degree programmes are subject to accreditation in accordance with the relevant Land legislation, including Bachelor's and Master's degree programmes which convey the educational prerequisites for a teaching post.

Accreditation and recognition of non-state institutions of higher education

The procedures of institutional accreditation (institutional (re-)accreditation, award of the right to confer doctoral degrees and concept review) are carried out by the Science Council (*Wissenschaftsrat*) on behalf of the Länder. In doing so, it examines whether a non-state institution of higher education is capable of fulfilling its tasks in accordance with recognized scientific standards. After successful accreditation, the higher education institutions receive the seal of the Science Council. Furthermore, the accreditation procedures supplement the information base of the Länder with a scientific assessment in the procedures for state recognition.

11.4. Quality Assurance in Adult Education and Training

Responsible bodies

In accordance with the statutory provisions and on the basis of additional agreements, the relevant federal departments, representatives of the employees' and employers' sides and the Länder are responsible for quality assurance of the regulated further training of the Federation and the competent bodies. Supervision of the competent bodies is exercised by the relevant departments of the Länder.

The employment agencies entrusted external certification bodies (so-called *Fachkundige Stellen*) with the task of inspecting maintaining bodies for continuing education in the area of vocational continuing education as promoted by the Federal Employment Agency (*Bundesagentur für Arbeit*).

The Central Office for Distance Learning of the Länder of the Federal Republic of Germany (*Staatliche Zentralstelle für Fernunterricht der Länder der Bundesrepublik*

Deutschland – ZFU) decides whether or not a distance learning course is to be approved.

Approaches and methods for quality assurance

The quality of continuing vocational education and training is guaranteed on three levels:

- legal requirements of the Vocational Training Act (*Berufsbildungsgesetz* – BBiG – R81) and the Crafts and Trades Regulation Code (*Handwerksordnung* – HwO – R82)
- systematic regulatory procedures involving the relevant protagonists;
- through public examinations

At the level of federally regulated continuing vocational education and training, a distinction is made between federally regulated continuing vocational education and training in which the federal government regulates certain content for qualifications by ordinance (§§ 53 ff BBiG, §§ 42 ff HwO). In addition, federal law also provides for regulations by the competent bodies which are permissible if there is no federally regulated further training and which can be issued by the competent bodies in this case (§ 54 BBiG, § 42 f HwO).

The statutory regulations require that the following key qualification features be stipulated in the statutory instruments for both types of further training:

- title of the qualification
- examination objective
- content and requirements of the examination with which the individual achievement of the objective and thus the quality of the qualification process are determined
- admission requirements to the examination
- examination procedure

In the case of federally regulated continuing education courses, the continuing education level must also be indicated.

Uniform nationally regulated training courses are being developed through regulatory procedures under the leadership of the Federation and with the close involvement of experts from the employee and employer sides. In the further process, the Länder will also be involved. The procedure is based on agreements and practice over many years and – to ensure the broadest possible acceptance on the labour market – on the principle of consensus. Regulations of the competent bodies are decided by vocational training committees at the competent bodies.

The individual proof of qualification in the federally regulated further vocational training takes place within the framework of an examination under public law. The competent bodies or the competent state examination boards for the master craftsman examination are responsible for organizing and conducting the examinations on site.

The examination procedure is governed by the legal requirements of the examination regulations of the competent bodies, which must be approved by the legal supervisory authorities. The board of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung* – BIBB) issues guidelines in this regard.

The Federation's procedural regulation for the master craftsman's examination applies for the approval and general examination procedure for the master craftsman's examination in the craft sector and in craft-like trades.

The procedure to perform continuing education examinations stipulates a number of quality assurance elements, in particular:

- the creation of expert and independent examination boards
- the organisation of the preparation of the examination questions on equal terms
- the admission to the examination
- credit transfer modalities

The examination is an external evaluation that is not the responsibility of the teachers but of the publicly appointed examination boards. Appointing occupational experts to the examination boards ensures that the latest developments and innovations in the vocational field of action are taken into account in the examination process.

The procedures agreed on a federal level for the political committees and departments responsible for vocational education and training flank the elements of the quality assurance systems that are specified under law. The main committee of the BIBB (paragraph 91 BBiG), which brings together the quality assurance protagonists institutionally, has a major role to play for the continuing training regulations.

Apart from the education committees specified under law, working committees of the Federation exercise quality-assuring roles.

The increasing importance of lifelong learning has also promoted the awareness of binding quality standards in the field of continuing education. The plural structure of maintaining bodies which support continuing education is also expressed in the number of different efforts and approaches for quality assurance in continuing education. Both jointly and individually, Federation and Länder promote numerous projects for improving quality assurance in continuing education.

In 2004, the support of continuing education was reformed with the aim of improving competition and transparency in the area of vocational continuing education as promoted by the Federal Employment Agency. In a further reform in 2011, the scope of compulsory registration was extended in order to further improve the quality of labour market services and thus the performance and efficiency of the labour market policy support system. Since then, the Accreditation and Licensing Regulation for Employment Promotion (*Akkreditierungs- und Zulassungsverordnung Arbeitsförderung – AZAV*) has regulated the corresponding licensing procedure. According to the AZAV, the competent bodies (*Fachkundige Stellen*) must decide, unlike in the past, not only on the approval of continuing vocational training providers, but also on the approval of all providers who want to offer measures of active employment promotion under Book Three of the Social Code III (*Drittes Buch Sozialgesetzbuch – Arbeitsförderung – R164*). Licensing of the maintaining body of a continuing education measure by an expert body is a prerequisite before participants can obtain support in accordance with Book Three of the Social Code. Amongst other things, maintaining bodies of continuing education must prove that they apply a recognised quality assurance system.

The quality management models currently applied cover countrywide supra-regional procedures specific to general or continuing education, as well as systems that are

regional or specific to particular associations or federations. An overview of the various quality management models in further education and training can be found in the publication *Portraits of Quality Management Models for Further Education and Training (Porträts von Qualitätsmanagement-Modellen für die Weiterbildung)* from 2011, which was funded amongst others by the European Social Fund (ESF).

Since 1 January 1977, distance-learning courses provided by private organisers (institutes of distance-learning) must be approved by the state on the basis of the Law on the Protection of Participants in Distance Education (*Fernunterrichtsschutzgesetz – R166*). In the admission procedure, the subject-related and didactic quality of the learning material with regard to the objective of the course, as well as the advertising placed for the course and the form and content of the distance-learning contract entered into is examined by the Central Office for Distance Learning of the Länder of the Federal Republic of Germany. In 2007, the new quality standard PAS 1037 for providers of distance-learning courses, distance-teaching and E-learning was introduced. The new standard meets the specifications of the Federal Employment Agency for the certification of bodies of further education and furthermore relates to international standards of quality management. For newly developed distance-learning courses from providers who have already been certified in accordance with the new quality standard, a simplified admission procedure with the ZFU can be anticipated.

In October 2004, a quality certificate was introduced for all of Germany for suppliers in all areas of continuing education. The Learner-oriented Quality Certificate in Continuing Education, Version 2 (*Lernerorientierte Qualitätstestierung in der Weiterbildung, Version 2 – LQW 2*) quality seal was developed as part of the joint project Quality Certificate in Continuing Education (*Qualitätstestierung in der Weiterbildung*) of the Commission of the Federation and the Länder for Educational Planning and Research Promotion (*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung – BLK*) and should provide orientation when searching for high-quality education offers.

The continuing vocational education and training qualifications that are valid nationwide are regulated by law in statutory instruments. The Federation is responsible for the promulgation.

12. EDUCATIONAL SUPPORT AND GUIDANCE

12.1. Introduction

The promotion of underrepresented social groups in the education system is achieved through a number of measures which aim to overcome social obstacles and enable equal participation.

Specific legislative framework

The right of disabled persons with disabilities to education and training appropriate to their needs is enshrined in the Basic Law (*Grundgesetz*, Art. 3 – R1), in equality legislation, in Book Nine of the Social Code (*Neuntes Buch Sozialgesetzbuch – Rehabilitation und Teilhabe von Menschen mit Behinderungen*) and in the Länder constitutions (R13–28). More detailed provisions are set out in the school legislation of the Länder (R86–103).

The special concerns of students with disabilities are taken into account in the Higher Education Acts of the Länder. In many Länder, the appointment of representatives for the concerns of students with disabilities and chronic illnesses at higher education institutions is now anchored in law. The regulations on the participation rights differ from Land to Land.

In 2009, Germany ratified the United Nations Convention on the Rights of Persons with Disabilities (CRPD) of December 13, 2006, committing itself to “ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination on the basis of disability”.

Early childhood education and care

Different offers for education, support and development in early childhood before entering school are available for children with disabilities. The majority of children who receive integration support related to an institution in accordance with Book Eight of the Social Code (*Achtes Buch Sozialgesetzbuch – Kinder- und Jugendhilfe* – R61) and/or Book Nine of the Social Code or for whom special educational needs have been identified and who attend a day care facility for children will be cared for there along with other children without disabilities.

Special education needs provision in the school sector

The aim of special educational support is to enable children and young people who either have disabilities or face the threat of disablement to exercise their right to a form of schooling, training and education that is tailored to their personal capabilities and needs. Children and young people receive support in the form of individual assistance measures so that they can achieve the highest possible level of integration at school and at work, participate in society and lead an independent life as far as possible. Support for special educational needs in inclusive educational schooling encourages children and youths with and without disabilities to work together.

The development and organisation of special education in the Länder was harmonised by several resolutions adopted by the Standing Conference and especially by the “Recommendations on the organisation of special schools” (*Empfehlung zur Ordnung des Sonderschulwesens*’, Resolution of March 1972) and recommendations for the individual types of special education. The “Recommendations on special needs education in the schools of the Federal Republic of Germany” (*Empfehlungen zur*

sonderpädagogischen Förderung in den Schulen in der Bundesrepublik Deutschland, Resolution of May 1994) have in recent years initiated important developments aiming to dismantle barriers and promote the equal participation of young people with disabilities in education. In spring 2008 the Standing Conference decided to revise the Recommendations in order to take account of the intentions of the UN Convention on the Rights of Persons with Disabilities in the Länder inter alia. On 18 November 2010 the Standing Conference adopted a position paper on “Educational and legal aspects in the implementation of the United Nations Convention of 13 December 2006 on the rights of persons with disabilities in school education” (*‘Pädagogische und rechtliche Aspekte der Umsetzung des Übereinkommens der Vereinten Nationen vom 13. Dezember 2006 über die Rechte von Menschen mit Behinderungen (Behindertenrechtskonvention – VN-BRK) in der schulischen Bildung’*). In October 2011 the Standing Conference adopted the decision on “Inclusive education of children and young people with disabilities in schools” (*‘Inklusive Bildung von Kindern und Jugendlichen mit Behinderungen in Schulen’*). The recommendations are guided by the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. They build on the basic positions of the 1994 “Recommendations on special needs education in the schools of the Federal Republic of Germany” (*‘Empfehlungen zur sonderpädagogischen Förderung in den Schulen in der Bundesrepublik Deutschland’*) and set out the framework conditions for increasingly inclusive educational practice in general education and vocational schools. The aim of the recommendations is to enable children and young people to be educated and trained together and to guarantee and develop the standards achieved in special education teaching, advisory and support services. In March 2019, in addition to the recommendation “Inclusive education of children and young people with disabilities in schools” (*‘Inklusive Bildung von Kindern und Jugendlichen mit Behinderungen in Schulen’*), the KMK presented “Recommendations on school education, counselling and support for children and young people with special educational needs LEARNING” (*‘Empfehlungen zur schulischen Bildung, Beratung und Unterstützung von Kindern und Jugendlichen im sonderpädagogischen Schwerpunkt LERNEN’*). These recommendations take into account the development of an inclusive education system in Germany, the need for subsidiary special educational support and the relationship to general pedagogy and lifelong learning. They incorporate various recommendations of the KMK.

The recommendations of the Standing Conference apply to pupils with special educational needs, regardless of whether support takes place at a mainstream school or at a special education institution. The following recommendations of the Standing Conference on the individual focuses of special needs education are in effect on a complementary basis for the time being, provided that the statements they make do not contradict the above Recommendations. A differentiation is made between eight funding priorities:

- sight
- learning
- emotional and social development
- speech
- mental development
- hearing
- physical and motor development

- instruction for sick pupils

In addition to the “Recommendations on school education, guidance and support for children and young people with a special educational focus on LEARNING” (*Empfehlungen zur schulischen Bildung, Beratung und Unterstützung von Kindern und Jugendlichen im sonderpädagogischen Schwerpunkt LERNEN*) adopted in 2019, the recommendations on the other special educational focuses are also currently being successively revised.

For the statistical distribution of pupils with special educational needs according to the individual types of special education, please refer to chapter 2.9.

In addition, in June 2000 the Standing Conference has made recommendations on the “Education and teaching of children and young people with autistic behaviour” (*Erziehung und Unterricht von Kindern und Jugendlichen mit autistischem Verhalten*).

School career advice and vocational guidance

School career advice at lower secondary level consists of not only counselling on questions of transferring to other schools and the choice of the further educational path but also advice on study courses leading to a professional qualification in the educational system. It also cooperates with the Employment Agencies (*Agenturen für Arbeit*) in providing career advice for pupils.

Vocational Orientation (*Berufsorientierung*) offers for pupils exist in all Länder for all educational programmes; in all Länder, Vocational Orientation is now a firm part of the curricula and guidelines or ordinances.

The Employment Agencies also offer Careers Information Centres (*Berufsinformationszentren – BIZ*), facilities where anyone facing vocational or career decisions can find out more for themselves, in particular about training, professional activities and requirements, further education and training as well as developments on the labour market.

Higher education

The goal of support measures in university education is to eliminate social obstacles for hitherto underrepresented groups and allow their equal participation. Hitherto underrepresented groups in the German higher education system include women, students with children, students with disabilities and chronic illnesses, children from low-income or educationally disadvantaged origin groups, and students with a migrant background. Support for underrepresented social groups in the educational system is provided through a number of measures. More detailed information is available in chapter 12.6.

12.2. Special Education Needs Provision within Mainstream Education in the Elementary Sector and the School Sector

The data from the eighth national education report Education in Germany 2018 (*Bildung in Deutschland 2018*), which focuses on education in a digitalised world, show that in the same age group the share of children until school entry in receipt of an integration allowance (*Eingliederungshilfe*) for child day care due to an (incipient) physical, mental or psychological disability is 2.5 per cent in 2019. The vast majority of these children attend an establishment with an inclusive care concept.

Cooperation between special education institutions and mainstream schools exists independently of more recent attempts at inclusive teaching. When a pupil is transferred from one type of school to another, the teachers and head teachers at the schools concerned work together. It is principally possible for pupils to return to mainstream schools. In the majority of the Länder, the education authority makes the decision on whether to transfer a pupil following a request from the special education institution or from the parents or legal guardians. Through the implementation of the Disability Convention of the United Nations, the Länder have created the prerequisites for teaching pupils with special educational needs in mainstream schools with the same learning objectives as other pupils, and in some cases with different learning objectives. Schools for children and young people with the support priority speech or emotional and social development are designed as transitional schools; their objective is to remedy impairments in speech and behavioural problems sufficiently that pupils can attend a mainstream school. In addition, the Länder are developing different forms of access to the mainstream school system or joint teaching also for pupils who are taught according to different learning objectives.

Within the framework of inclusive education, recently diverse forms of institutional and educational cooperation between mainstream schools and special education institutions have developed.

Definition of the target group(s)

It can be presumed that pupils have special educational needs if their opportunities for education, development and learning are limited in such a way that they cannot be sufficiently promoted within the scope of instruction at mainstream schools without additionally receiving special educational assistance. In this regard, therapeutic and social aid provided by other external institutions may be required as well.

Special educational needs are to be determined in relation to the tasks, the requirements and the support measures the respective school can provide. Furthermore, a determination of the special educational needs of the child must take into account the environment of the child, including the school as well as the pupil's personal abilities, interests and expectations for the future. In some cases, formal assessment procedures accompany enrolments and transitions to different types of schools.

The procedure of determining special educational needs comprises establishing the individual need for support as well as deciding on the course of education and in some Länder also the place of support. The responsibility for the procedure lies in most cases with the school supervisory authorities: Either the authorities themselves have the competence for special educational needs as well as sufficient experience in the field of educational support for children and young people with special educational needs, or they consult experts in the field of special educational support.

The procedure of determining special educational needs may be applied for by the parents or legal guardians of the pupil, by the pupil, by the school or, if applicable, by other competent services, and is to take into account the competences of the persons who participate or are to participate in the measures of support and instruction in a suitable manner.

Specific support measures

Inclusive education for pupils with special educational needs

Children and young people with special educational needs can attend mainstream schools. Special education teachers are deployed at special education institutions and at mainstream schools that meet special educational needs, e.g. by providing mobile assistance and advice and cooperative instruction with another teacher. Apart from the external environment, this also requires qualified special education teachers, individualised forms of planning, carrying out and monitoring the teaching process and coordinated cooperation between the teaching and specialist staff involved. Special educational support is provided, as a rule, during joint class lessons. In some Länder, special needs education in joint classes can be supplemented by therapeutic or nursing measures, depending on the type of disability.

Special educational support in the form of cooperative measures

Many special education institutions and mainstream schools have developed close educational cooperation. Cooperative or inclusive forms of organisation benefit both lessons and the general life of the school. Also, this trend expands the opportunities for changing between school types and educational courses, increases the proportion of joint lessons and encourages the transfer of pupils from special education institutions to mainstream schools.

12.3. Separate Special Education Needs Provision in Early Childhood and School Education

The number of children with inclusion assistance due to a (threatened) disability in daycare services has risen continuously in recent years. In 2019, according to the joint education report of the Federation and the Länder, *Education in Germany 2020* (*Bildung in Deutschland 2020*), 82,185 children with inclusion assistance took up an offer in daycare facilities or daycare. At the same time, the proportion of those attending inclusive rather than segregative facilities and groups is increasing in daycare centres: In 2019, almost half (48%) of all children with inclusion support were cared for in groups in which the proportion of children with inclusion support was below 20% overall.

Pupils who are not attending a mainstream school receive instruction either at special education institutions, at *Berufsschulen* with special emphasis on different types of special education or at comparable institutions.

Under the *Hamburg Agreement* between the Länder of October 1971 on harmonisation in the school system, the basic school structure which applies to all Länder is such that a clear distinction is made between mainstream schools and special education institutions (e.g. *Förderschulen*, *Förderzentren*, *Schulen mit sonderpädagogischem Förderschwerpunkt*, *Sonderpädagogische Bildungs- und Beratungszentren*).

The structure of the special school system may vary from Land to Land. Special education institutions must be able to provide the required technical equipment and special teaching aids. They may turn to external organisations to obtain assistance such as therapy, care and social support. Special education institutions vary according to the type of special education on which they focus and the educational courses they offer. They provide support to pupils in any developments which may lead to their possible transfer to a mainstream school and to training.

The aim of special education centres (*sonderpädagogische Förderzentren*), either as regional or supra-regional institutions, is to meet individual special needs or a range of different needs (e.g. physical and motor development, hearing and sight, and so on) and to guarantee special education in inclusive or specific forms. This form of education is based as near to the home as possible and provided by specialists. Within the scope of the responsibility of special education centres for preventive measures, support is provided even before the determination of special educational needs has taken place, sometimes as early as *Kindergarten*.

Definition of the target group(s)

For the definition of the target groups of special educational support at special schools, the information in chapter 12.2. applies.

Admission requirements and choice of school

Children and young people with disabilities or special educational needs are required to attend school, just as are their non-disabled peers.

When a child reaches school age, his/her parents or legal guardians enrol the child either with the *Grundschule* or, if he or she is found to have a disability, with the relevant special education institution. Against the background of the implementation of the United Nations Convention on the Rights of Persons with Disabilities, there are currently different rules in the Länder. This is also true of the rules on transferring pupils who attend a general school but are identified with special needs in the course of their schooling.

In principle the parents or legal guardians decide whether their child attends a general school or a special school. If their preference is not acceded to, they can seek redress out of court or through the courts.

Age levels and grouping of pupils

Special education institutions can be classified according to educational courses, grades and year groups. Various types of special education institutions (e.g. for those with sensory impairments) combine the educational courses of the *Hauptschule*, *Realschule* and in some Länder also the *Gymnasium* and lead to the qualifications normally awarded by these schools. As at mainstream schools, these educational courses are divided up into the primary and secondary levels and organised in grades according to age, although instruction may be spread over more years than at mainstream schools.

Special education institutions with a special educational focus on learning are organised in grades according to age or performance levels. Special education institutions with a special educational focus on mental development, as a rule, comprise three levels, each of which is made up of several grades, the last of which is known as *Werkstufe*, *Berufsschulstufe* or *Abschlussstufe*. These two types of educational courses can also be established at other special education institutions, e.g. at a special school for those with sensory impairments.

Curriculum, subjects

Apart from special education institutions with special educational focuses on learning and mental development, all special schools work on the basis of curricula or education plans which in terms of educational goals, lesson content and performance

requirements match those of mainstream schools (*Grundschule* and the educational courses offered by the *Hauptschule*, *Realschule* and *Gymnasium*). However, the methods used must take into account the specific conditions and effects on learning with regard to the special educational focuses. Special education institutions with special educational focuses on learning and mental development work according to their own guidelines which, like all other curricula or education plans, are issued by the Ministry of Education and Cultural Affairs of the relevant Land. In Thüringen, students with special educational needs in the area of learning are taught in the education programme of the *Hauptschule* according to the corresponding curricula since August 1, 2020. General information on the development of curricula can be found in chapter 5.3.

Teaching methods and materials

Special education institutions are often schools with all-day offers. They are sometimes also run as a boarding school. Comprehensive assistance for pupils with disabilities is part of the teaching concept and instruction and education complement each other.

Instruction is designed to particularly meet individual needs and some lessons are held in small groups or on an individual basis. In addition, the class sizes at special education institutions are particularly small.

Depending on the type of disability, therapeutic measures such as physiotherapy, behavioural therapy, speech therapy, and so on, are integrated into lessons. Technical and disability-related aids and devices are used where necessary.

Progression of pupils

Continuous assessment of performance takes place in special education institutions in a similar form to that of mainstream schools. In the case of pupils with intellectual disabilities or severe intellectual disabilities, the assessments take the form of reports on their cognitive, social and emotional development.

Special education institutions examine regularly whether the needs of the pupil can still be catered for there and in which grade he or she should be placed or, alternatively, whether the pupil should move to another special school or to a mainstream school. The decision on which grade a pupil should be placed in is, as a rule, a matter for the school but it is the education authority that decides on a school transfer, following consultation with the parents or at their request and consideration of commissioned opinions or reports.

Certification

In so far as the type of disability or illness allows, special education institutions award the qualifications obtained from mainstream schools (*Hauptschulabschluss*, *Mittlerer Schulabschluss* and also *Allgemeine Hochschulreife*), provided that instruction was based on the curricula of the respective school type and the educational course was completed successfully. The subjects may be taught over more years than at mainstream schools. In some Länder, specific qualifications are offered for the special educational focuses *Learning* and *Mental Development*.

For pupils who were not taught using the curricula of mainstream schools, as a rule, the teachers' conference deems that an educational course has been successfully

completed when the pupil has passed through all the stipulated school levels successfully.

12.4. Support Measures for Learners in Early Childhood and School Education

For children who have reached compulsory schooling age but whose level of development does not yet allow them to cope with the challenges of primary school, *Schulkindergärten*, *Vorklassen* oder *Grundschulförderklassen* have been established in some Länder. Attendance is usually voluntary, although in most of the Länder in question the authorities are entitled to make it compulsory. As a rule, these institutions have organisational links with *Grundschulen* (primary schools) or special education institutions. *Schulkindergärten* seek to create and optimise the conditions for a form of schooling, training and education that is tailored to the children's needs by nurturing – as far as possible on an individual basis – the children's ability to gain expressions and express themselves, through exercises and the handling of materials designed to arouse and develop attention on the part of the children. The aim is to equip the children for school by channelling their natural urge to play and engage in activity but without anticipating the subject-matter dealt with at school.

Some Länder have established so-called *Vorklassen* (pre-school classes) for five-year-olds who have not reached compulsory schooling age but whose parents wish them to receive assistance with their preparation for primary school. Attendance of *Vorklassen* in *Grundschulen* is voluntary. The purpose of such pre-school classes at primary school is to encourage the children to learn by playing but without anticipating the subject-matter dealt with in grade 1 of the *Grundschule*.

Definition of target group(s)

In recent years the Länder have made intensive efforts to establish diagnostic procedures as a basis for individual support. These include for instance establishing language levels prior to enrolment at school, studies of learning backgrounds on starting school, establishing learning levels, comparative and orientation work, and competence analyses in different primary and lower secondary level grades. On this basis, essential individual support measures can be initiated, which are systematically developed in individual learning plans and in individual support plans if there is a special need for support.

Specific Support Measures

Language diagnostics and language support in the early childhood sector

Within the compass of measures for the improvement of linguistic competence in the early childhood sector, the range of methodical instruments for the diagnosis and improvement of linguistic competence is currently being further developed from an academic perspective. Important instruments in this regard are the assessment of the stage of linguistic competence before school entrance and, if necessary, subsequent language promotion courses. These and other measures are designed to particularly support children and young people with a migrant background and children with deficits in language development as well as to compensate for social disadvantages. In recent years, almost all Länder have introduced diagnostic procedures for language status observation and assessment in early childhood education and in some cases have established obligatory language promotion measures.

Language Day-Care Centres for Children – Because Language Is the Key to the World

With the federal programme Language-Kitas: Because Language is the Key to the World (*Sprach-Kitas: Weil Sprache der Schlüssel zur Welt ist*), which has been running since 2016, the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (*Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ*) promotes the teaching of language education in day-care centres integrated into everyday life, inclusive pedagogy and cooperation with families. Language day-care centres are supported on the one hand by additional language education specialists who work directly in the institution. On the other hand, they are continuously accompanied by specialist counselling. The programme is aimed at day-care facilities for children with an above-average proportion of children with a special need for language education and support. Between 2016 and 2020, up to Euro 1 billion were made available to implement the programme. A total of Euro 776 million was approved for the implementation of the program from 2016 to 2020. Up to an additional Euro 376 million will be made available for the continuation of the federal programme in 2021 and 2022.

Education through Language and Writing

To further develop quality in the field of language promotion and language diagnostics following a phase of intensive development and expansion, the Standing Conference, the Conference of the Ministers of Youth and Family Affairs (*Jugend- und Familienministerkonferenz – JFMK*), the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) and the BMFSFJ agreed in October 2012 to implement a joint initiative to develop language promotion, language diagnostics and reading promotion. The research and development programme Education through Language and Writing (*Bildung durch Sprache und Schrift (BiSS)*) scientifically developed and further tested the linguistic education of children and the effectiveness of measures introduced in the Länder for language promotion, language diagnostics and reading promotion from primary to lower secondary level. Clusters of day care facilities for children and schools, in some cases together with other education institutions such as libraries, media centres, etc., worked together closely within the BiSS to exchange their experiences in the field of language diagnostics and development and to implement and optimise proven measures. The programme supported the necessary continuing and further qualification of the *Erzieherinnen* and *Erzieher* as well as teachers in this field.

In addition, special attention was to be paid to the needs of refugee children and youths as well as their access to (fast) language education on account of the increased new immigration.

From 2013-2019, the BMBF provided a total of around Euro 23.8 million to finance the overall coordination and scientific design of the programme by a consortium of sponsors, as well as evaluation and development projects and the further training of multipliers.

In March 2020, the initiative of the Federation and the Länder “Transfer of Language Education, Reading and Writing Promotion” (*‘Transfer von Sprachbildung, Lese- und Schreibförderung’ – BiSS-Transfer*) was launched. The aim of the five-year transfer phase is to bring the results of BiSS to the wider community. To this end, up to 2,700 schools (and, if applicable, day-care centres) are to work in networks – with the

support of the institutes for school development and quality assurance of the Länder – to firmly anchor improved measures of language education as well as reading and writing promotion in their institutions. The Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) is funding this transfer phase from 2020 to 2025 with around Euro 13 million. The Länder bear the costs for the personnel and coordination expenses of the participating schools as well as for the advisory and support tasks of school supervision and Länder institutions.

Support Strategy for poorer-performing pupils

In October 2007, the Standing Conference adopted an “Action framework to reduce the number of pupils leaving school without a first general education qualification, to secure transition from the lower secondary school to the next educational level or to vocational education and training in the dual system and to lower the number of trainee drop-outs” (*‘Handlungsrahmen zur Reduzierung der Zahl der Schülerinnen und Schüler ohne Schulabschluss, Sicherung der Anschlüsse, Verringerung der Zahl der Ausbildungsabbrecher’*). Among other measures, the action framework provides for:

- individual promotion of disadvantaged children and young people, as well as children and young people from migrant backgrounds
- continuing expansion of all-day schooling, particularly for those children who need encouragement and promotion and use of the extended timeframe for measures of in-depth career guidance and transitional accompaniment
- 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 (*Berufliche Orientierung*)

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.

The studies on international comparisons of school performance (PISA, PIRLS/IGLU, TIMSS), and the preliminary investigations into the attainment of the educational standards for the *Hauptschulabschluss* secondary general school certificate, have shown that a significant share of pupils in the different subjects do not achieve a minimum level of competences. As a result of these results, the Standing Conference has agreed to make the targeted promotion of poorer-performing pupils a focus of joint activities.

In March 2010 the Standing Conference adopted a targeted Support Strategy for Poorer-Performing Pupils (*Förderstrategie für leistungsschwächere Schülerinnen und Schüler*), which includes prevention, intervention and compensation measures. The aim of the support strategy is to significantly reduce the number of pupils not achieving a minimum competence development level by the end of their course of education. At the same time this should considerably improve their chances of achieving a school-leaving qualification and successfully participating in society and the world of work. The support strategy is, therefore, also related to the fields of action agreed

as part of the Qualification Initiative for Germany “Getting ahead through education” (*Aufstieg durch Bildung*), particularly the goal of halving the number of pupils without a school-leaving qualification.

In this context particular attention is given to children and young people with a migrant background. The support strategy resolved by the Standing Conference relates to the achievement of the minimum standards for the *Hauptschulabschluss* or a comparable qualification. This also includes pupils with special educational needs covered by the individual focus Learning, more of whom are to be given the chance to achieve a *Hauptschulabschluss* or comparable qualification.

The guidelines of the promotion strategy include:

- individual support in teaching geared to the educational standards;
- facilitation of and targeted support for longer learning periods;
- hands-on lesson planning;
- greater support for pupils with a migrant background;
- help for pupils with special educational needs to achieve a Hauptschule leaving certificate;
- development of suitable all-day offers and strengthening of educational partnerships;
- the professionalisation of Vocational Orientation, and the shaping and securing of transitions;
- development of teacher training;
- evaluation of results.

Various approaches and measures are already being pursued in the Länder to promote poorer-performing pupils. These can be grouped into five strategy areas:

- improving individual support;
- restructuring learning: development of teaching geared to competences, new forms of acquisition of competences;
- facilitating qualifications, structuring transitions and safeguarding connections;
- connecting partners, coordinating action, building networks and cooperation;
- strengthening quality assurance and quality development, intensifying educational research.

In May 2020, the Standing Conference presented a “Report on the status of implementation of the support strategy for poorer-performing pupils” (*Bericht zum Stand der Umsetzung der Förderstrategie für leistungsschwächere Schülerinnen und Schüler*). The successful approaches and measures to promote poorer-performing pupils will be continued in the coming years and the objectives associated with the promotion strategy will be pursued continuously and emphatically.

In October 2019, the Federation and the Länder agreed on a joint initiative to support schools in socially difficult locations. The initiative “School gives you strength” (*Schule macht stark*) has been launched at the beginning of 2021. This initiative is intended to support schools in socially difficult locations in both urban and rural areas in order to better meet their challenges. At these schools, children and young people with major learning deficits are disproportionately represented. More information can be found in chapter 14.2.

Remedial Teaching (*Förderunterricht*)

Pupils with learning difficulties usually receive remedial teaching within the framework of teaching in mixed ability classes. To support these pupils, learning groups may also be set up for a certain period of time. However, these measures are accompanied by integrative work in class. The primary focus is on differentiating forms of planning, teaching and organising the teaching and education processes. In December 2003, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz – KMK*) adopted basic principles for the individual promotion of pupils experiencing particular difficulties with reading and writing.

Plans for remedial teaching are to be developed to support these children that, as part of the overall schooling concept, will be agreed with all the teaching staff involved, as well as with the parents and pupils. For this group of pupils, the schools provide general remedial instruction during school hours or complementary remedial instruction after hours. Individual remedial instruction should continue until the end of grade 10. The resolution of December 2003 was revised in November 2007 and enhanced by principles governing the individual promotion of pupils experiencing particular difficulties in mathematics.

As well as the compulsory sports lessons at schools, adapted physical education may be offered. This is designed above all for pupils with motor deficits and psychosocial problems. Its aim is to impact positively on their motor development and improve their health and hence well-being.

Pupils who are experiencing difficulties in the learning process and who are liable to fail to achieve the educational goals of a school year may be given learning support individually in small groups in addition to the instruction they receive in class. Remedial programmes mainly concern German and mathematics as well as foreign languages. Additional instruction may be given in any timetabled subjects. The instruction is normally provided in the afternoon.

Support for children of occupational travellers

For children and young people whose life is characterised by continual moves and a consequent lack of continuity in their school development, an improvement in the schooling situation must aim above all at continuity, and at elements which stabilise their school career and motivate those pupils to attend school. Children of circus artists, fairground entertainers and other occupational travellers have to change school up to thirty times a year. This particular situation calls for coordinated supporting systems that take into account the special learning conditions of these children and young people, allowing them to gain a school-leaving qualification and thus guaranteeing a successful transfer to working life.

The Länder have developed several schemes to improve the school education of the children of professional travellers. In almost all Länder, special regulations apply for teaching the children of professional travellers. This teaching is based on a system of *Stammschulen* and *Stützpunktschulen* (regular and base schools) that has been introduced in all Länder. The *Stammschule* is the school attended by the children of travelling families during the periods when they are not travelling. This is usually a school at the primary residence or winter quarters of the family. This is where the pupils' files are kept and where certificates and the learning materials, and usually

the school logbooks, are issued too. The *Stützpunktschule* are schools that the children attend when travelling. They are normally located near fairgrounds or the residential locations of the travelling family and are specially adjusted to meet the needs of travelling children. Remote supervision can supplement and, in some cases, even replace classroom teaching during the travelling periods of the children of professional travellers. This enables instructed learning over greater distances, i.e. without the children having to be present in a school. In addition, some Länder also provide pupils with additional digital learning offers (*E-Learning*) that they can deal with on their own during the travelling period. In addition to the system of regular and base schools, mobile schools for the regular teaching of the children of professional travellers were introduced in Nordrhein-Westfalen in 1994 and in Hessen in 2010. The School for Circus Children (*Schule für Circuskinder*) in Nordrhein-Westfalen is a state-approved private alternative school on the primary and lower secondary level offering all-day teaching. The School for the Children of Professional Travellers (*Schule für die Kinder beruflich Reisender*) in Hessen is also a pilot project under private sponsorship.

The *Bereichslehrer* (regional teachers) make an important contribution to supporting and encouraging the travelling children in 14 Länder. They look after not only the children from their own Federal State but also travelling children and act as a link between the school and parents, the *Stammschule* and *Stützpunktschule* as well as the relevant teachers. They particularly offer counselling and information during the child's entire school career, accompany the children outside the lessons and can also offer homework supervision and remedial teaching. So as to enable clarity and continuity in the learning processes of travelling children, the school logbook with individual learning plans for the subjects German, mathematics and the first foreign language was introduced in 2003 through a resolution of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*). The school logbook lets the children of professional travellers continue learning at their individual level of learning. Furthermore, the school logbook documents the individual learning development and is proof of their attendance at school. The school logbook and the handout for teachers were updated in 2012 and have been introduced in all Länder.

These support services, including the above-mentioned documents, information on the pedagogical concept, current information as well as access to institutions active in this field and to contact persons in the Länder and much more can be found on the homepage of www.schule-unterwegs.de. The website is maintained by BERiD, the Association for the Promotion of School Education and Upbringing of Children of Members of Travelling Professions in Germany e. V. (*Verein zur Förderung der schulischen Bildung und Erziehung von Kindern der Angehörigen reisender Berufsgruppen in Deutschland e. V.*) with the support of the Arnsberg District Government (Nordrhein-Westfalen).

In addition to the general education sector, vocationally-oriented educational measures are also offered at individual institutions within the scope of the EU project BeKoSch (development of professional skills for showmen by means of modules). Children of circus artists can also attend this scheme.

The Standing Conference discusses educational issues for travelling children and related questions, in particular on schooling and support schemes, in annual joint

conferences with representatives of the associations and parents of professional travellers. The medium-term goal is to enable nationwide comparable schooling based on the existing concept for travelling children that takes into account the current framework conditions in the Länder. The existing schemes should be expanded in particular through a nationwide network of *Bereichslehrer* and through the gradual establishment of a nationwide digital platform.

Measures to promote high-achieving pupils

In June 2015 the Standing Conference resolved a Support Strategy for High-Achieving Pupils (*Förderstrategie für leistungsstarke Schülerinnen und Schüler*). The recommendation emphasises the role of teaching staff in identifying high performance potentials and thus determining the initial learning situation in classes.

The target group covers pupils who already display very good performances as well as pupils whose potentials are to be identified and developed by targeted encouragement and support. The successful development of potentially capable and high-achieving pupils essentially depends on an early identification of their abilities and needs. A careful observation and diagnosis of the learning conditions of pupils is particularly important as the basis for an individualised plan of support in the school.

A systematic diagnostic process that accompanies learning in the school is indispensable to identify the high-achieving pupils at an early stage and encourage these through appropriate measures. The preparation of strengths and interests profiles as well as the sensitisation of the teaching staff for the necessity of appropriate encouragement for this group of pupils are the bases for pedagogical and methodological considerations as well as for advising the parents and legal guardians.

Various monitoring instruments are available for the targeted support of the individual development of pupils. Alongside observations in standardised situations, observation instruments for competence assessment in class are becoming increasingly important. Unlike occasional observations of the pupil's behaviour, the systematic use of a learning portfolio or a competence grid for certain learning pathways provides a valuable basis for an age-appropriate planning of concrete support measures. All of the results have to be documented in a continuous development and support plan if the diagnostic method is to be effective for the school and personal development of the pupil; this plan includes a regular comparison with the pupil's self-assessment as well as the perceptions of the parents and legal guardians. This kind of documentation is becoming increasingly important as a career advice and support instrument, above all at the interfaces of the school career. In some Länder, special educational institutions exist to support gifted or highly gifted pupils.

Apart from the primary encouragement of general intellectual abilities, support for the musical, sports and emotional abilities are also important.

In November 2016, the Federation and Länder resolved a Joint Initiative to Encourage High-Achieving and Potentially High-Achieving Pupils (*Gemeinsame Initiative von Bund und Ländern zur Förderung leistungsstarker und potenziell besonders leistungsfähiger Schülerinnen und Schüler – 'Leistung macht Schule'*). The initiative was launched in January 2018. Within its framework, the opportunities for development of high-performing and potentially particularly high-performing pupils are optimised, irrespective of origin gender and social status. More detailed information is available in chapter 14.2.

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. Additional funds are to be provided for facilities that are mainly or largely attended by children from a migrant background, e.g. to increase the number of teachers from a migrant background or to support teachers with socio-educational staff from child and youth welfare, so as to enable an effective, compensatory promotion of language skills, taking into account the legal framework. In the area of early childhood education and care increasing numbers of *Erzieherinnen* and *Erzieher* (state-recognised youth or child-care workers) with a migrant background are to be trained and employed.

To integrate children and young people with migrant backgrounds, various support programmes are run by the schools to help the children and young people learn German and obtain German school qualifications. Measures to promote the educational success of children and young people with migrant backgrounds include, for example, specially assigned teachers for German as a second language and the recruitment of teachers from migrant families. Programmes to integrate children and young people with migrant backgrounds into German schools are variously organised in each Land:

- preparatory classes for children and young people with migrant backgrounds without a knowledge of German, partly with acquisition of the German Language Diploma of the KMK - First Level (DSD I) and First Level for Vocational Schools (DSD I PRO) (Vorbereitungskurse, Vorkurse Deutsch or Deutschförderkurse)
- special classes which combine instruction in the core subjects with intensive study of the German language (Sprachlernklassen, Deutschförderklassen or Übergangsklassen)
- 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

In addition, adapted potential analysis methods are used to estimate the children's talent and to support them according to their abilities.

To preserve their cultural identity and to promote bilingual competences, in many 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.

Measures shall also be offered at vocational schools to promote the language skills of young people with migrant backgrounds. This is supplemented by vocational orientation measures with analyses of potential and practical investigations of professional fields. Additional funds are to be made available for vocational schools with a high proportion of young people with a migration background, e.g. to increase the

proportion of teachers with a migration background or to support teachers with socio-educational experts from child and youth welfare.

The significant rise in the number of refugees of compulsory school age poses a big problem for the Federation and Länder, a problem that can only be overcome by using a considerable number of resources. This relates to additional funds to create spatial capacities and the employment of teachers, social workers and integration helpers. The integration of young refugees in schools also calls for special support measures, socio-educational and psychological care as well as a complex cooperation between all persons and institutions involved in caring for and supporting refugees. Furthermore, the Länder are greatly expanding their schemes for teacher training as well as continued education and training for teachers in the field of inter-cultural education and German as a second language or German as a foreign language. The Federation and the Länder hold regular talks to coordinate the responsibilities, the organisation and the financing of these schemes.

In October 2016, the Standing Conference passed a “Declaration on the integration of young refugees through education” (*‘Erklärung der Kultusministerkonferenz zur Integration von jungen Geflüchteten durch Bildung’*). The goals and challenges named by the Standing Conference in its declaration include learning the language quickly and teaching basic democratic values as well as the commencement and successful completion of vocational education and training or a course of studies.

Measures of support for transition from school to vocational education and training

In recent years the number of young people who have been unable to find a training place after attending a general education school has decreased. According to the joint report by the Federation and Länder Education in Germany 2020 (*Bildung in Deutschland 2020*), in 2019 26.3 per cent of all new entrants to the vocational education and training system first completed pre-vocational measures in the transition system (*Übergangsbereich*). A common factor of the many different courses on offer in the transition system is that they do not provide a vocational qualification, but endeavour to improve the trainability of individuals and sometimes enable participants to obtain a general education qualification. In individual cases, part of pre-vocational training programmes and access qualification may be able to be credited to the subsequent vocational training. The main transition system general education course providers are *Berufsfachschulen* which do not award a vocational qualification, *Berufsschulen* offering courses for pupils with no training contract, the *Berufsvorbereitungsjahr* at school (a year of pre-vocational training) and the *Berufsgrundbildungsjahr* at school (i.e. basic vocational training year). At the end of compulsory full-time schooling, the Employment Agency offers pre-vocational schemes of the Federal Employment Agency (*Bundesagentur für Arbeit – BA*) and, like the Jobcenter, supports the vocational access qualification (EQ), a long-term work placement scheme lasting six to twelve months in preparation for the actual training. Successful attendance of *Berufsfachschulen* which do not award full vocational qualification can under certain conditions be counted towards the period of formal training required for a recognised occupation and lead to the award of a general education qualification. The *Berufsvorbereitungsjahr* at school and the *Berufsgrundbildungsjahr* at school enable young people as a rule to obtain a *Hauptschulabschluss*. The *Berufsgrundbildungsjahr* at school can, moreover, also be counted towards the period of formal training required for a recognised occupation.

In October 2013 the Standing Conference adopted a “Recommendation on optimising and standardising school provision in the transition system” (*Empfehlung zur Optimierung und Vereinheitlichung der schulischen Angebote im Übergangssystem*). The transition from school to working life is to be guided inter alia by the following principles:

- gearing the curricula of education programmes in the transition system to the targets and contents of recognised training occupations, and integrating practical on-the-job training phases
- creating a flexible set of instruments that leads to a qualification in a recognised occupation requiring formal training, through differentiated transition offers
- offering all young people who are ready and willing to train an apprenticeship in a recognised occupation requiring formal training, preferably in the system of dual vocational education and training
- efficient, targeted and standardised use of resources with close coordination between the Federation, the Länder and the Federal Employment Agency (Bundesagentur für Arbeit – BA) to develop a sustainable support system
- strategic and operative management of the transition system at Land level between all stakeholders under reliable framework conditions
- coordinating measures and educational offers between all stakeholders and monitoring in a regional transition management.

A mandatory Vocational Orientation (*Berufliche Orientierung*) at all general education schools should open the opportunity for young people to develop their potential and make an informed career choice (more detailed information on Vocational Orientation and on the “Recommendation on Vocational Orientation at schools” of the Standing Conference is available in Chapter 12.5.). Consistently orienting the transition system to the above principles should, moreover, facilitate individual, tailored support for young people with difficulties getting off the ground. In the long term the transition system should, therefore, become such an efficient instrument that it only has to be available for young people with particular support needs.

To achieve these goals, the Federation, the Federal Employment Agency and the Länder have extended the initiative Qualification and Connection – Education Chains through to the Completion of Training” (*Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss*). In June 2014, a process was initiated to create an efficient system for the transition from school to training and vocational training or the choice of studies in specific agreements with the Länder. The partners’ support offers are geared to each other on the basis of concepts of the individual Länder. A potential assessment, usually in grade 7 of general education schools, is followed by a practical, multi-stage Vocational Orientation with extracurricular partners. Pupils with corresponding special needs receive individual support through to the training phase. This is complemented by the various measures of the Federal Employment Agency, which are closely interlinked with the vocational training structures of the Länder.

Young people with social disadvantages, learning difficulties or handicaps and young people with migrant backgrounds with an inadequate command of German need special assistance in order to begin and successfully complete a course of training. Various possibilities exist to achieve this. Disadvantaged young people can, for instance,

attend a *Berufsvorbereitungsjahr* at school (a year of pre-vocational training) aimed at preparing them for the requirements of in-company vocational training. In this context, the Standing Conference of the Ministers of Education and Cultural Affairs has passed recommendations on measures in vocational schools for young people requiring particular support in the acquisition of professional qualifications owing to learning difficulties. Or the disadvantaged young people can be supported by the Employment Agency or the Jobcenter. These programmes are designed to provide preparation for vocational education and training to young people who have been unable to secure a training place, to provide parallel training assistance to young people who are currently undergoing in-company training or to provide disadvantaged young people with non-company vocational training.

Companies can convey training-relevant basic knowledge as well as initial vocational in-company experience to disadvantaged or less competitive young people by means of individual preparatory training courses and hence introduce them to in-company vocational training.

12.5. Guidance and Counselling in Early Childhood and School Education

Academic guidance

Counselling pupils on the choice of school career is, first of all, the responsibility of the schools themselves, e.g. when pupils move from primary to secondary schools (see chapter 6.2.), and when pupils choose their further school or training career following lower secondary education. The same also applies to opting for courses in the *Gesamtschule* and the *gymnasiale Oberstufe*, i.e. the upper level of the *Gymnasium*. Such advice may be obtained from the pupil's teachers.

At the lower secondary level school career advice includes consultation not only on a possible switch to another school type and on which educational path to pursue, but also counselling pupils on the vocational qualifications offered by the education system (for information on counselling teachers, see chapter 10.3.). The school guidance services also collaborate with local employment agencies to provide the pupils with vocational guidance.

School leavers with a higher education entrance qualification usually do not immediately seek employment. Those who do not take up studies at a higher education institution, may acquire vocational qualifications at various institutions of secondary or tertiary education (e.g. in the dual system, at *Berufsfachschulen* and *Berufsakademien*).

For school career advice at vocational schools, the information given on school career advice at general education schools essentially applies. At most vocational schools, preparation for working life (*Arbeitslehre*, *Wirtschaft-Arbeit-Technik* or *Arbeit-Wirtschaft-Technik*) is a subject in its own right.

Pursuant to the Vocational Training Act (Art. 76 Section 1 – *Berufsbildungsgesetz* – R81), the competent body shall provide support in the form of advice to the persons involved in vocational education and training preparation or initial vocational education and training. To this end, the competent body shall appoint training advisers.

Psychological counselling

School psychological services are either part of the school supervisory authorities at lower or middle level school administration, or they are separate institutions. In

Bayern school psychologists are always teachers in a certain kind of school and are therefore usually employed directly in a school and are responsible for the school psychological service in their school, and possibly other schools too, as members of the school's own staff. They offer individual assistance using psychological diagnosis and counselling methods. They do so in collaboration with the pupil concerned and his/her parents and teachers. However, comprehensive counselling may generally only be given with the consent of the parents and the pupil affected. Special data protection regulations apply to the way in which personal data (test results, counselling records etc.) is handled.

The reasons for seeking the help of the psychological service may be of various kinds, from learning difficulties and psycho-social problems to conflicts at school, uncertainty about the choice of the school career, etc. To provide effective assistance that tackles the problems at their root, school psychological services collaborate with other counselling services such as the school health service of the local public health office, the careers advice service or the service for vocational psychology at the employment agency, the counselling units of the public youth and welfare authorities, paediatricians, neurologists and psychiatrists.

School psychological services, however, do not only deal with individual cases. They advise teachers and schools on key issues with a psychological component like the assessment of performance, individual promotion and on conflicts. They may be involved in school pilot projects and help with in-service teacher training, particularly courses for counselling teachers (see also chapter 10.3.). School psychologists also offer supervision for teachers and are responsible for help and assistance in school crises and emergencies.

Career guidance

As early as 1969, in its "Recommendation on the *Hauptschule*" (*Empfehlung zur Hauptschule*'), the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) stressed the need to prepare pupils for the adult world, especially working life. This approach is continued 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*) of September 1993 in the version of September 2014, in which the introduction to the world of work and occupation is laid down as an obligatory component of all educational programmes. Teaching takes place either in a separate subject (*Arbeitslehre*) or as part of the material covered in other subjects. Company internships are intended to provide exemplary insights into the world of work and contribute to the orientation of the student in his or her choice of occupation. According to the "Agreement on the structure of the *gymnasiale Oberstufe* in the upper secondary level" (*Vereinbarung über die Gestaltung der gymnasialen Oberstufe in der Sekundarstufe II*) of July 1972 in the version of February 2018, teaching in the upper secondary school also includes appropriate information about occupational fields as well as structures and requirements of the world of work and occupation.

In the framework agreement between the Standing Conference and the Federal Employment Agency (*Bundesagentur für Arbeit – BA*) from 2004 as amended in June 2017, the cooperation partners argue in favour of enabling all young people to make a successful transition from general and vocational schooling to vocational training

or studies and then to qualified employment. To this end, the effectiveness of cooperation between schools and vocational guidance is to be increased through the application of joint action strategies and offers systematically built on one another. By increasing the use of modern means of communication, among other things, each individual pupil should be able to make use of continuous counselling and guidance in order to be able to make a viable decision about further education independently and in a reflective manner. Further information on career guidance by the employment agencies can be found below.

According to the “Recommendation on Vocational Orientation in schools” (*Empfehlung zur Beruflichen Orientierung an Schulen*) adopted by the Standing Conference in December 2017, the educational mission of schools is essentially to prepare pupils adequately for life in society and to enable them to participate actively and responsibly in cultural, social, political, professional and economic life. This includes preparing the pupils for the world of work and occupation. An early, practice-oriented, individual Vocational Orientation (*Berufliche Orientierung*) is of central importance for a successful transition into education, study and occupation for all pupils. The Länder understand Vocational Orientation to mean a process that begins at school and continues until it leads to training, studies and employment. The framework requirements of the Länder for Vocational Orientation are anchored in systematic and coherent school concepts.

In accordance with the principles of the “Recommendation for Vocational Orientation at Schools”, Vocational Orientation takes place within the framework of individual support over several years as an examination of the pupils' inclinations and wishes, perspectives and possibilities. On the basis of interests, competences and potentials, the pupils should be empowered in a long-term process to decide sensibly, independently, free of gender stereotypes and actively upon their further education and career path, above all for a profession and thus for an education or a study or an occupational field. The involvement of all local school and extracurricular actors is seen as indispensable. The promotion of the pupils is oriented towards their interests, competences and potentials. It is associated with continuous monitoring and counselling. Pupils should be enabled to organise the transition process from school to vocational training or higher education on their own responsibility and successfully.

Vocational Orientation based on these principles of the Recommendation should be anchored in all secondary schools and further developed where necessary. As part of Vocational Orientation, pupils receive information about different occupations and practice-oriented insights, partly in their own subject and partly across disciplines. In particular, the internships, some of which last several weeks, in companies, business enterprises, administrative authorities or social institutions enable them to develop a picture of the world of work close to practice. This contributes to the fact that the young people can make their career choice on the basis of a realistic assessment. The concrete implementation of Vocational Orientation measures is the responsibility of the schools and of vocational counselling by the local employment agencies.

The Federal Employment Agency is closely involved in the implementation of the school and Land concepts for Vocational Orientation.

The coordination of regional advisory and accompanying structures between schools, the Employment Agency, Jobcenter, youth welfare institutions and other advisory services will be further intensified.

The Employment Agencies also offer Careers Information Centres (*Berufsinformationszentren* – BIZ), facilities where anyone facing vocational or career decisions can find out more for themselves about education, training, the labour and training markets for free. These provide access to descriptions of the professional activities and requirements, opportunities for further qualification as well as developments on the labour and training market for every profession.

The Employment Agency is also responsible for career advice for young people in accordance with Book Three of the Social Code (*Drittes Buch Sozialgesetzbuch – Arbeitsförderung* – R164). Their career advice service is an important partner for schools and counselling teachers. It advises pupils from all kinds of schools, trainees, students and graduates as well as anyone looking for vocational training for the first time or who wants to strike out in a new direction professionally.

Counselling in schools takes the form of regular consultation hours in the school and in the Employment Agency as individual counselling. In some cases, Vocational Orientation measures are also held on site during regular lessons in agreement with those concerned. Furthermore, the career advice service can also take part in parents' evenings and occupational events at the school locations with its counselling and training placement measures. Employment Agency offers usually begin three years before the school-leaving qualification in the lower and upper secondary levels, in the lower secondary level too in schools with an *Oberstufe*.

Vocational Orientation offers for pupils exist in all Länder; in all Länder Vocational Orientation has now become a fixed part of the curricula and guidelines or regulations. In all Länder there are also supraregional or Land-wide offers for advanced Vocational Orientation agreed between the relevant ministries and the regional directorates of the Federal Employment Agency and financed in part by the European Social Fund (ESF). The advanced Vocational Orientation at general education schools incorporates inter alia information on professional fields, exploration of interests, establishment of aptitudes and skills, teaching of decision-making strategies, practical professional experience in companies, and improved reflection on aptitudes, interests and abilities.

Systematic skills profiling procedures (e.g. competence analysis, career choice passport (*Berufswahlpass*), skills passport, competence portfolio, *Profilpass*, etc.) are used in all Länder on an occasional basis or across-the-board for the individual support of pupils. These offers are systematised and further developed with respect to further Vocational Orientation measures within the scope of the initiative "Qualification and Connection – Education Chains through to the Completion of Training" (*Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss*). In this, the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF) together with the Federal Ministry of Labour and Social Affairs (*Bundesministerium für Arbeit und Soziales* – BMAS) and the Federal Employment Agency are concluding bilateral agreements also with the Länder to make the transition from school to training and work or a choice of studies more efficient. More detailed information can be found in Chapter 12.4.

An important contribution is being made by the Vocational Orientation measures in inter-company and similar vocational education and training centres, which have been supported by the BMBF since 2008. The programme is partly supported by the Länder through supplemental financing. Following a pilot phase, the vocational

guidance programme of the BMBF became permanent in June 2010. The support is aimed at all pupils in grades 7 and 8 of general education schools. It promotes an analysis of potential, which takes place as a rule at the end of grade 7, and workshop days in grade 8. During the analysis of potential pupils initially establish their preferences and strengths. During the workshop days they then have the opportunity of learning about at least three vocational fields over a period of two weeks. The funds are being allocated to the Länder on a regional basis in line with the respective proportion of pupils leaving school without qualifications. Within the scope of the Education Chains Agreements (*Bildungsketten-Vereinbarungen*), the federal programs can be adapted to the specific Länder, whereby the programme's basic approach is retained. The Länder supplement the offer and expand Vocational Orientation in an ongoing process.

12.6. Support Measures for Learners in Higher Education

Definition of the Target Group(s)

Germany has, within the framework of the Bologna Process, committed to the social requirement that students entering higher education, participating in higher education and completing a degree should, at all levels, reflect the composition of the population at large. Given the growing need for highly qualified higher education graduates, and their better-than-average labour market and career opportunities, there is therefore a need to overcome social barriers and facilitate equal participation for previously underrepresented groups.

Hitherto underrepresented groups in the German higher education system include women (in certain groups of subjects and amongst scientific staff), students with children, students with disabilities and chronic illnesses, children from low-income or educationally disadvantaged origin groups, and students with a migrant background.

Specific Support Measures

With a view to ensuring the equal participation of the sexes, the distribution in various subject groups and its consequences for social development (school sector, MINT subjects) has to be followed up on. At many higher education institutions, gender commissioners or offices support the promotion of gender equality.

For students with children higher education institutions offer places in child care, either through their own child-care services or with the support of other providers. More than half of the places available are for children under the age of three. Many student support organisations (*Studentenwerke*) supplement the classic care offers with care provision outside standard operating times, at the weekend and in holiday periods, and flexible short-term care arrangements. For questions relating to the compatibility and funding of study and family life, student support organisations have set up advisory and information services (e.g. family offices). Other support measures include the provision of special housing for students with children, playrooms, baby-changing rooms and nursing rooms, and children's equipment and eating areas in student cafeterias. When setting up family-friendly study conditions the higher education institutions cooperate with local authorities and other higher education institutions, inter alia within in the framework of the *audit familiengerechte hochschule* ("family-friendly university" audit).

Under the Framework Act for Higher Education (*Hochschulrahmengesetz* – R123) and the Länder legislation on higher education (R128–R143), the higher education institutions are responsible for ensuring that students with disabilities are not disadvantaged and can take up courses without assistance where possible. The examination regulations must take account of the particular requirements of students with disabilities in order to ensure equal opportunities. Advocates representing the needs of students with disabilities, and lobbies for students with disabilities have an important function as an intermediary between the students and the higher education institution's governing boards. Most student support organisations (*Studentenwerke*) also offer advice for students with a disability or chronic illness. In April 2009 the German Rectors' Conference (*Hochschulrektorenkonferenz* – HRK) adopted a recommendation on study with a disability or chronic illness.

Information on support measures for students from low-income families may be found in chapter 3.3. on the financing of the tertiary sector.

Special promotion opportunities for foreign students in training programmes and programmes for gifted students have been expanded in recent years. For example, foreign students who only live in Germany with a temporary residence permit for humanitarian reasons or with mere acquiescence have been granted access to training assistance after 15 months (instead of four years as before) by amending the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz* – BAföG – R84). Private foundations are also increasingly becoming involved in supporting young people with a migrant background.

The promotion of underrepresented social groups in the education system is achieved through a number of measures which aim to overcome social obstacles and enable equal participation. At the level of the system as a whole these include, inter alia, efforts to ensure success at school for all social groups, or the implementation of the National Integration Plan (*Nationaler Integrationsplan*) adopted in 2007, which contains measures to promote young people with a migrant background at all stages of education and training and was substantiated in January 2012 through the National Action Plan for Integration (*Nationaler Aktionsplan Integration*). The stipulations made in the context of the Federal Government's National Action Plan to implement the UN Convention on the Rights of Persons with Disabilities (*Nationaler Aktionsplan der Bundesregierung zur Umsetzung des Übereinkommens der Vereinten Nationen über die Rechte von Menschen mit Behinderung*) are also to be viewed in this connection.

In the higher education sector, measures to promote underrepresented social groups include the following:

- The *Professorinnenprogramm* (women professors programme) of the Federation and Länder contributes to an increase in the number of female professors at institutions of higher education; the central goal of the programme is also to strengthen the equal opportunities structures at institutions of higher education through specific measures;
- within the framework of the National Pact for Women in MINT (mathematics, IT, natural sciences and technology) professions (*Nationaler Pakt für Frauen in MINT-Berufen*), the share of new female entrants and female graduates in natural science and technical professions is to be increased;
- the Network "Pathways to Study" (*Netzwerk "Wege ins Studium"*) is carrying out an information campaign to increase the propensity to study;

- the needs of students in special circumstances are to be considered in terms of admission to study, workload and examinations including, inter alia, as part of the accreditation of study courses and the system accreditation of entire higher education institutions;
- at the recommendation of the Standing Conference the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) has since 1982 been promoting the information and advisory service for study and disability (*Studium und Behinderung*) at the German Student Services Association (*Deutsches Studentenwerk*); the information and advisory service has served for a number of years as the competence centre for students with health concerns, and is regarded by all stakeholders in German higher education as the competent German authority with specialist expertise (www.studentenwerke.de/behinderung);
- the financing of the additional costs which arise for students with disabilities or chronic diseases in connection with study and living costs (“disability-related additional study needs”), is to be ensured by adapting the social security regulations to modern educational pathways;
- higher education institutions are to be made aware of the specific needs of students in special circumstances;
- study organisation should be made more flexible and part-time study programmes expanded.

12.7. Guidance and Counselling in Higher Education

Academic guidance

The Framework Act for Higher Education (*Hochschulrahmengesetz – R123*) and the Higher Education Acts of the Länder (R128–R143) stipulate that institutions of higher education are responsible for providing subject-related advice accompanying a student's studies throughout the entire duration of their course.

The responsibilities of counselling in the higher education sector include the provision of information and advice for students and those applying for higher education on the content, structure and requirements of a course of study; it assists students during their complete course of study, and in particular on completion of their first year, by providing subject-related advice. Counselling tasks are divided among lecturers, who provide specialist guidance, and the student counselling office, which provides general guidance. The student counselling offices are also responsible for helping students cope with personal difficulties and for dealing with questions relating to their studies. In addition to lecturers and the student counselling offices, student bodies in each department also offer support and assistance relating to the individual subjects. In many cases special introductory seminars are held at institutions of higher education for future applicants. In providing counselling, higher education institutions are intended to cooperate in particular with the employment agencies responsible for careers advice and the offices responsible for the *Staatsprüfungen* (state examinations).

Some institutions and departments provide tutorials and refresher courses to students during their first semesters. These courses are conducted by undergraduate and research assistants and have the following functions:

- to furnish information about facilities, academic/scientific working methods, the structure of the course of study and examination requirements
- to help in overcoming difficulties understanding and learning the material and encourage self-study in study groups
- to provide long-term individual support and further social relations between students

The quality of the counselling and care programmes for all students, in particular for students in special circumstances and foreign students, is to be extended and assured. For foreign students, central administrative bodies such as international offices or international centres are as a rule the first points of contact at higher education institutions. Networking their central procedural knowledge with non-centralised advisory offices affiliated with the different university departments is important and essential to successful academic counselling. The establishment of posts for independent ombudsmen, which are filled voluntarily, by lecturers for instance, should be promoted. These may also be service centres with an arbitration role.

Student support organisations (*Studentenwerke*) also play an important role in academic counselling. The institutions of higher education and student welfare organisations have set up a variety of independent offers especially for foreign students. The central point of contact at the German National Association for Student Affairs (*Deutsches Studentenwerk*) is the *Servicestelle Interkulturelle Kompetenz* (service office for intercultural competence); this is supported by the Federal Ministry of Education and Research (*Bildungsministerium für Bildung und Forschung – BMBF*). Offers include special student counsellors, clubrooms, grants and service centres. Cooperation between academic counselling offices at the higher education institution and student support organisations should be promoted, for instance to enable problems encountered by foreign students to be resolved quickly, including with regard to their residence status. The Federal Foreign Office (*Auswärtiges Amt*) has for many years been financing various funding programmes of the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst – DAAD*) providing general counselling and care services for foreign students at German higher education institutions. In addition, through various DAAD programmes, BMBF funding and funding from Nordrhein-Westfalen has been used in recent years to develop and disseminate diverse pilot projects on the internationalisation of German institutions of higher education (e.g. PROFIS, NRWege Leuchttürme) and the integration of foreign students or refugee prospective students (e.g. PROFIN, NRWege ins Studium).

Special counselling offers also exist for refugees who want to study. In recent years, structures have been developed at the institutions of higher education, as in the case of '*NRWege ins Studium*' with financial support from the Land Nordrhein-Westfalen, to provide customised counselling for refugees and students with a refugee background who want to study, in order to cover the specific needs of these target groups. For example, the DAAD, with the support of the BMBF, provides information for refugees in a special portal (<https://www.study-in-germany.de/fluechtlinge/>). What's more, the handout "access to institutions of higher education and courses of study for refugees" (*Hochschulzugang und Studium von Flüchtlingen*) provides answers to key questions related to the integration of refugees into institutions of higher education. It helps employees in institutions of higher education and student support organisations and has been drawn up by the Federal Office for Migration and Refugees

(*Bundesamt für Migration und Flüchtlinge – BAMF*), the Standing Conference of the Ministers of Education and Culture of the Länder in the Federal Republic of Germany (*Kultusministerkonferenz – KMK*), the DAAD, the German National Association for Student Affairs and the German Rector's Conference (*Hochschulrektorenkonferenz – HRK*) in conjunction with the Expert Council of German Foundations on Integration and Migration and can be called up on the websites of the institutions involved.

Besides, student counselling for students with impairments has been improved. The Studying with Disability Information and Advice Centre (*Informations- und Beratungsstelle Studium und Behinderung – IBS*) at the German National Association for Student Affairs is the nationwide competence centre on the topic of “studying with a disability”. The aim of the IBS was, and still is, to realise an inclusive institution of higher education. Within the meaning of Art. 24 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD), it advocates that people with disabilities should have non-discriminatory access to higher education and be able to study with equal opportunities. It is funded by the BMBF. On site counselling is also guaranteed in the institutions of higher education through the commissioners for the disabled and other advisory services.

The Counselling and Advisory Services and Studying with Children Unit (*Servicestelle Familienfreundliches Studium*) at the German National Association for Student Affairs supports the development and sustainable continuation of supporting offers for students with family commitments. It is supported by the BMBF. In addition, there are 47 student services organisations that offer social counselling for students, in some cases in advice centres, that have specialised in the interests of students with children. A number of institutions of higher education have also set up advice centres for students with children.

Psychological counselling

Students who have personal problems or learning difficulties can also consult student counselling offices and psycho-social counselling services of the student support organisations (*Studentenwerke*).

Career Guidance

Since the start of the Bologna Process increasing numbers of higher education institutions have set up so-called career centres or career services to support students in their professional orientation.

Career centres or career services inform and advise students in the transitional phase from study into their professional or academic career path. The specific offers can be varied and range from job application training to individual coaching. Mentoring programmes which bring together students and graduates who are already established in their career have proven particularly successful.

Career services can also help improve the practical relevance of the study programmes, by strengthening exchange between teaching and the working world. Specifically, this can take place through the processing of contemporary practical examples in lectures, and through in-company projects and final papers, employing skilled teaching staff from the professional sphere, or through practical training stages accompanied by teachers.

A third strand of the work of the career centres is to facilitate contact management between higher education institutions and employers, and to place trainees and graduates. Examples include traineeship and job boards, “career books” with portraits of graduates, and career fairs. Even in career planning for young scientists, career centres can help ensure reliability and point to opportunities outside academia.

12.8. Support Measures for Learners in Adult Education and Training

Definition of the Target Group(s)

The target group of the Decade for Literacy and Basic Education (*Dekade für Alphabetisierung und Grundbildung*) is functional illiterates.

Specific Support Measures

In November 2016, the Federation and Länder proclaimed the National Decade of Literacy and Basic Education 2016–2026 (*Nationale Dekade für Alphabetisierung und Grundbildung*), which takes up the findings and results of the National Strategy for Literacy and Basic Education of Adults 2012–2016 (*Nationale Strategie für Alphabetisierung und Grundbildung Erwachsener*) that was launched in 2012. As a broad social alliance the strategy includes, among others, the local authorities (*Kommunen*), trade unions, churches, the Federal Employment Agency (*Bundesagentur für Arbeit – BA*) and *Volkshochschule* associations. The goal of the National Decade is to raise the reading and writing skills as well as the level of basic education amongst adults in Germany.

More detailed information is available in chapter 8.5.

The *Volkshochschulen* (local adult education centres) make a significant contribution to improving the situation of people who cannot read or write.

12.9. Guidance and Counselling in a Lifelong Learning Approach

Academic Guidance

Within the framework of lifelong learning, educational guidance has become increasingly important in recent years. It is perceived as a prerequisite for the assurance of the individual right to education and creating more permeability and equal opportunities in the education system. Despite increased efforts, given the numerous institutions and competences and the different legal rules, educational guidance is still very heterogeneous. Since 2017, the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) has been offering a nationwide helpline service on CET counselling.

Psychological Counselling

No information is available on psychological counselling for participants in continuing education.

13. MOBILITY AND INTERNATIONALISATION

13.1. Introduction

Basic legislation

In the Federal Republic of Germany, governmental functions and responsibilities are divided between the Federation and the Länder. This is due to the federal principle which is laid down in the Basic Law (*Grundgesetz*, Art. 20, paragraph 1 – R1). For the educational sector, there is no explicit and comprehensive attribution of competence to the Federation. Therefore, according to Article 70 of the Basic Law educational and cultural legislation is primarily the responsibility of the Länder (see also chapter 1.3.). The Federation, on the other hand, is responsible for foreign affairs and thus for cultivating international relations in the field of education at the level of the state (Art. 73, paragraph 1 and Art. 32, paragraphs 1 and 2 of the Basic Law). The responsibility of the Federation for foreign affairs, and the cultural sovereignty of the Länder have in the day-to-day routine established the necessity of a close cooperation based on partnership and mutual trust between the Federation and the Länder.

The rights of participation of the Länder in EU affairs are laid down in Article 23 of the Basic Law and in the Law on Cooperation between the Federation and the Länder in issues of the European Union of March 1993 (EUZBLG – R10). Accordingly, the Federal Government has to take into account the statements of the *Bundesrat* on European Union issues when the legislative powers or administrative procedures of the Länder are affected by the proposals of the European Union (see also chapter 1.3.). When legislative powers exclusive to the Länder in school education, culture or broadcasting are primarily affected, the federalism reform of 2006 (Federalism reform I) requires that the exercise of the rights belonging to the Federal Republic of Germany as a member state of the European Union is delegated to a representative of the Länder designated by the *Bundesrat*.

Cooperation through the Standing Conference

The extensive participation of the Länder in issues of foreign cultural policy, international cultural relations as well as European cooperation occurs through the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*). The coordinating committee for this area is the Committee for European and International Affairs (*Kommission für europäische und internationale Angelegenheiten*). The Committee deals with EU cooperation regarding issues of education, culture and research as well as with the educational and cultural activities of the Council of Europe. The committee develops common positions for all Länder which may be taken into account at an early stage in consultations by the Federation, other Länder conferences and the academic organisations. Furthermore, the Committee deals with basic questions of foreign cultural policy and coordinates the views of the Länder in order to achieve a joint statement. The members of the Committee discuss questions of bilateral foreign cultural policy, in which the Länder participate within the framework of cultural agreements as well as through other activities in the sphere of cultural exchange. In the multilateral sector, the Committee primarily deals with the participation of the Länder regarding issues of educational and cultural policy in the committees and specialist conferences of the UNESCO and the OECD. Within the framework of joint discussions, regular dialogue takes place with the Federation,

particularly the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF) and the Federal Foreign Office (*Auswärtiges Amt*).

According to a “Position paper of the Standing Conference on policies in the fields of education, science and culture with regard to projects of the European Union” (*Positionspapier der Kultusministerkonferenz zur Bildungs-, Wissenschafts- und Kulturpolitik im Hinblick auf Vorhaben der Europäischen Union*) of December 2007, the formation of opinion within the Standing Conference is geared to the following framework conditions:

- Quality assurance and quality development in the areas of school and higher education
- Furthering and securing mobility in teaching and learning
- Maintenance and promotion of cultural diversity in Germany
- Representation of Länder interests in national and international context

In its agreement, the Standing Conference expresses support for European cooperation in education, science and culture affairs in a Europe that safeguards its cultural wealth and the diversity of educational systems in line with the respective traditions of the Member States. Furthermore, it emphasises the significance of policies in the fields of education, science and culture as core elements of the sovereignty of the Länder, as well as the autonomy of cooperation in this area which cannot be subordinated to economic, social or employment policies.

Guidelines of foreign cultural and educational policy

The Federal Government regards foreign cultural and educational policy as the “third pillar” of German foreign policy alongside political and economic relationships. The Federal Foreign Office (*Auswärtiges Amt*) names the following objectives and tasks for foreign cultural and educational policy:

- Enabling access to culture and education across social, geographic and political boundaries.
- Protecting cultural assets through cultural preservation and reconstruction programmes and support for UNESCO
- Strengthening the European idea
- Supporting the 2030 Agenda
- Promoting co-production of knowledge and culture
- Promoting civil society cooperation
- Promotion of educational biographies with reference to Germany

13.2. Mobility in Early Childhood and School Education

Pupil and student mobility

Erasmus+ is the European Union programme for education, training, youth and sport (2014 to 2020) with a budget of just less than Euro 14.8 billion. The programme is designed – in support of the aims of the Europe 2020 strategy – to improve competences and employability, and advance the modernisation of the education, training and youth work systems. In the programming period over 4 million people in Europe – particularly pupils, students, trainees, teachers and young volunteers – should receive grants and subsidies for a stay abroad for learning purposes.

In the school sector Erasmus+ promotes under Key Action 1 – Mobility of individuals – the in-service training of teachers, school heads and specialist education staff at schools and at pre-school facilities. Under Key Action 2 – Cooperation for innovation and the exchange of good practices – it promotes partnerships between schools or preschool facilities and other types of partnership, including cross-sector partnerships, which are geared to school development and teacher training. Support under the project includes short encounters and longer periods abroad by pupils and teachers.

In vocational education and training, the National Agency Education for Europe (*Nationale Agentur Bildung für Europa*) at the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*) also promotes the international mobility of dual-system trainees and pupils in full-time school-based vocational education and training programmes who lead to a vocational qualification in accordance with Land legislation.

The National Agency for Erasmus+ in the school sector is the Educational Exchange Service (*Pädagogischer Austauschdienst – PAD*) of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*). On behalf of the Länder it is responsible inter alia for programme management, advising applicants, implementing information events and evaluating the results of projects. The Educational Exchange Service is, moreover, the national support service for eTwinning, a platform for networking and digital collaboration between schools in Europe and, through eTwinning Plus, with other countries outside Europe. More information on Erasmus+ school education and eTwinning is available on www.kmk-pad.org and in the social media on <https://www.facebook.com/kmkpad> and <https://twitter.com/kmkpad>.

Personal contact is essential in deepening understanding of other cultures. Therefore, exchanges have been carried out for decades, often as part of school partnerships or cross-border regional cooperation programmes, which are carried out at Länder level, as well as coordinated by the PAD with funding from the Federal Foreign Office (*Auswärtiges Amt*) and the European Union, respectively, or other sponsoring bodies (e.g. foundations, youth organisations).

In 2019, around 30,000 pupils took part in the PAD's exchange programmes. In 2020, this number is significantly lower due to the Corona pandemic; approximately 95 per cent of the planned exchange encounters had to be cancelled. In numerical terms, in 2019 the largest group consisted of the pupils who visit their partners in Germany or abroad and take part in school lessons within the framework of school partnerships. These partnerships are funded by the Federal Foreign Office and have been promoted for a number of years with the USA, countries of central, eastern and south-eastern Europe, the Baltic states and with Israel. Within the framework of the initiative of the Federal Foreign Office “Schools: Partners for the Future” (*Schulen: Partner der Zukunft* – PASCH), since 2008 it has been possible to apply for grants for exchange measures with schools throughout the world. In addition, exchange and cooperation measures for pupils in Europe have also been implemented and promoted in the framework of the EU programme Erasmus+.

The European and international dimension is also supported by the Study Trip Award Programme (*Internationales Preisträgerprogramm – IPP*) that is organised by PAD on behalf of the Federal Foreign Office to encourage the education and training of

foreign pupils in the German language (with the involvement of around 90 states) and “*Deutschland plus*” (currently 18 nations). Pupils are invited to spend four weeks in Germany in the IPP with a programme of study, language course and accommodation with a host family; they are organised in international groups. In the “*Deutschland Plus*” programme, foreign pupils in national groups spend between two and three weeks in a host family. During this stay they receive special lessons in German as a foreign language and sit in on lessons with their host brothers and sisters. A total of more than 900 pupils are invited to Germany each year within the scope of the two programmes. Both programmes have been coordinated by the PAD since 1959 and celebrated their 60th anniversary in 2019.

An agreement has been in place with France since 1986 on a medium-term individual pupil exchange incorporating a two to three-month stay in the partner country with a return visit from the exchange partner (BRIGITTE-SAUZAY Programme). In addition, the one-year exchange programme (six months in Germany, six months in France) VOLTAIRE has been in existence since the school year 2000/2001.

Additionally there are further individual exchange programmes at Länder level which are carried out together with partner schools abroad.

Periods of learning and study abroad for pupils in the upper secondary level lasting between at least six months and up to one year are supported with up to Euro 580 a month, depending on the parents’ and the pupil’s own income, since the beginning of the school year 2019/2020 through the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz – Bafög – R84*). If, however, the period of learning and study abroad takes place within the scope of a cooperation agreed with the vocational education and training that is attended, a shorter period of at least twelve weeks is also eligible for support. A supplement of Euro 250 each way may additionally be paid for outward and return travel if the place of training is in Europe, or Euro 500 each way outside Europe. Financial support through the Bafög for pupils is a grant which does not have to be paid back.

Trainees have the opportunity to spend limited periods of their vocational education and training abroad. The period abroad is treated legally as part of the vocational education and training, provided it serves the objective of the training.

Within the framework of Erasmus+ (2014–2020), the National Agency Education for Europe is supporting mobility projects for learners and staff in the field of vocational education and training. For the learners, the acquisition of international qualifications and linguistic and intercultural competences helps develop an international vocational expertise which is of growing importance to the labour market and individual career planning. The average length of training placements abroad is between two and five weeks. In Germany the number of placements abroad applied for and approved under the umbrella of the mobility projects for learners in the field of vocational education and training has increased substantially over the previous year. In 2019, just less than 26,858 grants were awarded within the framework of projects to trainees and pupils at *Berufsschulen* (part-time vocational schools).

Within the scope of the Erasmus+ key action Mobility for individuals, periods of learning and study abroad are also subsidised for pupils who have completed vocational education and training programmes no longer than one year ago. These periods of learning and study abroad should allow international professional quali-

fications and the acquisition of language and intercultural competences within the scope of continuing vocational education and training.

Since 2015, companies and vocational training institutions that have an internationalisation strategy and have completed good quality Erasmus+ mobility projects have been able to obtain accreditation under the Erasmus+ programme. They receive the Erasmus+ Vocational Training Mobility Charter and thus benefit from simplified application and implementation procedures. In 2018, 18 companies and vocational training institutions were newly accredited. A total of 119 institutions now have the Erasmus+ Vocational Training Mobility Charter at their disposal.

Periods of study and learning abroad by trainees as well as trainers in countries that do not participate in the Erasmus+ programme can also be supported via the support programme “Vocational Training Worldwide” (*AusbildungWeltweit*) of the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*). The BMBF has commissioned the National Agency at the BIBB to carry out the programme. In 2018, 232 stays abroad were approved for trainees, 71 stays abroad for trainers and 41 preparatory visits. On the website www.ausbildung-weltweit.de all necessary information on application and project implementation as well as reports on the experiences of former participants can be found.

In addition, the “Information and Consultancy Unit for Vocational Education and Training for Germans Abroad” (*Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung – IBS*) of the NA at the BIBB advises trainees, qualified persons and companies about further support options for worldwide periods of learning and study abroad in continuing vocational education and training on behalf of the BMBF. In 2018, the IBS carried out about 3,000 consultations on stays abroad in the field of vocational education and training.

The bilateral exchange programmes of the BMBF in vocational education and training are aimed at cooperative measures that go beyond the EU programmes with partner countries of particular importance to Germany. The exchange measures are generally embedded in longer term partnerships between training companies, vocational schools, chambers and other professionals in vocational training and, in addition to the promotion of mobility of trainees and those responsible for vocational training, are also aimed at the development and testing of innovative vocational education and training models. Since 1980 the Federal Ministry of Education and Research has been promoting, together with the French education ministry and ministry of labour, ProTandem, the German-French Agency for exchange in vocational education and training with the aim of intensifying cross-border collaboration in the field of vocational education and training. By establishing permanent cooperation structures and simultaneously strengthening cooperation between vocational education and training actors, vocational education and training experience is supported during vocational training. In 2018, around 3,000 German participants were promoted within the framework of the programme. Since 1980, a total of more than 100,000 people have taken part in exchange measures.

The German-Israeli Programme on Cooperation in vocational education and training is a cooperation between the Israeli Ministry of Labour and Social Affairs and the BMBF. The programme gives vocational education and training experts as well as trainees from different vocational fields the opportunity to learn professionally from each other, to experience the foreign everyday reality and thus deepen an

understanding of each other. The programme is carried out by the National Agency (NA) at the BIBB on behalf of the BMBF. In 2019, the 50th anniversary of this cooperation will be solemnly celebrated in Germany and Israel. Up-to-date information on the festivities can be found on the website www.50jahre-israel-programm.de.

In March 2015 the Standing Conference of the Ministers of Education and Cultural Affairs adopted a new “Framework agreement on the *Berufsschule*” (*Rahmenvereinbarung über die Berufsschule*). In order to be able to better react to the requirements of a globalised working world, the opportunities to spend time abroad during education and training were greatly improved.

Teacher mobility

With regard to the European and international dimension of teaching, within training, further training and in-service training of teachers special importance is attached to experience acquired abroad. A large number of teacher training students are taking up the opportunity of spending a period of study abroad, whether as part of the Erasmus+ programme, which not only enables periods of study abroad at higher education institutions, but also placements abroad at host schools or through the programme for the exchange of foreign-language assistants operated by the Educational Exchange Service of the Standing Conference, in which aspiring foreign language teachers are exchanged.

In the oldest international exchange programme in the school sector, foreign language assistants (FSA) have been promoting the acquisition and dissemination of the German language among foreign pupils since 1905. As Germany's language and cultural ambassadors, the assistants support the teachers at the host schools in German lessons as well as in other subjects and extracurricular activities. The FSA programmes are intended to awaken the joy of learning foreign languages, perfect the speaking skills of participating students from partner countries or from Germany, support them in their personal development and contribute to the professional qualifications of the participants. The PAD places German students at schools and also institutions of higher education in partner countries. In return, foreign students are placed as FSAs at schools in the German Länder. The PAD currently runs the FSA programme with 14 countries worldwide, including France, Great Britain, Italy, Spain, the USA, Canada, Australia, New Zealand, the Russian Federation and China. For the FSA placement in France, the participation requirements have been eased: In addition to students of the teaching profession, students of all other degree programmes who are interested in a paid school placement in France are also eligible for the PAD's on-line application procedure. Despite the Corona pandemic, the FSA programme was successfully implemented and continued with most of the partner countries. In the 2020/2021 programme year, more than 900 German and foreign students are taking part in the PAD's FSA programme.

Since 2019, the DAAD has been supporting the internationalisation of teacher training in Germany with its newly launched *Lehramt.International* programme (running from the end of 2018 to the end of 2022). The overarching objectives of the *Lehramt.International* programme are as follows:

- Prospective teachers are to be enabled to deal with international and cultural diversity at German schools.

- The programme contributes to the international positioning and visibility of teacher training courses.
- The programme helps to remove obstacles to the systematic internationalisation of teacher training within the higher education institution's own as well as statutory framework conditions.

The further and continuing education of teachers and other educational staff in the school sector is served by various bilateral work shadowing and exchange programmes under the auspices of the PAD, which are carried out with Belgium, France, the United Kingdom, Italy, Spain, the United States and China. Moreover, as part of the initiative "Schools: Partners for the Future" (*'Schulen: Partner der Zukunft' – PASCH*) of the Federal Foreign Office (*Auswärtiges Amt*), for example, further training measures and work shadowing programmes are implemented in Germany for foreign German teachers from central, eastern and south-eastern Europe, the Commonwealth of Independent States (CIS), Asia, Latin America and Africa. Teachers from all school types and levels can participate in these programmes. In 2019, approximately 650 teachers participated.

Furthermore, the German Länder and the federal government have been financing the continuing training programme of the Standing Conference for local teachers at German schools abroad and DSD (German Language Diploma) schools for over 50 years: around 30 local teachers come to Germany each year under this programme where they sit in on lessons and teach at German schools. They are immersed in the German school system, improve their knowledge of the national culture, even beyond the borders of Germany, and bring their language skills up to date. Many of the teachers who have enjoyed this kind of continuing training then assume more responsible tasks in their home schools.

Other further training measures for German teachers abroad or foreign teachers in Germany are available under programmes offered by the European Union (Erasmus+), and through bilateral courses such as the German-French qualification programme for teachers at schools with bilingual teaching or through the BMBF-funded programme "Europe meets school" (*'Europa macht Schule'*), in which European guest students participate in lessons in a German school class and present their home country through a special project.

Other exchange programmes for teachers also exist at Länder level.

Vocational education and training staff play a key role in the internationalisation of vocational education and training in Germany. Through the LEONARDO DA VINCI sub-programme of the European Union's Lifelong Learning Programme (2007–2013), therefore, the National Agency Education for Europe also supported training placements abroad for persons active in vocational education and training. Many vocational education and training institutions use the funding opportunities in this area in order to support the necessary staff development measures as part of their increasingly international orientation.

In addition to the target group of learners, the Erasmus+ programme also supports periods spent abroad by VET staff under the key action "Mobility". The aim is the individual further training of staff and the promotion of the internationalisation of training departments and vocational training institutions. On average, the stays last

less than a week. In 2019, 6,029 stays abroad were approved for VET specialists as part of mobility projects.

13.3. Mobility in Higher Education

Student mobility

Globalisation, the fact that Europe is growing closer together and the formation of a European Higher Education Area opens up new horizons for graduates. Good knowledge of foreign languages and personal experience of both the economic and social conditions and the culture and mentality of other countries are nowadays regarded as basic requirements for graduates in many sectors of the labour market. It is this trend that has prompted the development of EU programmes to promote cooperation in higher education and student mobility and also the national, regional and bilateral initiatives that provide incentives for study/placements abroad and fund and develop new courses of study. National initiatives include, amongst other examples, the increased promotion of study abroad and in particular of a full course of study in another EU country or in Switzerland as part of the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz – BAföG – R84*) and likewise special support programmes implemented by some Länder.

In April 2013 the Federation and the Länder adopted a joint Strategy of the Federal and Länder Ministers of Science for the Internationalisation of Institutions of Higher Education in Germany” (*Strategie der Wissenschaftsminister/innen von Bund und Ländern für die Internationalisierung der Hochschulen in Deutschland*). This develops joint objectives for areas of action relating to internationalisation. The paper is based on the main idea that internationalisation is a central element for the development of an institutional profile for German institutions of higher education. The Federation and Länder want to support this process and have agreed on joint objectives and approaches in nine fields of action:

- Strategic internationalisation
- Improving the legal framework
- Establishing a welcoming culture
- Establishing an international campus
- Increasing the international mobility of students
- Improving the international appeal of Germany as a higher education location
- Attracting excellent junior scientists from abroad
- Extending international research collaborations
- Establishing offers for transnational university education

The internationalisation goals are to be realised by the Länder and the Federation at their own responsibility within the scope of the constitutional responsibilities and respecting the autonomy of the institutions of higher education.

Through placements abroad during courses of study, prospective academics can acquire additional competences and develop personally. International experiences are moreover becoming increasingly important on the labour market and in science. The Federation and the Länder therefore seek to ensure that one in two higher education graduates has gained study-related experience abroad and at least one in three can provide evidence of a period of study abroad lasting at least three months or equivalent to 15 ECTS.

Mobility is already well developed even now. In total in the 2019/2020 winter semester 319,902 international students studied at German higher education institutions. At the same time more and more German students are studying abroad with the aim of obtaining a higher education qualification: in 2017 in total around 140,000 German students were enrolled at higher education institutions abroad. Compared to the total number of German students studying in Germany, the share of German students abroad rose from 2.1 per cent in 1991 to 5.2 per cent in 2017.

The main host countries for German students wishing to obtain their degree abroad are Austria, the Netherlands, the United Kingdom, Switzerland, the United States, China and France. These seven states accounted for three-quarters of German students abroad. The member states of the European Union accounted for more than two thirds (68.6 per cent) of German students abroad, while a further 14.1 per cent went to other European countries. A total of 82.7 per cent of German students abroad therefore remained in Europe. 8.3 per cent of German students abroad opted for the Americas, 6.8 per cent for Asia, 1.5 per cent for Australia and Oceania and 0.7 per cent for Africa.

Information on the foreign language assistant exchange programme of the Educational Exchange Service (*Pädagogischer Austauschdienst* – PAD) of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz* – KMK), in which prospective foreign language teachers are exchanged, can be found in the section on teacher mobility in Chapter 13.2.

In Germany, the task of promoting relations between higher education institutions and foreign countries through the exchange of students and academics is the responsibility of the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst* – DAAD), a self-governing organisation of German higher education institutions and their student bodies. The programmes of the DAAD to promote internationalisation at German higher education institutions aim at creating the organisational and financial framework for studies/ a placement abroad, international cooperation and the establishment of strategic partnerships between higher education institutions as well as further development of courses of study and higher education qualifications. Furthermore, the measures already carried out shall be incorporated into a strategy for internationalisation involving the entire institution of higher education.

The internationalisation of higher education institutions is regarded as a complex process which links the interests of students and academics, the higher education institutions, the aims of foreign cultural and education policy, national science policy, development cooperation, and the requirements of all international partners.

At the beginning of 2020, the DAAD adopted a new “Strategy 2025”: This focuses on three strategic fields of action:

1. “Recognising and supporting potentials worldwide”:

Providing scholarships remains the DAAD’s “core business”. In 2019 alone it was able to support around 25,000 German and international students, doctoral candidates and researchers with scholarships and individual programmes.

2. “Strengthening the strategic academic network”:

This includes international degree programmes, and the PROMOS programme (www.daad.de/promos) to enhance the mobility of German students, which finances

short stays for German students abroad. As part of the programme launched in 2010 with funding from the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF), in 2019 15,012 scholarships were awarded by 312 higher education institutions. In order to meet the specific requirements of *Hochschulen für angewandte Wissenschaften*, the BMBF has launched a specific programme for the internationalisation of *Hochschulen für angewandte Wissenschaften* via the DAAD. Initiation and preparation measures, the development of model and cooperation projects with international partners as well as individual scholarships for students, lecturers and researchers are awarded.

3. “Providing expertise for international relations”: In the future, the DAAD will apply its expertise even more to providing information and advisory services to institutions of higher education and other academic exchange stakeholders, both in Germany and abroad. With its decades of experience in programme work and its unique worldwide network of 18 regional offices and 51 Information Centres (IC) and Information Points (IP), the DAAD brings tremendous knowledge of higher education systems and national science systems around the world.

In addition to these three strategic fields of action, the DAAD Strategy 2025 also identifies eight so-called key topics: “Diversity and Equal Opportunities”, “Innovation and Transfer”, “Freedom of Science”, “Global Issues”, “International Professionals for Science and Business” and “Digital Transformation”.

Within the scope of Erasmus+ (2014–2020), DAAD also acts as a National Agency on behalf of the BMBF and is therefore responsible for the implementation of Erasmus+ in the higher education sector. As part of this mobility programme the international mobility of students (courses of study and practical placements) is supported *inter alia*. The prerequisite for funding is cross-border higher education agreements and the undertaking to guarantee the full recognition of the credits obtained abroad by the university of origin. Moreover, the participating institutions of higher education must possess a valid *Erasmus Charta for Higher Education*. Between the beginning of June 2017 and the end of May 2019 a total of 33,104 students from Germany were given funding for a period of study abroad, and 8,867 students for a work placement abroad. Conversely, around 32,700 Erasmus students from other countries spent a study-related stay at a German higher education institution during the same period. More information can be found on the Internet (<http://eu.daad.de>).

Grants for periods of study abroad are also provided under the Federal Training Assistance Act (see also chapter 3.3.). Students are able to receive assistance under the Federal Training Assistance Act for a full course of study in a member state of the European Union or in Switzerland. Furthermore, financial assistance is provided for practical training and studies of limited duration inside and outside of Europe.

Alongside these funding opportunities at national level, in some Länder there are Land-level programmes to support international student mobility.

Academic staff mobility

In foreign educational and cultural policy, special importance is attached to exchange measures in the sector of research and higher education institutions. The exchange of individuals takes place under grant programmes for lecturers and other higher education staff which are predominantly organised by the DAAD and the Alexander

von Humboldt-Foundation. Evaluation of international exchange programmes is generally performed by independent agencies or experts.

In 2018, around 49,600 foreign scientists will be employed at German institutions of higher education, including around 3,400 professors. Since 2008, the number of foreign academic staff has risen by 90 per cent, and by 15 per cent since 2015. At 36 per cent, the largest group of foreign academic staff comes from Western Europe. In second and third place among the regions of origin are Asia and the Pacific region (18%) and Central and South Eastern Europe (14%). The most important countries of origin are Italy, China, India and Austria. Of the foreign professors, 67% come from Western Europe alone. Foreign academics make up 12 per cent of the total academic staff.

The four largest extramural research organisations (AUFE), the Max Planck Society, the Fraunhofer Society, the Helmholtz Association and the Leibniz Association, also employed around 13,000 scientists with foreign nationality in 2018. Their number has almost doubled since 2010.

In 2018, around 32,700 stays of international guest researchers were also funded in Germany by domestic and foreign organisations. Visiting researchers are persons with foreign citizenship who stay in Germany for a limited period of time without being employed within the framework of financial support and who are active in teaching and research at institutions of higher education or other research institutions. There are three major funding organisations in particular that support the vast majority of stays by visiting researchers in Germany: German Research Foundation (*Deutsche Forschungsgemeinschaft* – DFG), DAAD and Alexander von Humboldt Foundation. The DFG alone funds 46 per cent of all visits, the DAAD 40 per cent and the Alexander von Humboldt Foundation 7 per cent. Together, they contribute to the funding of 93 per cent of all stays.

The Erasmus+ programme of the European Union also supports temporary stays abroad by guest lecturers. These guest lectureships within Europe can last between two and 60 days. The funding covers teaching stays by academic staff and professors at universities and research institutions as well as employees in companies.

On the one hand, German academics in other countries work permanently at institutions of higher education and research institutions. On the other hand, many German guest researchers complete a temporary research and teaching stay abroad with the support of various institutions.

According to the available data, most German academics work at higher education institutions in Switzerland, followed by universities in the UK and Austria. This ranking also applies with regard to the numbers of German professors abroad. The largest proportions of German academics among all foreign academics can be observed in Austria with 43 per cent and in Switzerland with 31 per cent.

In 2018, around 14,700 stays by German guest researchers abroad were funded by domestic and foreign organisations. Of these, 76 percent were supported by the DAAD, 6 percent by the DFG, 13 percent by other German funding organisations and 5 percent by foreign funding organisations.

In addition, a total of around 3,100 guest lecturers from Germany spent time abroad in 2018 as part of the Erasmus+ programme.

Statistics on the international mobility of scientists and researchers may be found in the publication *Wissenschaft weltweit* (www.wissenschaftweltoffen.de/index_html?lang=en).

13.4. Mobility in Adult Education

Learner Mobility

In the field of initial and continuing vocational education and training, promoting cross-border collaboration is intended to lead to the development of quality and innovations as well as to intensifying the European dimension in initial and continuing vocational education and training.

The Educational Exchange Service (*Pädagogischer Austauschdienst – PAD*) of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) is the biggest partner of the German UNESCO Commission (DUK) in organising the international voluntary service “kulturweit” that is supported by the Federal Foreign Office. The voluntary service offers young people the chance to spend six or twelve months working in the field of foreign cultural and educational policy. Since 2009, the PAD in cooperation with the Central Agency for German Schools Abroad (ZfA), has been sending young volunteers from Germany to foreign schools (DSD schools) where the German Language Diploma of the Standing Conference (*Deutsches Sprachdiplom – DSD*) is awarded as well as to German schools abroad within the scope of “kulturweit”. The majority of the schools are in central and eastern European countries; other work locations are in Latin America, Asia and Africa. Depending on their previous knowledge and skills, the volunteers, who are aged between 18 and 26, support the local schools by supervising homework, for example, offering teaching projects on various topics, by getting involved in the school theatre group, supplementing sports, arts or music lessons, organising PR or alumni work etc. Every year the PAD places about 200 volunteers.

In cooperation with the Franco-German Youth Organisation (*Deutsch-Französisches Jugendwerk – DFJW*), the French Agence du Service Civique and the majority of the Länder, the PAD has been organising a German-French voluntary service at schools since the academic year 2012/2013. This voluntary service is aimed at young people between the ages of 18 and 25 who want to work in a school in the partner country for ten months. They have the opportunity to take part in school and extracurricular activities and can participate according to their interests and skills. They can take part in everyday school life and enrich this with their culture and language. Up to 70 participants are to be placed each year.

Teacher and Trainer Mobility

Within the framework of Erasmus+ (2014–2020) the National Agency Education for Europe is supporting mobility projects for staff in the field of adult education. In 2018, 1,452 grants were awarded within the framework of these projects.

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

European, Global and Intercultural Dimension in Curriculum Development

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz – KMK*) first presented its general outlines on the

European dimension in the school system in June 1978 in its Recommendation “Europe in the classroom” (*Europa im Unterricht*), which was amended in December 1990. In May 2008, against the background of developments in Europe, the Standing Conference adopted an update to the Recommendation under the title “Educating about Europe in schools” (*Europabildung in der Schule*). Under the amended version the school has the task, by addressing key aspects and content of European history and the process of European integration, of developing skills and attitudes which contribute to a successful life in Europe. Pupils should

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

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

In order to develop the European learning theme further, the recommendation adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder proposes, among other measures, the following:

- implementing the recommendation of the Standing Conference on *Europabildung in der Schule* (educating about Europe in schools) when amending curricula and educational standards
- implementing pilot projects to promote *Europabildung in der Schule* in classroom teaching and school
- taking the European dimension of foreign language skills into account in teacher training,
- implementing further and continuing training measures for teaching staff on the theme “Europe” and on the European dimension in classroom teaching
- upholding the test criterion “European dimension in classroom teaching” when approving teaching and learning materials
- promoting and applying the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP)
- promoting bilingual teaching
- promoting project work on European themes and with European school partners

In a globalised world, intercultural competences are increasingly important as key qualifications for all children and young people. The Standing Conference therefore emphasised, in its December 2013 amended recommendation “Intercultural education at school” (*Interkulturelle Bildung und Erziehung in der Schule*), the potentials of cultural diversity, and developed cornerstones for the work at schools which are rounded out by suggestions for educational administrations and for cooperation with non-school partners. Intercultural competence here is understood to not simply mean engaging with other languages and cultures but most of all the ability to consider one’s own perceptions of other people and to put them in context, and being aware of and reflecting on the social framework conditions in which these perceptions have developed.

German pupils and teachers take up the opportunities provided by the education programmes of the EU for the acquisition of subject-specific, methodical, linguistic and intercultural competences.

FOREIGN-LANGUAGE TEACHING makes a key contribution when it comes to learning about European neighbours and Europe's common cultural legacy. It cultivates a willingness and an ability to communicate whilst imparting intercultural and linguistic and communication skills. Great importance has traditionally been attached to foreign-language teaching in Germany and in recent years teaching of foreign languages has been both intensified and diversified.

In all Länder, foreign language teaching is already firmly established in the curriculum of the primary schools as compulsory subject in grades 3 and 4 (see chapter 5.3.). This is partly in the form of cross-border regional projects to promote cooperation between schools. Foreign-language teaching, including terminology related to the professional field, is being stepped up at vocational schools. The number of pupils learning the less common foreign languages of Italian and Spanish has increased appreciably over the last years, and Danish, Dutch, Polish and Czech are taught in the relevant neighbouring regions. In December 2011 the Standing Conference adopted “Recommendations to strengthen foreign language skills” (*Empfehlungen zur Stärkung der Fremdsprachenkompetenz*). The report by the Standing Conference “Foreign languages in primary school – state of play and concepts 2013” (*Fremdsprachen*

in der Grundschule – Sachstand and Konzeptionen 2013’) provides an overview of the areas of competence and expectations as regards competences in the curricula, and the range of languages on offer, and also the organisational structures of foreign language lessons in the primary schools of the different Länder.

Bilingual educational courses were first established at the *Gymnasium* and are now increasingly available at primary schools, *Realschulen*, types of school offering several different courses of education, and in the vocational education and training sector. In all Länder bilingual education is offered both as part of bilingual branches and as bilingual subject lessons, particularly in social sciences subjects. In all Länder bilingual education involves the languages English and French. More information can be found in the Standing Conference report “Concepts for bilingual teaching” (*‘Konzepte für den bilingualen Unterricht’*) of October 2013.

The bilingual Franco-German course of education in which pupils aim to attain both the German *Allgemeine Hochschulreife* and the French *Baccalauréat* is a special variant of this bilingual concept, and is currently on offer at 74 German schools. The offers are to be expanded.

As part of the Committee on Innovation in Continuing Training (*Innovationskreis berufliche Bildung*), in 2007 the Federal Government and the social partners in 2007 set out guidelines for the sustainable organisation of vocational education and training. The opening up of the national vocational education and training and further training rules to Europe was viewed as an important instrument to this end in safeguarding internationally sustainable qualifications. Courses of education which provide additional international qualifications are therefore particularly desired by all partners involved in vocational education and training. Corresponding offers can be researched in the database of the portal for *duales Studium* (dual studies) and additional qualifications in initial vocational education – AusbildungPlus – at the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) (www.bibb.de/ausbildungplus/de/).

In March 2015 the Standing Conference adopted a new “Framework agreement on the *Berufsschule*” (*‘Rahmenvereinbarung über die Berufsschule’*). In order to be able to better react to the requirements of a globalised working world, the opportunities to spend time abroad during education and training were greatly improved. These include foreign language teaching offers that build on the skills acquired at general education schools and extend these for the specific vocation. By sitting an examination, interested trainees can obtain a certificate documenting the language level achieved in accordance with the specifications of the Common European Framework of Reference for Languages (CEFR).

Partnerships and networks

Under Key Action 2 – Cooperation to promote innovation and exchange proven methods – Erasmus+ promotes one to three-year strategic partnerships in different types of projects and with a combination of cost modules in the school sector. In Germany the campaign is organised by the Educational Exchange Service (*Pädagogischer Austauschdienst* – PAD) of the Secretariat of the Standing Conference. Not only schools and pre-school institutions can take part in “Strategic partnerships in the school sector” but also different protagonists with a thematic relationship to the school sector, for example further training institutes for teachers, institutions of higher education

or government authorities. Projects that cover several educational areas with a thematic focus on the school sector are also possible. Institutions from at least three programme countries are usually involved in a strategic partnership.

The eTwinning network as part of the EU Erasmus+ programme allows teachers in all subjects, types of school and academic years to make contact with partner schools throughout Europe and to realise internet-based teaching projects. Participation is free. eTwinning offers a protected learning environment with tools to realise media projects. Through the cooperation with partner classes in Europe, pupils can learn foreign languages authentically via eTwinning and improve their media competence. At the end of 2020 around 28,000 teachers from around 9,700 schools are currently registered from Germany. Within the scope of European contact seminars and workshops, around 160 teachers from Germany were able to participate in continued education courses in 2019. In 2020, this was only possible to a very small extent due to the Corona pandemic.

In 2008 the Federal Foreign Office (*Auswärtiges Amt*) launched the initiative “Schools: partners for the future” (*Schulen: Partner der Zukunft*). The initiative strengthens and connects a global network of around 2,000 partner schools at which German is taught to a significant degree. The aim is to promote pupils’ interest in Germany and the German language worldwide, and to win teachers, parents, head teachers and education authorities over to committing themselves to the German language and its permanent integration in the education system. The most important instrument for networking partner schools more firmly with each other and with schools in Germany is the website of the initiative (www.pasch-net.de), which serves as the central interactive platform of the PASCH network and connects 600,000 pupils worldwide. Networking opportunities that allow for the increasing number of alumni to keep in contact with each other after schooling and as an orientation aid for studying and training are offered by the platform www.pasch-alumni.de. The Federal Foreign Office coordinates the partner schools initiative and is implementing it in cooperation with the Central Agency for Schools Abroad (*Zentralstelle für das Auslandsschulwesen – ZfA*), the *Goethe-Institut*, the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst – DAAD*) and the PAD. Partner schools include around 140 German schools abroad (*Auslandsschulen*), and about 1,100 schools in the national education systems of partner countries which offer the German Language Certificate (*Deutsches Sprachdiplom – DSD*) of the Standing Conference. The German Language Diploma – Level I (DSD I) and German Language Diploma – Level I for Vocational Schools (DSD I PRO) examinations verify a command of the German language to the A2/B1 level of the Common European Framework of Reference for Languages (CEFR). DSD I and DSD I PRO – and thus language competences in German certified to B1 – are considered proof of the necessary German language skills for admission to a *Studienkolleg* in Germany.

The German Language Diploma –Level II (DSD II) examination verifies a command of the German language to the B2/C1 level of the CEFR. A DSD II serves as proof of the necessary German language skills for admission to a degree course at an institution of higher education in Germany. Furthermore, more than 600 schools overseen by the Goethe-Institute are part of the PASCH network and have introduced or wish to expand German as an academic subject (“Fit-Schools”), as well as 27 German Profile Schools. The PAD is responsible for long-term school partnerships which are intended

to make a contribution to promoting the teaching of German at foreign schools and promote interest in modern Germany and its society. Targeted placement measures and a virtual marketplace for school partnerships (www.partnerschulnetz.de) have facilitated the development of numerous partnerships with schools abroad. More than half a million pupils are taught at German schools abroad and at national schools in the partner countries that offer the German Language Diploma of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (DSD Schools), as well as at the “Fit Schools” run by the Goethe-Institut; the number of pupils is rising continuously.

In addition, DSD I examinations are carried out within the framework of binational cooperation (DSD country projects/regional cooperation in the DSD field) at participating schools on the basis of joint declarations of intent or framework agreements.

The PAD also supports schools that organise international exchange schemes by cooperating with foundations. For example, the initiative “JIA School Partnerships” (*JIA-Schulpartnerschaften*) of the Deutsche Telekom Foundation supports schools who organise MINT-based projects with schools in Eastern Europe. Together with the Central Agency for German Schools Abroad (*Zentralstelle für das Auslandsschulwesen – ZfA*) and the PAD, the *Deutsche Telekom-Stiftung* (German Telekom Foundation) helps future MINT teachers from eastern Europe sit in on classes. The Mercator School Partnership Fund Germany-China (*Schulpartnerschaftsfonds Deutschland-China*) of the Mercator Foundation supports lighthouse projects in the field of German-Chinese school exchanges. From 2020, there will be close cooperation in this area with the *Bildungsnetzwerk China* gGmbH.

Schools abroad are a central element of foreign cultural and educational policy. The guidelines for schools abroad are encounter between the society and the culture of Germany and the host country, securing and expanding on school provision for German children abroad, and promoting German teaching in foreign school systems.

Joint coordination between the Federal Government and the Länder concerning school work abroad is carried out in the Joint Committee of the Federation and the Länder on School Affairs Abroad (*Bund-Länder-Ausschuss für schulische Arbeit im Ausland – BLASchA*), which is explained in Chapter 2.7.

German schools abroad are places of encounter and intercultural dialogue. With bilingual courses and binational courses and certificates, German schools abroad contribute to the appreciation and internationalisation of German qualifications abroad.

At the end of their schooling, students usually graduate with a German or binational qualification: the German *Hauptschulabschluss*, the *Mittlere Schulabschluss*, vocational training qualifications and the *Abitur*. In addition, degrees from the home country and degrees from the International Baccalaureat Organisation (IBO) can be awarded, which under certain conditions can lead to admission to higher education in Germany.

At lower secondary level, German schools abroad generally offer all courses of education. The forms of differentiation are applied as required and are based on the objectives and specifications of the Standing Conference as described in Chapter 6.2. The qualifications and entitlements at the end of lower secondary level are acquired in examinations that have been conducted since 2008 on the basis of centrally organised written examination tasks of the Standing Conference.

Starting in 2016, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany established the worldwide uniform German International *Abitur* for Teaching and Examinations at German Schools Abroad (*Deutsches Internationales Abitur für Unterricht und Prüfungen der gymnasialen Oberstufe*). Within the German *Abitur*, up to half of the lessons can in future take place in English or in the language of the country in which the German school is located. The German International *Abitur* also makes it possible for subjects and examinations in the home country to be taken into account for the German *Abitur*. The prerequisite for this are corresponding agreements with the partner country. The acquisition of the German language at the level of a first language remains the basis for this.

By strengthening the position of bilingual and foreign-language or national-language elements in the degrees, the Standing Conference sets an example for intercultural encounters and exchanges with other educational systems and traditions. All German courses of study abroad continue to aim at permeability to courses of study in Germany and connection to higher German courses of study and degrees.

Further information on the placement of volunteers within the framework of the voluntary service “*kulturweit*” and on the exchange of volunteers with France in cooperation with the German-French Youth Organisation (*Deutsch-Französisches Jugendwerk – DFJW*) by the PAD can be found in the section on mobility in adult education.

Continuing education and training for teachers and future teachers is organised in the USA together with the Fulbright Commission.

13.6. Other Dimensions of Internationalisation in Higher Education

European, Global and Intercultural Dimension of Teaching

Higher education institutions are committed in many different ways to strengthening the international dimension and are supported in their efforts by the Federation and the Länder and by intermediary organisations, including the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst – DAAD*) and the Alexander von Humboldt Foundation (*Alexander von Humboldt-Stiftung*) as well as the German Rectors’ Conference (*Hochschulrektorenkonferenz – HRK*). Of note are the intensive efforts to expand English-language study courses, the setting up of international study courses and study courses leading to a double degree or a joint degree, the establishment of international study and training partnerships, the formation of Bachelor’s study courses with integrated periods abroad, the creation of international doctoral programmes and strategic international higher education partnerships, and the employment of foreign guest lecturers. In order to facilitate academic recognition between European partner institutions of higher education and promote the mobility of students, the European Credit Transfer System (ECTS) has been introduced in Germany. The ECTS is applied to all consecutive study courses. Within the framework of Key Action 1 – Mobility of individuals – in the higher education institution sector of the EU Erasmus+ programme, the conclusion of *Learning Agreements* is obligatory, in which a programme of study is agreed between the home institution of higher education, the foreign guest institution of higher education and students. The *Diploma Supplement* serves the better acceptance abroad of qualifications and degrees awarded by higher education institutions; this was developed from a joint initiative of the EU, the Council of Europe and UNESCO in Germany in 1999. It is generally

written in English. The higher education institutions award a *Diploma Supplement* to all graduates of Bachelor's and Master's study courses, while graduates of diploma and state examination study courses receive the *Diploma Supplement* on demand.

European and international courses of study are characterised by being based on a study concept that, from the outset, includes an international dimension and involves one or several periods of study at a foreign higher education institution as a compulsory component of the course. Some higher education cooperation schemes and exchange programmes have been developed by the higher education institutions involved to such an extent that foreign degrees are awarded as well as German degrees (double degree or joint degree). The course and examinations are conducted according to a curriculum and examination schedule which has been agreed on between the partner institutions. In the summer semester 2020, 276 first degree and 520 graduate courses of study leading to international double degrees are on offer at German higher education institutions.

A growing number of higher education institutions are offering a range of European-oriented special graduate study courses, especially in law, economics and engineering.

An overview of the international degree courses is included on the website of the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst* – DAAD). All in all, according to the Higher Education Compass of the German Rectors' Conference German higher education institutions in Germany offer just less than 2,000 international first degree and special graduate courses of study. In this way, German institutions of higher education are continuing to play their part in the process of enhancing Germany's international competitiveness in the field of higher education. The DAAD programme "Study Programmes of German Higher Education Institutions Abroad" which has been promoted since 2001, also contributes towards this. The programme provides for the development of curricula modelled on German study programmes in cooperation with local partners. Amongst other things, these offerings contribute to winning highly qualified doctoral candidates for German higher education institutions. Furthermore, the Federation and the Länder in cooperation with the academic organisations (DAAD, HRK) have established an international image campaign which since 2008 has been continued by the DAAD and the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF) under the roof of the initiative "Germany – Land of Ideas." Through the consortium GATE-Germany, the DAAD, in cooperation with the German Rectors' Conference and in consultation with scientific organisations, supports German higher education institutions in their international marketing.

To facilitate improved care and integration of foreign students, doctoral students and academics in Germany, in recent years new service centres (e.g. welcome centres) have been established, as have various general, academic and social offers, and digital channels have been used increasingly. Through the Web seminar series "Higher education markets worldwide" (*Hochschulmärkte weltweit*), the DAAD brings higher education institutions and the DAAD network into direct contact with one another. With a view to a targeted recruitment of skilled employees these offers and structures for the large number of foreign and doctoral students are to be increased and expanded. This involves in particular the stage of orientation and preparation, the

observation of the course of study, and also offers facilitating the transition from study to work.

The *Graduiertenkollegs*, or graduate colleges, of the German Research Foundation (*Deutsche Forschungsgemeinschaft* – DFG) are becoming increasingly attractive for foreign doctoral students. In 2019, the DFG supported a total of 245 graduate colleges, 41 of which were international graduate colleges. The share of foreign PhD students is much higher in the graduate colleges than in other forms of PhD training. The proportion of such students at the *Graduiertenkollegs* is considerably higher than in other forms of doctoral study programmes. There is also international demand for the International Doctoral Programmes of the DAAD, the International Max-Planck Research Schools and the Graduate Schools.

Partnerships and networks

The Erasmus+ Key Action 2 promotes the internationalisation of European institutions of higher education within the framework of strategic partnerships and knowledge alliances as well as the creation of networks and joint projects to build up capacities in neighbouring European regions and worldwide international partnerships. In Germany, the action is carried out by the National Agency for EU Higher Education Cooperation of the DAAD.

The Franco-German University (*Deutsch-Französische Hochschule* – DFH) is an association of German and French members with its own legal personality and secretariat in Saarbrücken. The aim of the DFH is to strengthen the collaboration between Germany and France in higher education and research. It supports the establishment of joint integrated study courses and awards grants to participants. In June 2020, the DFH offered 186 integrated binational and trinational study courses in different disciplines. Around 6,400 students and 300 PhD students are registered at the Franco-German University.

Apart from the DFH, which is active nationwide, networks for institutions of higher education also exist in the Länder, within the scope of which joint integrated courses of study are offered and an exchange of students and research collaborations are coordinated.

With the DAAD programme “Strategic Partnerships and Thematic Networks” (*Strategische Partnerschaften und Thematische Netzwerke*) German higher education institutions are given support in developing strategic partnerships and thematic networks with one or more selected higher education institutions abroad, so as to strengthen their international profile. The programme promotes partnerships with different focuses which are funded by Federal Ministry of Education and Research financing over a period of four years.

13.7. Other Dimensions of Internationalisation in Adult Education and Training

Global and Intercultural Dimension in Curriculum Development

At EU level, the “renewed European Agenda for Adult Learning” set out the priorities for European cooperation in adult education policy for 2012 to 2020. The Agenda is based, inter alia, on the strategic framework for European cooperation in education and training (ET 2020). The national coordination unit for the European Adult Learning Agenda is based at the National Agency Education for Europe (*Nationale Agentur*

Bildung für Europa) at the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*).

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

Partnerships and networks

The Erasmus+ Key Action 2 promotes strategic partnerships in adult education and vocational education and training. These are international projects aimed at the transfer, development and/or implementation of innovation and proven methods. The National Agency Education for Europe is responsible for strategic partnerships in adult education and vocational education and training. This is also the home of the national coordination office for the E-Platform for Adult Learning in Europe (EPALE). The multilingual online platform is offered by the European Commission and allows adult education organisations and staff the chance to establish networks across borders.

Promoting international cooperation and initiating collaboration and business relations in in-company vocational training and vocational further education is the aim of the centre International Marketing of Vocational Education (iMOVE) of the Federal Ministry for Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*), which is based within the BIBB in Bonn. iMOVE supports primarily small and medium-sized educational enterprises with the strategic planning and implementation of their commitments abroad through extensive service provision which includes publications, seminars and conferences, and trips by delegations. With its brand “Training – Made in Germany” iMOVE also carries out publicity abroad for German competence in initial and continuing vocational education and training.

13.8. Bilateral Agreements and Worldwide Cooperation

Bilateral Agreements

The traditional exchange programmes for pupils, foreign language assistants and teachers of the Educational Exchange Service (*Pädagogischer Austauschdienst – PAD*) of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) are for the most part based on bilateral agreements on cooperation in the cultural and educational sector. With regard to international contacts and the international education in schools, the PAD is partner of the Ministries of Education and Cultural Affairs and the Senate Departments of the Länder. Furthermore, with regard to the implementation of foreign cultural and educational policy, the PAD is partner of the Federal Foreign Office (*Auswärtiges Amt*). The PAD cooperates closely with bilateral youth organisations as well as competence centres and funding agencies for international youth work to support cooperation between schools from two states and also sits on numerous commissions and committees.

Within the European Union, the conviction has grown that targeted efforts are needed towards practically-oriented education and training for the transition into

employment, on the one hand to improve the employability of the individual and thus on the other hand to combat the high level of youth unemployment. Many European states consequently initiated national reforms and also began to amend laws in the field of vocational education and training. Germany has a comparatively low level of youth unemployment (6.0 percent in January 2019 according to EUROSTAT).

In order to support the international cooperation on vocational education and training, the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF), in close cooperation with the relevant departments and organisations, created the *Zentralstelle der Bundesregierung für internationale Berufsbildungskooperation* at the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung* – BIBB) in September 2013, in which the Federal Ministry of Economic Cooperation and Development (*Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung* – BMZ) and the Federal Foreign Office are involved with their own personnel. The *Zentralstelle* acts abroad as the German Office for Cooperation in Vocational Education & Training (GOVET) and is in charge of three key fields of work:

- FUNCTIONS AS THE ADMINISTRATIVE OFFICE FOR THE ROUND TABLE ON international vocational education and training cooperation, in which the departments involved in the international vocational education and training cooperation vote under the leadership of the BMBF.
- ONE-STOP-SHOP, i.e. central point of contact for inquiries from national and international protagonists in vocational education and training cooperation.
- ACCOMPANIES the international bilateral vocational education and training cooperations of the BMBF.

Cooperation and Participation in Worldwide Programmes and Organisations

Copenhagen Process in the Vocational Education and Training Sector

With the Copenhagen Declaration of November 2002, the ministers of the EU member states responsible for education together with the European social partners defined specific areas and steps for intensifying European collaboration in vocational training. Germany has played an active and key role in the Copenhagen Process from the start and is represented in all important working groups that were set up in order to implement the process. The Copenhagen Declaration identifies the promotion of transparency, recognition of qualifications and quality assurance in vocational education and training as the most important fields of action for the EU. At the European level, the following instruments are being developed or further developed as a matter of priority:

- The European Qualifications Framework (EQF): The EQF is a common European reference framework consisting of eight competence levels to which national qualifications frameworks are assigned. As a translation tool between the different national systems, it makes qualifications in Europe more transparent and comparable and promotes the cross-border mobility of learners and employees.
- The European Credit System for Vocational Education and Training (ECVET): Parallel to the ECTS credit system in higher education, the Copenhagen process is working on the development of a credit system for vocational education and training. The aim is to award credit points for training modules for the

transfer and crediting of training periods. As a European system, ECVET is to be based on voluntary participation and applied in compliance with applicable national laws and regulations with regard to evaluation, assessment, recognition and quality assurance.

- The European Network for Quality Assurance in Vocational Education and Training (EQAVET): In August 2008, the German Reference Agency for Quality Assurance in Vocational Education and Training (DEQA-VET) was founded as part of the establishment of a European network for quality assurance in VET. It is part of the European Network for Quality Assurance in Vocational Education and Training EQAVET (European Quality Assurance in Vocational Education and Training) and is based at BIBB. EQAVET's work is based on the recommendation of the European Parliament and the Council to establish a reference framework for quality assurance in 2009.

Another important instrument is the EUROPASS as a uniform transparency framework for qualifications and competences. The Europass framework concept comprises a total of five documents. The individual documents are:

- Europass CV
- Europass Certificate/Diploma Explanation (for vocational education and training degrees)
- Europass Mobility
- Europass Diploma Supplement (for higher education degrees)
- Europass Language Passport.

The Europass was introduced throughout Europe in 2005. The documents serve to make the skills and qualifications of EU citizens clearly and easily understood in Europe, and therefore simplify and promote the mobility for learning and working. In Germany the National Europass Centre (NEC) is the contact for all questions relating to the Europass. It is located at the National Agency Education for Europe (*Nationale Agentur Bildung für Europa*) at the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*). The NEC administers the database to apply for Europass mobility. Issuing agencies of the Europass Mobility are the PAD for the school sector, the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst – DAAD*) for the higher education sector as well as trade organisations and social partner organisations for vocational training.

In July 2020, the new Europass portal went online with significantly enhanced functions. The central element of the new Europass platform is the e-portfolio. Here, users can document their personal skills, qualifications and experience, save references and certificates, and define personal goals. For application processes, the user's own profile can also be shared with selected employers for a limited period of time. In addition, the portal includes a job and further education search for the whole of Europe. Other functions include the extended CV editor and the application tracker, which can be used to edit current applications. The new Europass portal also bundles further information on the topics of learning and working in Europe as well as information on central questions concerning education and employment in Europe.

Previous Europass documents such as the “Europass Mobility”, the “Europass Certificate Supplements” and the “Diploma Supplement” will remain unchanged for the time being. The certificate supplements for dual education and training occupations

are still available for download from the websites www.europass-info.de and www.bibb.de.

The multilingual portal for learning and working in Europe offers a protected, advertising-free and free space for self-administration of personal competences. It ensures that users have sole control over their data and that third parties cannot view it.

With the Bruges Communiqué in December 2010, the Member States, social partners and the European Commission committed themselves to focusing on the two core objectives of the European Commission's strategic framework "Education and Training 2020" and formulated a series of short-term objectives which set out concrete measures for achieving the strategic objectives. In addition, the need for higher labour market relevance through high-quality vocational training with integrated company practice was emphasised.

In June 2015 the responsible European ministers for vocational education and training met in Riga for the conference "Innovating for the Future of VET". Together with representatives of the social partners and the European Commission they discussed the future challenges in the working world. The results were set out in the Riga Conclusions. In these, the following five deliverables were defined on EU level for the period 2015–2020 to boost employability and competitiveness:

- To promote work-based learning, i.e. learning at the place of work
- Further develop quality assurance mechanisms
- Enhance access to VET and qualification for all
- Further strengthen key competences in the curricula
- Introduce systematic approaches to, and opportunities for, initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings

The Riga conclusions are intended to serve as guidelines for the vocational training process in Europe and are accompanied, among other things, by an intensification of the European Alliance for Vocational Education and Training.

With the adoption by the Council on 22 May 2017 of the updated Recommendation on the European Qualifications Framework and the Council Recommendation of 20 November 2017 on tracking graduates, two main individual initiatives of the new European Skills Agenda were published. This also applies in principle to the Europass, which was adopted as a comprehensive meta-platform after revision by the European Parliament and the Council of the European Union on 18 April 2018.

Also relevant is the Council recommendation on a European framework for high-quality and sustainable apprenticeship training (March 2018).

In addition, the statement of the ACVT (Advisory Committee on Vocational Education and Training) *Opinion on the Future of Vocational Education and Training Post 2020* of 3 December 2018, in which the relevance of high-quality vocational education and training (equivalent to higher education) is emphasised and an overarching Council recommendation on vocational education and training is laid out, is currently of significance.

The Bologna Process

Further major impulses for the internationalisation of German higher education institutes are provided by the intergovernmental Bologna Process, which builds on the Sorbonne Declaration adopted in 1998 by the ministers responsible for higher education in France, Italy, the United Kingdom and Germany. The Bologna Process was introduced in 1999 with the aim of creating a European Higher Education Area by 2010, characterised by a free mobility to be achieved through the transparency and compatibility of consecutive study structures, quality assurance systems on the basis of European standards and guidelines as well as the mutual recognition of academic achievements and qualifications. The objectives of the Bologna Process correspond with the reform efforts of the Federation and the Länder in the higher education sector.

In May 2018, the ministers responsible for institutions of higher education in 48 signatory states met in Paris to take stock once again. With a view to the current political and economic crises, special emphasis was made of the contribution of the Bologna process to intercultural understanding and peaceful coexistence, to equality, critical thinking and tolerance through academic freedom.

In order to further develop cooperation within the framework of the Bologna Process and to ensure the implementation of the basic commitments, the ministers decided in their final communiqué to set up expert groups to focus on the following three topics:

- a three-stage system compatible with the overarching Framework of Qualifications for the European Higher Education Area, the first two stages of which are equipped with an ECTS system;
- adequate implementation of the Lisbon Recognition Convention;
- Quality assurance in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Germany has implemented the objectives of the Bologna Process in these three core areas and is making its experience available to other participating states.

The Bologna secretariat currently has its registered office in Italy. The secretariat will organise the work until 2020 on the basis of the decisions of the 2018 Ministerial Conference. This will deal in particular with the adequate implementation of all resolved projects in all European institutions of higher education.

In implementing the Bologna Process, Germany has achieved further progress over past years. According to the joint national report of the Standing Conference and the BMBF on the implementation of the goals of the Bologna Process 2015–2018, the German focus for the further development of the European Higher Education Area is on the further promotion of mobility and exchange, the strengthening of strategic partnerships between higher education institutions throughout the European Higher Education Area, and the promotion of the development of European higher education networks by 2024. At present, the guarantee of scientific freedom and institutional autonomy in all states is seen as a particular challenge.

The German Bologna Follow-Up Group advises on the current developments and practical problems associated with the implementation of the Bologna Process. This group consists of representatives of the Federation, the Länder, the German Rectors' Conference, the German Academic Exchange Service, students, the Accreditation

Council (*Akkreditierungsrat*), the social partners and the German Student Services Association (*Deutsches Studentenwerk*). Federation and the Länder support the reform of the German higher education system with numerous measures. These include inter alia the Higher Education Pact to create additional study places, the Teaching Quality Pact (*Qualitätspakt Lehre*) to improve quality in study and teaching, the competition “Getting ahead through education: Open higher education institutions” (*Aufstieg durch Bildung: Offene Hochschulen*) for more permeability and study financing instruments (Federal Training Assistance for study abroad, educational credit and scholarships). This is in addition to the mobility promotion offered by the Federation via the German Academic Exchange Service and the Alexander von Humboldt-Stiftung, the funding offered by the German Rectors' Conference (*Hochschulrektorenkonferenz – HRK*) project “nexus”, which supports higher education institutions in implementing study reforms in Germany, and the team of Bologna experts which is coordinated by the DAAD (http://eu.daad.de/der_bologna_prozess/de/).

Recognition of Foreign Qualifications

Germany ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Convention), which was resolved on 1 April 1997, on 1 October 2007. The Convention provides for the simplified recognition of foreign coursework and qualifications and aims on the one hand at recognition for the purpose of higher education admission and on the other at the assessment of higher education qualifications for the purpose of entering the German labour market. The higher education institutions are responsible for recognition for the purpose of higher education admission, for admission to further study courses and for the crediting of specific courses and examinations. The right to carry titles conferred by foreign higher education institutions is regulated by the Land higher education laws. Information on this is distributed by the Länder education ministries. Holders of foreign higher education qualifications can apply to the Central Office for Foreign Education (*Zentralstelle für ausländisches Bildungswesen – ZAB*), based in the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder, for an assessment of their degree. An administrative fee currently amounting to Euro 200 is charged for this assessment, further assessments cost Euro 100. Detailed information on degree assessment is available on the website of the ZAB (www.kmk.org/zeugnisbewertung). Information on the recognition of foreign vocational qualifications can be found on the website of the Federal Government “Recognition in Germany” (www.anerkennung-in-deutschland.de) and on the telephone hotline operated by the Federal Office for Migration and Refugees (*Bundesamt für Migration und Flüchtlinge – BAMF*) “Working and Living in Germany”. Since 2016, the BIBB has also been the German advisory centre for questions on the recognition of foreign vocational qualifications in accordance with the Directive on the recognition of professional qualifications at EU level.

The Central Office for Foreign Education is the competent information and expert body for the rating and ranking of foreign academic certificates in the Federal Republic of Germany. On an international level the ZAB cooperates closely with the national centres of equivalence in the countries of the European Union (NARIC), the European Council and UNESCO (ENIC). Through the *anabin* database (<http://anabin.kmk.org>) the ZAB provides information on the education systems of around 180 countries. The data ranks more

than 34,000 foreign education certificates and is open to the public. For authorities a password-protected area is available.

14. ONGOING REFORMS AND POLICY DEVELOPMENTS

This chapter provides a thematic and chronological overview of national reforms and policy developments since 2018.

The introduction of the chapter describes the overall education strategy and the key objectives across the whole education system. It also looks at how the education reform process is organised and who the main actors in the decision-making process are.

The section on ongoing reforms and policy developments groups reforms in the following broad thematic areas that largely correspond to education levels:

- Early childhood education and care
- School education
- VET and adult learning
- Higher education
- Transversal skills and employability.

Inside each thematic area, reforms are organised chronologically. The most recent reforms are described first. The measures for handling the corona virus are also presented here.

Finally the section on the European perspective provides links to European strategies in which education and training have a prominent role.

Overall national education strategy and key objectives

There is a consensus that, in light of demographic changes in Germany, and with a view to the emerging need for skilled workers, but also because of the challenges posed by digitisation and the ongoing migration of refugees, great efforts must be made to develop the German education system in the years ahead.

The coalition agreement between the governing parties for the 19th legislative period announced several plans.

The following initiatives, among others, were envisaged for the school sector:

- Initiation of an investment offensive for schools on the basis of an amendment to Art. 104c of the Basic Law (*Grundgesetz* – R1), which, in addition to the current school renovation programme, includes support for the Länder in their investments in municipal education infrastructure, in particular in all-day schooling and care services, digitalisation and vocational schools.
- Enabling all-day education and care for all pupils of primary school age. To this end, a legal entitlement to all-day care for all children of primary school age is to be created. Together with the Länder, the services are to be expanded in such a way that the legal entitlement can be fulfilled in 2025.
- Improving the equipment of all schools within the framework of the Digital-Pact School 2019–2024 of the Federal Government and the Länder. While the federal government will invest in the municipal educational infrastructure in order to ensure better equipment with digital technology, the Länder will train teachers so that they can make good didactic use of digital media and impart digital skills. The common goal is for pupils to be able to use a digital learning environment in all subjects and learning areas in order to acquire the necessary skills in the digital world.

As a key education and family policy project, the German government intends to introduce a legal entitlement to all-day care for children of primary school age in Book Eight of the Social Code (*Achtes Buch Sozialgesetzbuch – SGB VIII – Child and Youth Welfare – R61*) from 2025. In preparation for this legal entitlement, the German government intends to support the Länder and local authorities with financial assistance to expand all-day education and childcare options. With the resolution “Fighting the consequences of Corona, securing prosperity, strengthening future viability” (*Corona-Folgen bekämpfen, Wohlstand sichern, Zukunftsfähigkeit stärken*) of the coalition committee of June 2020, the federal government is confirming and accelerating its plan and providing up to an additional Euro 1.5 billion for the expansion of all-day education. This means that once the relevant legislative projects have been completed, a total of up to Euro 3.5 billion in federal funding will be available for relevant investments.

An amendment to Article 104c of the Basic Law entered into force in April 2019 which enables the Federation to grant financial aid to the Länder for investments by the Länder and local authorities that are significant for the nation as a whole in order to increase the efficiency of the municipal education infrastructure without limiting aid to “financially weak” municipalities. The new Article 104c is the constitutional basis for the DigitalPact School 2019-2024 (*DigitalPakt Schule 2019–2024*), with which the Federation and the Länder, among other things, pursue the goal of creating digital education infrastructures suitable for the future. In the face of the Corona pandemic, the DigitalPact could be used to address the challenges that have emerged from moving to teaching and learning from home.

In the field of vocational education and training, the coalition agreement provides, inter alia, for the following measures:

- Strengthening and modernization of vocational education and training
- Development of a National Skills Strategy with all stakeholders in order to integrate all continuing education programmes of the Federation and the Länder
- Extension of the National Decade for Literacy and Basic Education
- Strengthening the further training of trainers
- Further strengthening of vocational guidance at all general secondary schools in cooperation with the Länder, especially at the *Gymnasium*

The reform of the Vocational Training Act (*Berufsbildungsgesetz – R81*), the adoption of the National Skills Strategy and the Qualification Initiative for Digital Change – Q 4.0, among other things, serve to achieve these goals. The Federal Government also funds model projects for career orientation at *Gymnasien*.

For the higher education sector, the following projects, among others, were announced:

- Continuation of federal funding within the framework of the successor to the Higher Education Pact (*Hochschulpakt*) to strengthen higher education institutions and studies
- Continuation of the funds from the Quality Pact for Teaching (*Qualitätspakt Lehre*) in accordance with the recommendations of the German Science Council (*Wissenschaftsrat*)
- Continuation and extension of the Quality Offensive for Teacher Training at federal and Länder level

- Expansion of the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz* – BAföG – R84) and improvement of services

As part of the implementation of these projects, the Federation and the Länder have launched the agreement between the Federation and the Länder Contract for the Future of Higher Education and Teaching (*Zukunftsvertrag Studium und Lehre stärken*) and concluded the Federation-Länder agreement Innovation in Higher Education Teaching (*Innovation in der Hochschullehre*) as the successor programme to the Teaching Quality Pact (*Qualitätspakt Lehre*). In accordance with the agreement between the Federation and the Länder, the non-legally responsible Foundation for Innovation in Higher Education Teaching (*Stiftung Innovation in der Hochschullehre*) was established in 2020 under the umbrella of the Toepfer Stiftung gGmbH. The Federation has implemented a reform of the BAföG, which came into force on August 1, 2019. In connection with the Corona pandemic, further changes were also made to BAföG at short notice with regard to additional income limits and income crediting.

Overview of the education reform process and drivers

In the Federal Republic of Germany responsibility for the education system is determined by the federal structure of the state. Unless the Basic Law awards legislative powers to the Federation, the Länder have the right to legislate. Within the education system, this applies to the school sector, the higher education sector, adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the Länder.

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

- Extra-curricular education
- Admission to higher education institutions and higher education degrees (here the Länder may enact laws at variance with the legislation of the Federation)
- Financial assistance for pupils and students
- Promotion of scientific and academic research and technological development
- Child and youth welfare (in particular early childhood education and care in day-care centres and child-minding services)
- Legal protection of participants of correspondence courses
- Regulations on entry to the legal profession
- Regulations on entry to medical and paramedical professions
- Employment promotion measures as well as occupational and labour market research

More detailed information on the distribution of legislative competences in the education sector is available in chapter 2.7.

In addition to the division of responsibilities described above, the Basic Law also provides for particular forms of cooperation between the Federation and the Länder within the scope of the so-called joint tasks (*Gemeinschaftsaufgaben*). Joint tasks in the field of science and education are regulated in Article 91b, paragraphs 1 and 2 of the Basic Law. Pursuant to Article 91b, the Federation and the Länder may mutually

agree to cooperate in cases of supra-regional importance in the promotion of science, research and teaching (paragraph 1) as well as for the assessment of the performance of educational systems in international comparison and in drafting relevant reports and recommendations (paragraph 2).

Federalism has proved successful as a state structure which encourages diversity and competition. The Federal Government and the Länder will introduce the appropriate measures and initiatives within their respective areas of responsibility. At the same time, there has been an increase in the common responsibilities of the Länder and the need to agree objectives and coordinated measures on the part of the Federal Government and the Länder in fields of national relevance.

The following account includes measures resolved by all Länder in the Standing Conference and measures by the Federal Government. Within their own areas of responsibility, the Länder take various and far-reaching measures which cannot be separately described. The reform measures of the Länder, mostly with substantial support or in cooperation with the Federation, affect the following areas in particular:

- Expanding full-day provision with the aim of extended educational and support options
- Measures to raise the educational and competence levels of disadvantaged groups
- Measures to secure the potential of skilled workers
- Measures to improve linguistic competence
- Measures to improve dovetailing of the early childhood sector and primary school
- Measures to improve school education, reading competence and the understanding of mathematical and scientific correlations
- Vocational orientation measures and measures to improve transition from school to work
- Measures to strengthen the link between vocational and higher education
- Laws to improve the identification and recognition of professional qualifications acquired abroad by the Federation and the Länder
- Measures to increase the higher education graduation rate and that of comparable qualifications
- Measures for digitalisation in the school and higher education sector

The basic principle of sustainability should be anchored more firmly in the German educational system in future. To this end, the National Platform on Education for Sustainable Development resolved the National Plan of Action on Education for Sustainable Development (*Nationaler Aktionsplan Bildung für nachhaltige Entwicklung – BNE*) in June 2017. The members of the National Platform are, on behalf of the federal government, the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*), the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (*Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ*), the Federal Ministry for Environment, Nature Conservation, Building and Nuclear Safety (*Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit – BMUB*) and the Federal Ministry for Economic Cooperation and Development (*Bundesministerium für wirtschaftliche Entwicklung und Zusammenarbeit – BMZ*), and on behalf of the Länder, representatives of the Standing Conference, the Conference of the Ministries of Youth and Family Affairs (*Jugend- und Familienministerkonferenz*

– JFMK) and the Conference of the Environmental Ministers (*Umweltministerkonferenz* – UMK), and on behalf of the local authorities, a representative of the local authority organisations. Decision-makers from the fields of business, science and civil society are also members of the National Platform.

14.1. National Reforms in Early Childhood Education and Care

2020

Measures for handling the Corona virus

In the third week of March 2020, day care facilities were closed in all Länder except for emergency care.

By August/September 2020, all Länder have gradually returned to regular day-care operations. The aim is now to ensure regular operation and avoid further closures of educational and childcare facilities across the country. The BMFSFJ and the Federal Ministry of Health (*Bundesministerium für Gesundheit* – BMG) are jointly conducting the Corona KiTa study to monitor regular operations. The study investigates the role of day care in the event of an infection and examines how care can be successfully provided under pandemic conditions. It is implemented by the German Youth Institute (*Deutsches Jugendinstitut* – DJI) and the Robert Koch Institute.

With the establishment of the Corona KiTa Council in August, the BMFSFJ also created a body for the exchange of information and advice between the various players in the field of day care for children at federal level. The council accompanies regular operations, exchanges information on current developments throughout Germany and advises on further action. In addition to the BMFSFJ and members of the JFMK, the Council also includes representatives from the municipalities, the trade unions, the Federal Association of Non-statutory Welfare (*Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege*), the *Kindertagespflege* and the Federal Parents' Council (*Bundeselternrat*).

<https://jfmk.de/wp-content/uploads/2020/04/Gemeinsamer-Rahmen-Prozess-stufenweise-%C3%96ffnung-Kindertagesbetreuungsangebote-AG-Kita-27.04.2020.pdf>

https://jfmk.de/wp-content/uploads/2020/04/JFMK-Beschluss_Gemeinsamer-Rahmen-der-L%C3%A4nder-f%C3%BCr-einen-stufenweisen-Prozess-zur-%C3%96ffnung-der-Kindertagesbetreuungsangebote.pdf

Expansion of day care for children

In order to ensure good early childhood education and care, the Federal Government supports the Länder with massive financial aid to expand day-care facilities. In June 2020, as part of the economic stimulus package, the Federal Cabinet decided to make an additional Euro 1 billion available for the expansion of daycare centres in 2020 and 2021. The “5th Investment Programme Childcare Financing 2020–2021” (*5. Investitionsprogramm Kinderbetreuungsfinanzierung 2020–2021*) made possible by the economic stimulus package is intended to create 90,000 new childcare places in day-care centres and in day care. However, the funds can also be used for reconstruction measures and for investments in new hygiene and room concepts, which are necessary due to the Corona pandemic.

<https://www.bmfsfj.de/bmfsfj/themen/familie/kinderbetreuung/kita-ausbau>

2019

Federal programme “ProChildminding”

The programme of the Federation ProChildminding: Where Education for the Smallest Starts (*ProKindertagespflege: Wo Bildung für die Kleinsten beginnt*) promotes the qualification of day care workers, better working conditions and good cooperation in day care. According to the motto “Qualified action and care”, child day care is to be further strengthened and the framework conditions improved. At each of 47 model locations, funding is provided for a coordination office, the qualification of child day care staff in accordance with the Qualification Manual Day Care for Children (*Qualifizierungshandbuch Kindertagespflege – QHB*), and material costs for work in seven mandatory subject areas. The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (*Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ*) is providing funding totalling Euro 22.5 million for the three-year ProChildminding programme, which runs from 2019 to the end of 2021. The 47 locations will each receive funding of up to Euro 150,000 per year.

<https://prokindertagespflege.fruehe-chancen.de/>

Good Day Care Facilities Act

With the Act on the Further Development of the Quality and Participation in Child Day Care (*Gesetz zur Weiterentwicklung der Qualität und zur Teilhabe in der Kindertagesbetreuung – R64*), the Federation is supporting the Länder with a total of around Euro 5.5 billion between 2019 and 2022. The aim of the so-called Good Daycare Facilities Act (*Gute-KiTa-Gesetz*) is to further develop the quality of early childhood education and care nationwide through state-specific measures and to improve participation in child daycare. With the additional funds, the Länder can implement measures in ten qualitative fields of action and/or take measures to ease the burden of fees on families. The fields of action cover various aspects of quality in child day care and range from the creation of a demand-oriented offer to the improvement of the specialist-child ratio and the recruitment and securing of qualified specialists to the qualitative further development of child day care.

More detailed information is available in chapters 3.2. and 11.2.

<https://www.bmfsfj.de/blob/133310/80763d0f167ce2687eb79118b8b1e721/gute-kita-bgbl-data.pdf>

Federal programme Skilled Labour Initiative for Staff in Early Childhood Education and Care

With the Skilled Labour Initiative for Staff in Early Childhood Education and Care : Attracting Young Talent, Retaining Professionals (*Fachkräfteoffensive für Erzieherinnen und Erzieher: Nachwuchs gewinnen, Profis binden*), the BMFSFJ is supporting the Länder, local authorities and child day care providers from the 2019/20 training year onwards in making training for pedagogical staff more attractive, attracting qualified pedagogical staff and retaining trained pedagogical staff in their careers and strengthening their skills.

The aim of the programme is to attract additional skilled workers in early education by expanding paid, practice-integrated training and to promote professional, practice-integrated training in day-care centres through practical guidance. This should particularly appeal to groups of people who are still under-represented among the

employees, e.g. men, people with higher education entrance qualifications or people changing jobs. In addition, the assumption of special professional responsibility is to be rewarded in order to open up development prospects for experienced pedagogical staff.

www.bmfsfj.de/blob/jump/131404/fachkraefteoffensive-erzieherinnen-erziehergiffey-data.pdf

14.2. National Reforms in School Education

2020

Measures for handling the Corona virus

In view of the spread of the Corona virus, the Länder agreed on 13 March 2020 on joint and coordinated action. The Standing Conference bases its decisions on the recommendations of leading scientists and scientific associations such as the German Academy of Paediatrics and Adolescent Medicine, the Professional Association of Paediatricians and Adolescent Doctors, the German Society for Hygiene and Microbiology, and the Robert Koch-Institute. The weighing always takes place with other aspects of the child's well-being.

All measures in the Länder are taken in close coordination with the responsible health authorities and pursue the goal of slowing down the spread of the Corona virus. The recommendations of March 2020 concerned school closures, returning from risk areas, ensuring exams and recognition of diplomas, as well as school trips and events. The following week, all countries decided to temporarily close schools and day-care facilities.

At the end of April, the Standing Conference adopted a framework concept for the gradual opening of schools up to the summer vacations, which included nationwide framework conditions for hygiene in schools, student transportation and the organization of lessons – also in view of the continued emphasis on the importance of digital learning. In addition, there are tips on how to deal with pupils and teachers who belong to the risk groups and how to continue emergency care.

At the beginning of June, a concept was presented for the return to regular operations after the summer vacations, including the following points

- In order to guarantee the right to education of children and young people, the Länder aim to ensure that all pupils are back in regular school operation after the summer vacations at the latest according to the valid timetable in the local schools and in their class association or in a fixed learning group.
- The Länder will ensure that pupils can achieve their desired qualifications in the 2020/2021 school year.
- The Länder take appropriate measures to overcome any learning deficits.
- The Länder will continue to promote the digitisation of teaching and learning. They will build on the experience gained during the Corona crisis and further develop the reliable and legally secure communication tools and learning platforms needed for distance learning.

In mid-July 2020, the Standing Conference adopted a joint “Framework for Updated Infection Prevention and Hygiene Measures” (*‘Rahmen für aktualisierte Infektionsschutz- und Hygienemaßnahmen’*) for the Länder, which is intended to serve as a

guide for the Länder when drawing up and revising school infection prevention and hygiene plans for the 2020/2021 school year.

<https://www.kmk.org/presse/pressearchiv/mitteilung/zum-umgang-mit-dem-corona-virus.html>

<https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2020/2020-04-28-Rahmenkonzept-Oeffnung-von-Schulen.pdf>

https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2020/2020_07_14-Infektionsschutz-Hygienemaassnahmen.pdf

Educational standards for the *Allgemeine Hochschulreife* in the natural sciences

In June 2020, the KMK defined uniform performance requirements for the *gymnasiale Oberstufe* and the *Abitur* in the natural sciences in all 16 German Länder. To this end, binding educational standards were adopted in the natural science subjects of biology, chemistry and physics. The educational standards in the natural sciences are illustrated by learning tasks that show which tasks may be suitable for achieving the desired educational goals in science lessons in biology, chemistry and physics.

In addition, examples of possible examination tasks are to be presented in 2021 to provide ideas on how the requirements formulated in the educational standards could be tested in the *Abitur* examination.

The Länder have begun to implement and implement the educational standards in their education and curricula. The educational standards for the *Allgemeine Hochschulreife* in the natural sciences are to be implemented in the *gymnasiale Oberstufe* from the 2022/2023 school year onwards. In the 2024/25 school year, the *Abitur* examinations in biology, chemistry and physics will be conducted nationwide on the basis of the new educational standards.

2019

Formal language skills

In December 2019, the Standing Conference adopted the recommendation “Strengthen formal language skills in the German language” (*‘Bildungssprachliche Kompetenzen in der deutschen Sprache stärken’*). Formal language (*Bildungssprache*) differs from so-called colloquial or everyday language through a high degree of conceptual textuality and is characterized by a specific inventory of lexical, morphosyntactic and textual means. It finds expression in oral and written language use and comprises the competence areas of reading, writing (including spelling), listening and speaking. These formal language skills are individually available. They are developed and strengthened through language education and language support.

The recommendation contains common principles of language education and language promotion for school work across the Länder. It describes related measures and their implementation at school and presents the contribution of extracurricular partners and services. German language instruction plays a central role in the development of formal language skills. The joint responsibility for all subjects, learning areas and learning fields results from the respective tasks and goals of subject-specific learning.

Language education and language promotion are anchored in the educational standards of the Standing Conference, as well as in the corresponding reference

frameworks on school quality and the education and curricula of the Länder. At the same time, a wide range of language education and language support programmes are already established in practice in all of the states. The Standing Conference's ten principles for strengthening formal language skills in the German language serve as an orientation for the work and an account of the measures taken by the Länder.

The cross-Länder efforts serve the goal of realizing equal opportunities and educational justice for all pupils and thus fulfil the general principle of equality according to Article 3, paragraph 1 of the Basic Law (*Grundgesetz*), which is anchored in all Education Acts of the Länder.

https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2019/2019_12_05-Beschluss-Bildungssprachl-Kompetenzen.pdf

https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2019/2019_12_05-Bildungssprachliche-Kompetenzen.pdf

Language sensitive subject teaching

In addition to the Standing Conference's recommendation "Strengthen educational language skills in the German language" (*Bildungssprachliche Kompetenzen in der deutschen Sprache stärken*), the Standing Conference adopted the recommendation "Language-sensitive specialized instruction at vocational schools" (*Sprachsensibler Fachunterricht an beruflichen Schulen*) in December 2019. With their offerings for career entry, initial vocational education and training and higher and continuing vocational training, vocational schools offer a coordinated and interlinked system of diverse educational options that is designed to integrate a broad range of target groups into vocational and social life. More and more adolescents and young adults with varying degrees of linguistic and communicative competence are entering the educational programmes of vocational schools. This increasing heterogeneity of the student body with or without a migration background also poses challenges for vocational schools, which the recommendation for language-sensitive specialized instruction is intended to meet.

https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2019/2019_12_05-Sprachsensibler-Unterricht-berufl-Schulen.pdf

Key points for further training of teachers

The longest phase in the professional qualification of teachers is the so-called third phase – the continuing education over the entire period of professional activity as a teacher. Due to the currently ever more rapidly changing framework conditions of schools (e.g. due to the requirements related to inclusion, heterogeneity, digitisation, work in multi-professional teams), this phase is becoming increasingly important. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz – KMK*) has therefore adopted "Cornerstones for the further training of teachers" (*Eckpunkte zur Fortbildung von Lehrkräften*), which are common to the Länder, as an element of their professionalisation in the third phase of teacher training. In-service teacher training combines a science-based approach with a practical orientation. In terms of quality, the in-service teacher training is based on the standards for teacher training set by the Standing Conference.

For the so-called third phase of teacher training, the Länder offer a wide range of in-service teacher training programmes. An overview of the legal foundations, formats,

structures and quality assurance of the continuing education programmes offered by the states can be found on the website of the Standing Conference.

In-service training is an essential part of the professional activities of teachers and is anchored in the legal framework. This means that the employer has a duty of care to provide an appropriate range of training that meets the needs of the target group and ensures adequate access. The continuous development of professional skills as well as the reflection of individual activities is the responsibility of the respective teacher. Their own further development should above all enable them to provide good teaching, to achieve the respective educational goals of pupils and to shape successful school development processes. At the same time it contributes directly to job satisfaction and indirectly to the health of teachers. Continuing education can thus be assessed as a preventive factor in maintaining employability and should therefore be considered a fixed component of personnel development at all management levels.

https://www.kmk.org/fileadmin/Dateien/pdf/Bildung/AllgBildung/2017-12-19_Lehrerfortbildung_in_den_Laendern__003_.pdf

Teacher training

In May 2019, the Standards for Teacher Training in the Educational Sciences (*Standards für die Lehrerbildung: Bildungswissenschaften*) were revised and updated with a view to the requirements of digitisation. Teachers should be able to use digital media professionally and didactically in a meaningful way in their respective subject lessons and reflect on the content in accordance with their educational mandate.

The content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder (*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*) were also updated in 2014 with regard to inclusive teaching and in 2019 with regard to digitisation. The framework agreements on the individual types of teaching careers were also revised with a view to the strategy of the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) for Education in the Digital World (*Bildung in der digitalen Welt*).

In 2019, the selection committee of the “Quality Initiative for Teacher Education” (*Qualitätsoffensive Lehrerbildung*), of the Federation and the Länder, recommended a further 43 projects for funding until the end of 2023 on the basis of an additional funding line. 26 of the selected projects are dedicated to the thematic focus “Digitization in Teacher Education” and 13 projects to the area “Teacher Education for Vocational Schools”. Four projects focus primarily on the interface between these areas. This means that 91 projects involving 72 higher education institutions providing teacher training in Germany will be funded in the “Quality Initiative for Teacher Training” until the end of 2023.

DigitalPact for Schools 2019–2024

In March 2019, after the *Bundestag*, the *Bundesrat* also approved an amendment to Article 104c of the Basic Law (*Grundgesetz*), which will enable the Federal Government to grant financial assistance to the Länder in the future for investments that are important for the state as a whole as well as special, directly related, temporary expenditures of the Länder and municipalities (associations of municipalities) to increase the efficiency of the municipal education infrastructure. The amendment to Article 104c of the Basic Law was a prerequisite for the DigitalPact for Schools 2019–

2024 (*DigitalPakt Schule 2019–2024*), by which the Federation and the Länder aim to ensure that schools are better equipped with digital technology. The Federation promotes the infrastructure, while the Länder ensure the development of the content.

The educational and content foundations for the implementation of the DigitalPact for Schools were laid by the Länder with the KMK strategy for Education in the Digital World (*Bildung in der digitalen Welt*), which has been in use for two years.

More detailed information on the strategy for Education in the Digital World is available in chapter 6.3.

Joint initiative of the federal and state governments to support schools in socially difficult situations (“School makes you strong”)

In October 2019, the Federation and the Länder agreed on a joint initiative to support schools in socially difficult situations. The “School makes you strong” (*Schule macht stark*) initiative will be launched at the beginning of 2021.

This initiative aims to provide support to schools in socially difficult situations in both urban and rural areas in order to better meet their challenges. Children and young people with major learning deficits in particular are disproportionately represented at these schools. The objectives of the initiative of the Federation and the Länder are therefore also to improve the educational opportunities of socially disadvantaged pupils and their integration and to reduce educational barriers.

The “School makes you strong” initiative is divided into two phases. In the first five-year phase, researchers will work with 200 schools nationwide to develop and test strategies and concepts for school and classroom development and for networking schools in their social environment. In addition, the schools will exchange information and network with each other. The second phase, which will also last five years, will serve to transfer the instruments that have proven to be particularly suitable in practice to other schools.

The initiative will run for ten years. The Federation and the Länder are providing equal amounts of a total of Euro 125 million for “School makes you strong”.

2018

Democracy education and human rights education

In 2018, the Länder agreed on an even stronger anchoring of democracy and human rights education in teaching and everyday school life. With the fundamental revision of its recommendations “Democracy as an objective, subject and practice of historical-political education and upbringing in schools” (*Demokratie als Ziel, Gegenstand und Praxis historisch-politischer Bildung und Erziehung in der Schule*) and “Human rights education in schools” (*Menschenrechtsbildung in der Schule*), the Standing Conference is responding to changing social conditions and current political challenges.

More detailed information on democracy education and human rights education is available in chapter 6.3.

Joint initiative of the Federation and the Länder for supporting high-achieving and potentially particularly capable pupils (“Performance catches on”)

In January 2018, a joint initiative was launched by the Federal Government and the Länder to promote high-performing and potentially particularly high-performing

pupils (“Performance catches on”). Against the background of an education policy aimed at equal opportunities and educational justice, the initiative aims to ensure the best possible learning and educational success for all the pupils concerned, irrespective of their origin, gender or social status. In the first five-year phase (2018–2023), the schools will be supported in the development of practical strategies and concepts for school and teaching development by an interdisciplinary research network financed by the federal government. The Federal Government is also responsible for the supraregional coordination of the initiative and for the scientific support of the transfer in the second phase. The Länder are responsible for the selection of schools following Land-wide calls for tenders, the supervision of schools and the Land-wide implementation of promising measures. The Länder are also developing strategies and concepts in the fields of diagnosis and counselling, as well as for the promotion of extra-curricular potential.

The initiative focuses on children and young people from educationally disadvantaged families, especially those with a migrant background, and on gender balance, especially girls in the so-called MINT (mathematics, information, natural sciences, technology) subjects. The duration of the initiative is ten years. The Federal Government and the Länder are providing a total of 125 million euros for the initiative in equal parts.

The joint support initiative *Leistung macht Schule* builds upon the Support Strategy for High-Achieving Pupils (*Förderstrategie für leistungsstarke Schülerinnen und Schüler*) of the Standing Conference which has already made a significant contribution to better support for high-achieving pupils.

The focus of the second phase (2023 to 2027) of the joint funding initiative is on the transfer of the results to as many schools as possible: The schools participating in the first phase will be multipliers for other schools. The goal of the nationwide initiative is to develop sustainable structures for the promotion of highly capable and potentially particularly high-performing pupils within the framework of the regular school system. Here, at the latest, the strategies, concepts and measures developed and tested jointly by science and schools in the first phase should contribute to sustainable school and teaching development in as many schools as possible. Therefore, the Federation and the Länder have defined the focal points and the structure of the transfer phase in the concept for the second phase, which was jointly adopted on 17 June 2020. The transfer of results during the second phase is to be designed in such a way that the results of the first phase, which were mainly developed and tested jointly by science and schools, contribute to sustainable school and teaching development in as many schools as possible. Transfer is understood in the sense of an adaptive process: The respective process steps to achieve transfer can be adapted and, if necessary, changed depending on the initial situation and needs of the actors involved.

<https://www.leistung-macht-schule.de>

<https://www.bmbf.de/files/Beschluss%20zur%20gemeinsamen%20Bund-L%c3%a4nder-Initiative.pdf>

<https://www.lemas-forschung.de/>

Joint Declaration on the Teaching of Jewish history, religion and culture at school

In April 2018, the KMK and the Central Council of Jews in Germany (*Zentralrat der Juden in Deutschland*) presented an annotated collection of material on the teaching of Judaism in schools at a joint symposium to support teachers. The aim of a joint declaration by the Central Council of Jews in Germany and the KMK in December 2016 is to address the diversity of Judaism in schools and to give pupils a lively and differentiated picture of Jewish life in the past and present. The diverse aspects of the history and present of Judaism are to be discussed in as many grades and subjects as possible. Subjects and projects of historical-political education bear a special responsibility. Analyses of current political developments and past events and processes are inextricably linked.

https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2016/2016-12-08_KMK-Zentralrat_Gemeinsame-Erklaerung.pdf

www.kmk-zentralratderjuden.de

14.3. National Reforms in Vocational Education and Training and Adult Learning

2020

Measures to deal with the consequences of the COVID 19 pandemic

In June 2020, the coalition committee adopted the economic stimulus package “Combating the consequences of Corona, securing prosperity, strengthening sustainability” (*Corona-Folgen bekämpfen, Wohlstand sichern, Zukunftsfähigkeit stärken*) and backed it with financial resources. The aim of the federal programme “Securing apprenticeship places” (*Ausbildungsplätze sichern*), which was launched on this basis, is to maintain the supply of apprenticeship places and to continue vocational training programmes that have been started in order to give young people prospects for the future. A key element of the package is to maintain the number of training places on offer and to continue vocational training that has already begun, in order to give young people prospects for the future. The programme is aimed at small and medium-sized enterprises with up to 249 employees that are particularly affected by the COVID 19 crisis. They receive temporary support in the 2020/21 training year to enable them to maintain their training activities and enable young people to start, continue and successfully complete their training. The Federal Government will provide up to Euro 500 million in the years 2020 and 2021 to support training companies and training institutions in the health and social professions and their trainees.

The First Funding Guideline for the federal programme “Securing apprenticeship places” came into force on August 1, 2020. From the beginning of August, training companies and training institutions can receive training bonuses if they maintain or increase their training level, subsidies for training allowances if they avoid short-time work, and take-over bonuses if they take on trainees from companies that have become insolvent due to the pandemic. The Second Funding Guideline to support pandemic-related contract and collaborative training was published on 30 October 2020.

https://www.bmbf.de/files/131_20_Eckpunkte_Ausbildung_sichern_Ansicht02.pdf

Work of Tomorrow Act

With the Act on the Promotion of Continuing Vocational Training in Structural Change and on the Further Development of Training Assistance (*Gesetz zur Förderung der beruflichen Weiterbildung im Strukturwandel und zur Weiterentwicklung der Ausbildungsförderung* – R168), the so-called Work-of-tomorrow Act, which essentially came into force on 29 May 2020, the Federal Ministry of Labour and Social Affairs (*Bundesministerium für Arbeit und Soziales* – BMAS) has further developed the promotion of continuing vocational training. Support for employees and their employers will be increased in companies particularly affected by structural change, depending on the size of the company, and the conditions for support will be simplified for employees, employers and training providers. Further training support will thus be geared more closely to the changing requirements of demographic development, digitization and sustainability. A fundamental legal entitlement to funding for catching up on a vocational qualification has been introduced.

In addition, assisted training has been made more permanent and merged with the previous training support measures. Assisted training includes individual, continuous support and assistance from the search for training to successful completion of training. All young people who cannot start or continue their vocational training without support or who are likely to have difficulties in successfully completing their vocational training are eligible for support.

2019

National Skills Strategy

In June 2019, the Federal Government, the Länder, the social partners and the Federal Employment Agency (*Bundesagentur für Arbeit* – BA) adopted a National Skills Strategy (*Nationale Weiterbildungsstrategie*). The strategy, which focuses on continuing vocational training, is intended to make a major contribution to enabling both individuals and society to successfully master structural change and new challenges (e.g. automation, digitisation). In doing so, it is also committed to a new culture of continuing education in Germany, which sees continuing education as a natural part of life. In this way, it aims to support all workers of the present and future in developing their qualifications and skills in the changing world of work. Further training offers and funding opportunities should be expanded and made more transparent and more easily accessible for all. Groups of people with a below-average participation in further training should receive special support, as well as small and medium-sized enterprises that do not have large personnel departments to develop further training concepts.

https://www.bmas.de/SharedDocs/Downloads/EN/Topics/Initial-and-Continuing-Training/national-skills-strategy.pdf?__blob=publicationFile&v=1

Qualification Opportunities Act

Since 1 January 2019, the Act to Strengthen the Opportunities for Qualification and for More Protection in Unemployment Insurance (Qualification Opportunities Act – R169) has been in force.

The Qualification Opportunities Act has significantly expanded access to continuing education and training assistance: In principle, employees are granted access to continuing training assistance also regardless of their qualifications, age and company

size if their work can be replaced by technologies or is otherwise affected by structural change. Support is also possible if the employees seek further training in a bottleneck occupation. In addition, the support services have been improved: In addition to the payment of continuing training costs, the possibilities for subsidies for remuneration for those participating in continuing training have been expanded. Both are generally tied to co-financing by the employer and the amount depends on the size of the company.

Furthermore, the continuing training and qualification counselling of the Federal Employment Agency (*Bundesagentur für Arbeit – BA*) is being strengthened.

14.4. National Reforms in Higher Education

Measures for handling the Corona virus

In the field of higher education, too, the Länder exchange information about their measures for handling the Corona virus. Wherever possible, digital teaching-learning offerings were made available in the summer semester 2020.

In April, the Länder agreed on a joint approach to the summer semester 2020 due to the spread of the Corona virus. The aim is to create the necessary framework conditions for higher education institutions to ensure that teaching and research operations run as smoothly as possible in the 2020 summer semester. Further-reaching decisions were made taking into account the following key points:

- The semester dates for the summer semester 2020 will not be postponed.
- The lecture times for the summer semester 2020 can be arranged flexibly.
- The dates for the application and admission procedure for undergraduate degree programmes, for which the allocation of study places is coordinated by the Foundation for Higher Education Admission (*Stiftung für Hochschulzulassung – SfH*), for the winter semester 2020/2021 will be adjusted.
- In the winter semester 2020/2021, lectures at universities and *Fachhochschulen* are to begin uniformly on November 1, 2020.

<https://www.kmk.org/presse/pressearchiv/mitteilung/kmk-sommersemester-2020-findet-statt.html>

The Corona virus pandemic poses financial challenges for many students. In connection with the Corona pandemic, adjustments have been made in law enforcement so that students are not disadvantaged by the pandemic. The Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung – BMBF*) has created a bridging aid for students who do not meet the criteria of the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz – BAföG*) (e.g. exceeding the standard period of study, second degree) – or for those who find themselves in a pandemic-related emergency situation despite receiving support. This comprises two elements: the long-standing student loan from the Reconstruction Loan Corporation (*Kreditanstalt für Wiederaufbau – KfW*) and grants distributed by the student unions.

- The students concerned can apply for an interest-free loan from the KfW from May to 31 March 2021, which will also be open to foreign students from July 2020 to March 2021. The interest-free loan can be paid out in an amount of up to Euro 650 per month and can be applied for online in an unbureaucratic way.
- In addition, the BMBF, through the German Student Services Association (*Deutsches Studentenwerk*) and the local student and student services

organizations, is also providing Euro 100 million for students in pandemic situations. Students who can prove that they are in a pandemic emergency situation, who need immediate help and who cannot claim any other support, could initially receive a non-repayable grant of up to Euro 500 each for the months of June, July, August and September. An application for the interim financial aid has been possible again since November 20.

<https://www.bmbf.de/en/interim-financial-aid-for-students-what-you-need-to-know-12062.html>

Some Länder have set up their own emergency funds.

In addition, the federal government has issued further guidelines for the uniform implementation of the BAföG throughout Germany to compensate for corona-related disadvantages. For example, corona-related study delays are recognized as a serious reason for funding beyond the maximum duration of support. Several Länder have adopted regulations on the individual standard period of study in order to achieve this goal. The increased use of digital teaching and learning offerings is taken into account by expanding the support for online study programmes. For example, from the 2020/21 winter semester onwards, under certain conditions, study courses abroad will also be eligible for funding under the regulations governing the funding of stays abroad if they are completed entirely online.

Numerous legal adjustments were made in the Länder to counter the effects of the pandemic on the operations of higher education institutions. For example, some regulations were created to allow exams to be taken online.

In May 2020, the Federal Government amended the Academic Fixed-Term Contract Law (*Wissenschaftszeitvertragsgesetz – WissZeitVG*) and extended the statutory maximum limit for academic and artistic staff in their qualification phase as part of a transitional arrangement.

In addition, the BMBF has made use of all possibilities for more flexibility in project funding, for example by granting appropriate extensions of project duration. Similarly, the German Research Foundation (*Deutsche Forschungsgemeinschaft – DFG*), with the support of its funding bodies, provided a wide range of compensatory, bridging and phase-out funding at an early stage and created opportunities for project extensions. Other funding organizations, such as the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst – DAAD*) or the Alexander von Humboldt Foundation (AvH), have also taken appropriate measures.

Depending on the local infection situation, the 2020/2021 winter semester will have a hybrid structure, i.e. in addition to digital offerings, necessary classroom events, such as laboratory practicals, will also be offered.

Model Paragraph for the Procedures of Institutional Accreditation

In February 2020, the Standing Conference agreed to orientate themselves in future Länder-legal regulations on the model paragraph for the procedures of institutional accreditation of non-governmental higher education institutions drawn up by the Standing Conference. The aim is to create an overall structure of institutional quality assurance across the Länder.

2019

State Treaty on Admission to Higher Education

With the State Treaty on Admission to Higher Education (*Staatsvertrag über die Hochschulzulassung*), which came into force on December 1, 2019, the system for allocating study places was fundamentally reformed. In particular, the quota system for the allocation of study places in the central allocation procedure – currently including the study programmes medicine, dentistry, veterinary medicine and pharmacy – was reorganized, with the abolition of the waiting period quota. The new State Treaty replaces the State Treaty of the Länder on the Establishment of a Joint Institution for Higher Education Admission (*Staatsvertrag der Länder über die Errichtung einer gemeinsamen Einrichtung für Hochschulzulassung*).

With the new State Treaty on Admission to Higher Education, higher education institutions can now also include admission-free study programmes in the dialogue-oriented service procedure (*Dialogorientiertes Serviceverfahren – DoSV*), making the effects of multiple admissions matching even more widely available.

Agreement between the Federation and the Länder Contract for the Future of Higher Education and Teaching

With the agreement between the Federation and the Länder Contract for the Future of Higher Education and Teaching (*Zukunftsvertrag Studium und Lehre stärken*) adopted in 2019 as the successor agreement to the Higher Education Pact (*Hochschulpakt*), the Federation and the Länder are aiming to improve the quality of studies and teaching from 2021 onwards and to maintain study capacities in Germany in line with demand. The permanent funding can be used in particular to support the expansion of permanent employment contracts for personnel involved in studies and teaching. The Federal Government will provide Euro 1.88 billion annually from 2021 to 2023 and Euro 2.05 billion annually on a permanent basis from 2024 onwards. The Länder will provide additional funds in the same amount, so that the Contract for the Future will provide a joint billion-euro investment of around Euro 3.8 billion annually until 2023 and a total of Euro 4.1 billion annually from 2024 to promote studies and teaching.

https://www.bmbf.de/files/Verwaltungsvereinbarung-ZV_Studium_und_Lehre_staerken.pdf

Federation-Länder agreement Innovation in Higher Education Teaching

In May 2019, the Joint Science Conference (*Gemeinsame Wissenschaftskonferenz – GWK*) adopted the new Federation-Länder agreement Innovation in Higher Education Teaching (*Innovation in der Hochschullehre*). Important objectives of the agreement are to promote the further development of higher education teaching and to strengthen it in the higher education system as a whole. To this end, the Foundation for Innovation in Higher Education Teaching (*Stiftung Innovation in der Hochschullehre*) was established under the auspices of the Toepfer Stiftung gGmbH. Appropriate funding formats are intended to motivate institutions of higher education to continue their efforts to improve quality and innovations in teaching and learning. In addition, the exchange and networking of relevant actors is to be supported. In 2020, the foundation published the funding announcement “Strengthening higher education teaching through digitization”. With regard to the Corona

pandemic, the development and testing of concepts of blended learning and online teaching are to be supported. In addition, institutions of higher education are to be supported in the further development and implementation of digitization strategies. The Federation and the Länder provide up to Euro 150 million annually to promote innovation in teaching at higher education institutions. Funding will be provided by the Federation between 2021 and 2023 and jointly from 2024 onwards, with the Federation providing Euro 110 million and the Länder Euro 40 million annually.

https://www.gwk-bonn.de/fileadmin/Redaktion/Dokumente/Papers/Verwaltungsvereinbarung-Innovation_in_der_Hochschullehre.pdf

Recommendations for digitisation in higher education teaching

In March 2019, the Standing Conference adopted the “Recommendations on Digitisation in Higher Education Teaching” (*Empfehlungen zur Digitalisierung in der Hochschullehre*) to implement and supplement its strategy “Education in the Digital World” (*Bildung in der digitalen Welt*). Alongside research, teaching is one of the core tasks of higher education and is of central importance for the digitisation of higher education institutions. In order to support the profitable use of digital elements, there is a need for support for teachers, the further development of curricula and the consideration of digitisation in the strategic development of higher education institutions. The recommendations were developed in a broad dialogue process involving all important stakeholders in the higher education sector and the teachers themselves. They take up the thematic fields of the Strategy and provide impulses and suggestions for shaping the digital transformation in all areas of higher education institutions and across higher education institutions.

The recommendations are addressed to the Länder and the Federation, as well as to the administrations of higher education institutions, the faculties, the departments and the higher education teachers themselves. Just like the formulation, the implementation should also take place together with the relevant actors in the higher education sector.

https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2019/2019_03_14-Digitalisierung-Hochschullehre.pdf

2018

Federal-Länder programme for the recruitment and development of professorial staff at Fachhochschulen

In November 2018, the GWK agreed on a programme to promote the recruitment and development of professorial personnel at *Fachhochschulen*. The programme supports *Fachhochschulen* in personnel development and the recruitment of professors. The Federation and the Länder together provide a total of over Euro 430 million for this purpose, of which 71 percent is provided by the Federation and 29 percent by the Länder. Initially, the Federation will finance the programme 100 per cent, but by the end of the programme period the share of funding provided by the Länder will have risen to 50 per cent.

The programme provides for various funding instruments such as professorships with a special focus, cooperative doctorates, tandem programmes or the establishment of cooperation platforms. In addition to the funding measures already set out in the programme, *Fachhochschulen* can themselves develop suitable instruments and apply for funding. If

desired, *Fachhochschulen* can apply for additional support to analyse their situation and develop their own institution- and site-specific concept for recruiting personnel.

<https://www.gwk-bonn.de/fileadmin/Redaktion/Dokumente/Papers/Personal-FH.pdf>

14.5. National Reforms Related to Transversal Skills and Employability

There were no reforms in the area of cross-cutting skills and employability during the reporting period.

14.6. European Perspective

One of the five core goals of the “Europe 2020” strategy of the European Union for intelligent, sustainable and integrative growth is to improve the level of education. An EU-wide core goal has been set out with the dual objective of lowering the share of premature school-leavers and increasing the share of graduates with a tertiary or comparable qualification. Reports on the implementation are made annually through the National Reform Programme. Moreover, the ‘Strategic framework for co-operation in education and training until 2020’ (ET 2020) focuses attention on the major challenges facing European education systems and highlights the areas that need to be improved.

For information on reforms in the EU Member States that are explicitly linked to the Europe 2020 Strategy see the 2016 National reform programmes.

APPENDIX

LEGISLATION

Constitutions, laws and legal regulations of the Federation and the Länder as of December 2019

Constitution law / Federal law

R1

Grundgesetz für die Bundesrepublik Deutschland
Vom 23.05.1949 (BGBl. 1949,1, S. 1 ff.),
zul. geänd. durch Gesetz vom 28.03.2019 (BGBl. I 2019,11, S. 404 f.)

R2

Gesetz zu dem Vertrag vom 31. August 1990 zwischen der Bundesrepublik Deutschland und der Deutschen Demokratischen Republik über die Herstellung der Einheit Deutschlands – Einigungsvertragsgesetz –
und der Vereinbarung vom 18. September 1990
Vom 23.09.1990 (BGBl. II 1990,35, S. 885 ff.),
zul. geänd. durch Gesetz vom 21.01.2013 (BGBl. I 2013,3, S. 91 ff.)

R3

Verfassungsgesetz zur Bildung von Ländern in der Deutschen Demokratischen Republik – Ländereinführungsgesetz –
Vom 22.07.1990 (GBl. I 1990, S. 955 ff.),
zul. geänd. durch Gesetz vom 04.03.2005 (GVBl. Berlin 61.2005,8, S. 125 ff.)

R4

Bekanntmachung der Neufassung des Gerichtsverfassungsgesetzes (GVG)
Vom 09.05.1975 (BGBl. I 1975,53, S. 1077 ff.),
zul. geänd. durch Gesetz vom 08.07.2019 (BGBl. I 2019,26, S. 1002 ff.)

R5

Bekanntmachung der Neufassung des Verwaltungsverfahrensgesetzes (VwVfG)
Vom 23.01.2003 (BGBl. I 2003, 4, S. 102 ff.),
zul. geänd. durch Gesetz vom 21.06.2019 (BGBl. I 2019,23, S. 846 ff.)

R6

Gesetz zum Schutz der arbeitenden Jugend (Jugendarbeitsschutzgesetz – JArbSchG)
Vom 12.04.1976 (BGBl. I 1976,42, S. 965 ff.),
zul. geänd. durch Gesetz vom 10.03.2017 (BGBl. I 2017,12, S. 420 ff.)

R7

Bekanntmachung der Neufassung des Bundesbesoldungsgesetzes
Vom 19.06.2009 (BGBl. I 2009,34, S. 1434 ff.),
zul. geänd. durch Gesetz vom 29.11.2018 (BGBl. I 2018,42, S. 2233)

R8

Bekanntmachung der Neufassung des Beamtenversorgungsgesetzes (BeamtVG)
Vom 24.02.2010 (BGBl. I 2010,8, S. 150 ff.),
zul. geänd. durch Gesetz vom 04.08.2019 (BGBl. I 2019,29, S. 1147 ff.)

R9

Gesetz zur Regelung des Status der Beamtinnen und Beamten in den Ländern (Beamtenstatusgesetz – BeamStG)
Vom 17.06.2008 (BGBl. I 2008,24, S. 1010 ff.),
zul. geänd. durch Gesetz vom 20.11.2019 (BGBl. I 2019,41, S. 1626 ff.)

R10

Gesetz über die Zusammenarbeit von Bund und Ländern in Angelegenheiten der Europäischen Union (EUZBLG)

Vom 12.03.1993 (BGBl. I 1993,9, S. 313),

zul. geänd. durch Gesetz vom 22.09.2009 (BGBl. I 2009,60, S. 3031 ff.)

R11

Gesetz über die religiöse Kindererziehung (KerzG)

Vom 15.07.1921 (RGBl. 1921,78, S. 939 ff.),

geänd. durch Gesetz vom 17.12.2008 (BGBl. I 2008,61, S. 2586 ff.)

Law on the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany

R12

Gesetz über das Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK-Sekretariats-Gesetz) (Art. 13 des Gesetzes über die Anerkennung ausländischer Berufsqualifikationen)

Vom 07.02.2014 (GVBl. Berlin 70.2014,4, S. 39ff.),

geänd. durch Gesetz vom 09.05.2016 (GVBl. Berlin 72.2016,12, S. 226 ff.)

Constitutions of the Länder

R13

Verfassung des Landes Baden-Württemberg

Vom 11.11.1953 (GBl. Baden-Württemberg 1953,29, S. 173 ff.),

zul. geänd. durch Gesetz vom 01.12.2015 (GBl. Baden-Württemberg 2015,22, S. 1032 ff.)

R14

Bekanntmachung der Neufassung der Verfassung des Freistaates Bayern

Vom 15.12.1998 (GVBl. Bayern 1998,26, S. 991 ff.),

zul. geänd. durch Gesetz vom 11.11.2013 (GVBl. Bayern 2013,21, S. 642)

R15

Verfassung von Berlin

Vom 23.11.1995 (GVBl. Berlin 51.1995,69, S. 779 ff.),

zul. geänd. durch Gesetz vom 22.03.2016 (GVBl. Berlin 72.2016,9, S. 114)

R16

Verfassung des Landes Brandenburg

Vom 20.08.1992 (GVBl. I Brandenburg 3.1992,18, S. 298 ff.),

zul. geänd. durch Gesetz vom 16.05.2019 (GVBl. I Brandenburg 30.2019,16, S. 1 f.)

R17

Bekanntmachung der Neufassung der Landesverfassung der Freien Hansestadt Bremen

Vom 12.08.2019 (GBl. Bremen 2019,92, S. 524 ff.)

R18

Verfassung der Freien und Hansestadt Hamburg

Vom 06.06.1952 (GVBl. Hamburg 1952, S. 117 ff.),

zul. geänd. durch Gesetz vom 02.10.2019 (GVBl. I Hamburg 2019,36, S. 333)

R19

Verfassung des Landes Hessen

Vom 01.12.1946 (GVBl. Hessen 1946,34/35, S. 229 ff., berichtigt in

GVBl. Hessen 1947,17/18, S. 106; GVBl. Hessen 1948,12/13, S. 68),

zul. geänd. durch Gesetz vom 12.12.2018 (GVBl. Hessen 2018,28, S. 752)

R20

Verfassung des Landes Mecklenburg-Vorpommern

Vom 23.05.1993 (GVBl. Mecklenburg-Vorpommern 1993,10, S. 372 ff.),

zul. geänd. durch Gesetz vom 14.07.2016 (GVBl. Mecklenburg-Vorpommern 2016,15, S. 573 f.)

R21

Niedersächsische Verfassung

Vom 19.05.1993 (GVBl. Niedersachsen 47.1993,17, S. 107 ff.),

zul. geänd. durch Gesetz vom 23.10.2019 (GVBl. Niedersachsen 73.2019,18, S. 288 ff.)

R22

Verfassung für das Land Nordrhein-Westfalen

Vom 28.06.1950 (GVBl. Nordrhein-Westfalen 4.1950,28, S. 127 ff.),

zul. geänd. durch Gesetz vom 11.04.2019 (GVBl. Nordrhein-Westfalen 73.2919,9, S. 202)

R23

Verfassung für Rheinland-Pfalz

Vom 18.05.1947 (VOBl. Rheinland-Pfalz 1.1947,14, S. 209 ff.),

zul. geänd. durch Gesetz vom 08.05.2015 (GVBl. Rheinland-Pfalz 2015,4, S. 35)

R24

Verfassung des Saarlandes

Vom 15.12.1947 (ABl. Saarland 1947, S. 1077 ff.),

zul. geänd. durch Gesetz vom 10.04.2019 (ABl. Saarland I 2019,24, S. 446 ff.)

R25

Verfassung des Freistaates Sachsen

Vom 27.05.1992 (GVBl. Sachsen 1992,20, S. 243 ff.)

geänd. durch Gesetz vom 11.07.2013 (GVBl. Sachsen 2013,10, S. 502)

R26

Verfassung des Landes Sachsen-Anhalt

Vom 16.07.1992 (GVBl. Sachsen-Anhalt 3.1992,31, S. 600 ff.),

zul. geänd. durch Gesetz vom 05.12.2014 (GVBl. Sachsen-Anhalt 25.2014,23, S. 494 ff.)

R27

Bekanntmachung der geltenden Fassung der Verfassung des Landes Schleswig-Holstein

Vom 13.05.2008 (GVBl. Schleswig-Holstein 2008,9, S. 223 ff.),

zul. geänd. durch Gesetz vom 19.12.2016 (GVBl. Schleswig-Holstein 2016,21, S. 1008)

R28

Verfassung des Freistaats Thüringen

Vom 25.10.1993 (GVBl. Thüringen 1993,30, S. 625 ff.),

zul. geänd. durch Gesetz vom 11.10.2004 (GVBl. Thüringen 2004,17, S. 745)

Civil service legislation of the Länder

R29

Landesbeamtengesetz (LBG: Art. 1 des Gesetzes zur Reform des öffentlichen Dienstrechts)

Vom 09.11.2010 (GBl. Baden-Württemberg 2010,19, S. 793 ff.),

zul. geänd. durch Gesetz vom 19.11.2019 (GBl. Baden-Württemberg 2019,21, S. 479 f.)

R30

Bayerisches Beamtengesetz (BayBG)

Vom 29.07.2008 (GVBl. Bayern 2008,16, S. 500 ff.)

zul. geänd. durch Verordnung vom 26.03.2019 (GVBl. Bayern 2019,6, S. 98 ff.)

R31

Landesbeamtengesetz (LBG: Art. 1 des Dienstrechtsänderungsgesetzes)

Vom 19.03.2009 (GVBl. Berlin 65.2009,6, S. 70 ff.),

zul. geänd. durch Gesetz vom 18.12.2018 (GVBl. Berlin 74.2018,31, S. 706 f.)

R32

Beamtenengesetz für das Land Brandenburg (Landesbeamtenengesetz – LBG: Art. 1 des Gesetzes zur Neuordnung des Beamtenrechts im Land Brandenburg)

Vom 03.04.2009 (GVBl. I Brandenburg 20.2009,4, S. 26 ff.)

zul. geänd. durch Gesetz vom 05.06.2019 (GVBl. I Brandenburg 30.2019,19, S. 1 ff.)

R33

Bremisches Beamtenengesetz (BremBG: Art. 1 des Gesetzes zur Neuregelung des Beamtenrechts in der Freien Hansestadt Bremen)

Vom 22.12.2009 (GBl. Bremen 2010,4, S. 17 ff.),

zul. geänd. durch Gesetz vom 10.09.2019 (GBl. Bremen 2019,99, S. 581)

R34

Hamburgisches Beamtenengesetz (HmbBG: Art. 1 des Gesetzes zur Neuregelung des hamburgischen Beamtenrechts)

Vom 15.12.2009 (GVBl. I Hamburg 2009,54, S. 405 ff.),

zul. geänd. durch Gesetz vom 30.10.2019 (GVBl. I Hamburg 2019,40, S. 350)

R35

Hessisches Beamtenengesetz (HBG: Art. 1 des Zweiten Gesetzes zur Modernisierung des Dienstrechts in Hessen)

Vom 27.05.2013 (GVBl. I Hessen 2013,11 S. 218 ff.; berichtigt in GVBl. I Hessen 2013,18, S. 508),

zul. geänd. durch Gesetz vom 21.06.2018 (GVBl. Hessen 2018,12, S. 291 ff.)

R36

Beamtenengesetz für das Land Mecklenburg-Vorpommern (Landesbeamtenengesetz – LBG M-V: Art. 1 des Gesetzes zur Neuordnung des Beamtenrechts für das Land Mecklenburg-Vorpommern)

Vom 17.12.2009 (GVBl. Mecklenburg-Vorpommern 2009,20, S. 687 ff.),

zul. geänd. durch Gesetz vom 22.05.2018 (GVBl. Mecklenburg-Vorpommern 2018,9, S. 193 ff.)

R37

Niedersächsisches Beamtenengesetz (NBG: Art. 1 des Gesetzes zur Modernisierung des niedersächsischen Beamtenrechts)

Vom 25.03.2009 (GVBl. Niedersachsen 63.2009,6, S. 72 ff.),

zul. geänd. durch Gesetz vom 24.10.2019 (GVBl. Niedersachsen 73.2019,18, S. 291 ff.)

R38

Gesetz über die Beamtinnen und Beamten des Landes Nordrhein-Westfalen

(Landesbeamtenengesetz – LBG NRW: Art. 1 des Dienstrechtsmodernisierungsgesetz für das Land Nordrhein-Westfalen)

Vom 14.06.2016 (GVBl. Nordrhein-Westfalen 70.2016,18, S. 310 ff.; berichtigt in

GVBl. Nordrhein-Westfalen 70.2016,24, S. 642 ff.),

zul. geänd. durch Gesetz vom 17.05.2018 (GVBl. Nordrhein-Westfalen 72.2018,12, S. 244 ff.)

R39

Landesbeamtenengesetz (LBG)

Vom 20.10.2010 (GVBl. Rheinland-Pfalz 2010,18, S. 319 ff.),

zul. geänd. durch Gesetz vom 19.12.2018 (GVBl. Rheinland-Pfalz 2018,18, S. 448 ff.)

R40

Saarländisches Beamtenengesetz (SBG: Art. 1 des Gesetzes Nr. 1675 zur Anpassung dienstrechtlicher Vorschriften an das Beamtenstatusgesetz)

Vom 11.03.2009 (ABl. Saarland 2009,12, S. 514 ff.),

zul. geänd. durch Gesetz vom 14.11.2018 (ABl. Saarland I 2018,48, S. 817)

R41

Sächsisches Beamtenengesetz (SächsBG: Art. 1 des Gesetzes zur Neuordnung des Dienst-, Besoldungs- und Versorgungsrechts im Freistaat Sachsen)

(Sächsisches Dienstrechtsneuordnungsgesetz)

Vom 18.12.2013 (GVBl. Sachsen 2013,18, S. 970 ff.),

zul. geänd. durch Gesetz vom 06.06.2019 (GVBl. Sachsen 2019,11, S. 470 f.)

R42

Beamtenengesetz des Landes Sachsen-Anhalt (Landesbeamtenengesetz – LBG LSA: Art. 1 des Gesetzes zur Neuordnung des Landesbeamtenrechts)

Vom 15.12.2009 (GVBl. Sachsen-Anhalt 20.2009,24, S. 648 ff.),

zul. geänd. durch Gesetz vom 22.07.2019 (GVBl. Sachsen-Anhalt 30.2019,17, S. 176 ff.)

R43

Landesbeamtenengesetz (LBG: Art. 1 des Gesetzes zur Neuregelung des Beamtenrechts in Schleswig-Holstein)

Vom 26.03.2009 (GVBl. Schleswig-Holstein 2009,5, S. 93 ff.),

zul. geänd. durch Gesetz vom 12.12.2018 (GVBl. Schleswig-Holstein 2018,19, S. 896 ff.)

R44

Thüringer Beamtenengesetz (ThürBG: Art. 1 des Thüringer Gesetzes zur Änderung beamtenrechtlicher Vorschriften)

Vom 12.08.2014 (GVBl. Thüringen 2014,8, S. 472 ff.),

zul. geänd. durch Gesetz vom 30.07.2019 (GVBl. Thüringen 2019,9, S. 303 ff.)

Civil servants' remuneration acts of the Länder

R45

Landesbesoldungsgesetz Baden-Württemberg (LBesGBW: Art. 2 des Gesetzes zur Reform des öffentlichen Dienstrechts)

Vom 09.11.2010 (GBl. Baden-Württemberg 2010,19, S. 793 ff.),

zul. geänd. durch Gesetz vom 19.11.2019 (GBl. Baden-Württemberg 2019,21, S. 481 ff.)

R46

Bayerisches Besoldungsgesetz (BayBesG: § 1 des Gesetzes zum neuen Dienstrecht in Bayern)

Vom 05.08.2010 (GVBl. Bayern 2010,15, S. 410 ff., berichtigt in GVBl. Bayern 2010,20, S. 764, berichtigt in GVBl. Bayern 2012,4, S. 60, berichtigt in GVBl. Bayern 2012,5, S. 92),

zul. geänd. durch Gesetz vom 24.07.2019 (GVBl. Bayern 2019,14, S. 347 ff.)

R47

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes (LBesG)

Vom 09.04.1996 (GVBl. Berlin 52.1996,22, S. 160 ff., berichtigt in GVBl. 61.2005,31, S. 463),

zul. geänd. durch Gesetz vom 09.10.2019 (GVBl. Berlin 75.2019,29, S. 687)

R48

Besoldungsgesetz für das Land Brandenburg (Brandenburgisches Besoldungsgesetz - BbgBesG: Art. 1 des Gesetzes zur Neuregelung des brandenburgischen Besoldungsrechts und des brandenburgischen Beamtenversorgungsrechts)

Vom 20.11.2013 (GVBl. I Brandenburg 24.2013,32, S. 1 ff.; berichtigt in GVBl I Brandenburg 24.2013,34, S. 1),

zul. geänd. durch Gesetz vom 19.06.2019 (GVBl. Brandenburg I 30.2019,40, S. 1 ff.)

R49

Art. 1: Gesetz über die Besoldung der bremischen Beamtinnen und Beamten sowie Richterinnen und Richter (Bremisches Besoldungsgesetz – BremBesG: Art. 1 des Gesetzes zur Neuordnung des Besoldungsrechts in der Freien Hansestadt Bremen)

Vom 20.12.2016 (GBl. Bremen 2016,135, S. 924 ff.),

zul. geänd. durch Gesetz vom 14.05.2019 (GBl. Bremen 2019,74, S. 391 ff.)

R50

Hamburgisches Besoldungsgesetz (HmbBesG: Art. 1 des Gesetzes zur Neuregelung des Hamburgischen Besoldungs- und Beamtenversorgungsrechts)
Vom 26.01.2010 (GBl. I Hamburg 2010,4, S. 23 ff., berichtigt in GVBl. I Hamburg 2010,7, S. 126),
zul. geänd. durch Gesetz vom 27.11.2019 (GVBl. I Bremen 2019,46, S. 410)

R51

Hessisches Besoldungsgesetz (HBesG: Art. 1 des Zweiten Gesetzes zur Modernisierung des Dienstrechts in Hessen)
Vom 27.05.2013 (GVBl. Hessen 2013,11, S. 218 ff., berichtigt in GVBl. Hessen 2013,18, S. 508),
zul. geänd. durch Gesetz vom 06.09.2019 (GVBl. Hessen 2019,17, S. 232 f.)

R52

Bekanntmachung der Neufassung des Landesbesoldungsgesetzes
Vom 05.09.2001 (GVBl. Mecklenburg-Vorpommern 2001,11, S. 321 ff.),
zul. geänd. durch Gesetz vom 19.11.2019 (GVBl. Mecklenburg-Vorpommern 2019,23, S. 678 ff.)

R53

Niedersächsisches Besoldungsgesetz (NBESG: Art. 1 des Gesetzes zur Neuregelung des Besoldungsrechts, zur Anpassung der Besoldung und der Versorgungsbezüge in den Jahren 2017 und 2018 sowie zur Änderung anderer dienstrechtlicher Vorschriften)
Vom 20.12.2016 (GVBl. Niedersachsen 70.2016,20, S. 308 ff.),
zul. geänd. durch Gesetz vom 20.06.2019 (GVBl. Niedersachsen 73.2019,9, S. 114 ff.; berichtigt in GVBl. Niedersachsen 73.2019,10, S. 186)

R54

Besoldungsgesetz für das Land Nordrhein-Westfalen (Landesbesoldungsgesetz - LBesG NRW: Art. 2 des Dienstrechtsmodernisierungsgesetz für das Land Nordrhein-Westfalen)
Vom 14.06.2016 (GVBl. Nordrhein-Westfalen 70.2016,18, S. 310 ff.),
zul. geänd. durch Gesetz vom 12.07.2019 (GVBl. Nordrhein-Westfalen 73.2019,16, S. 378 ff.)

R55

Landesbesoldungsgesetz (LBesG: Art. 1 des Landesgesetzes zur Reform des finanziellen öffentlichen Dienstrechts)
Vom 18.06.2013 (GVBl. Rheinland-Pfalz 2013,10, S. 157 ff.),
zul. geänd. durch Gesetz vom 18.06.2019 (GVBl. Rheinland-Pfalz 2019,9, S. 119 ff.)

R56

Bekanntmachung der Neufassung des Saarländischen Besoldungsgesetzes (SBesG)
Vom 10.01.1989 (Abl. Saarland 1989,10, S. 301 ff.),
zul. geänd. durch Gesetz vom 19.06.2019 (Abl. Saarland I 2019,26, S. 498 ff.)

R57

Sächsisches Besoldungsgesetz (SächsBesG: Art. 2 des Gesetzes zur Neuordnung des Dienst-, Besoldungs- und Versorgungsrechts im Freistaat Sachsen)
Vom 18.12.2013 (GVBl. Sachsen 2013,18, S. 970 ff.),
zul. geänd. durch Gesetz vom 20.08.2019 (GVBl. Sachsen 2019,16, S. 662)

R58

Besoldungsgesetz des Landes Sachsen-Anhalt (LBesG LSA: Art. 1 des Gesetzes zur Neuregelung des Besoldungsrechts des Landes Sachsen-Anhalt)
Vom 08.02.2011 (GVBl. Sachsen-Anhalt 22.2011,4, S. 68 ff.),
zul. geänd. durch Gesetz vom 11.10.2019 (GVBl. Sachsen-Anhalt 30.2019,25, S. 290 ff.)

R59

Besoldungsgesetz Schleswig-Holstein (Art. 1 des Gesetzes zur Neuregelung des Besoldungs- und Beamtenversorgungsrechts in Schleswig-Holstein)

Vom 26.01.2012 (GVBl. Schleswig-Holstein 2012,3, S. 153 ff.),

zul. geänd. durch Gesetz vom 24.06.2019 (GVBl. Schleswig-Holstein 2019,10, S. 188 ff.)

R60

Neubekanntmachung des Thüringer Besoldungsgesetzes

Vom 18.01.2016 (GVBl. Thüringen 2016,1, S. 1 ff.; berichtigt in GVBl. Thüringen 2016,3, S. 166, berichtigt in GVBl. Thüringen 2016,4, S. 202),

zul. geänd. durch Gesetz vom 09.07.2019 (GVBl. Thüringen 2019,8, S. 286 f.)

Basic legal regulations on early childhood education

Federation

R61

Bekanntmachung der Neufassung des Achten Buches Sozialgesetzbuch (Kinder- und Jugendhilfe)

Vom 11.09.2012 (BGBl. I 2012,45, S. 2022 ff.),

zul. geänd. durch Gesetz vom 04.08.2019 (BGBl. I 2019,29, S. 1131 ff.)

R62

Gesetz zur Förderung von Kindern unter drei Jahren in Tageseinrichtungen und Kindertagespflege (Kinderförderungsgesetz – KiföG)

Vom 10.12.2008 (BGBl. I 2008,57, S. 2403 ff.)

zul. geänd. durch Gesetz vom 23.06.2017 (BGBl. I 2017,40, S. 1893 ff.)

R63

Gesetz zum weiteren quantitativen und qualitativen Ausbau der Kindertagesbetreuung

Vom 23.06.2017 (BGBl. I 2017,40, S. 1893 ff.)

R64

Gesetz zur Weiterentwicklung der Qualität und zur Teilhabe in der Kindertagesbetreuung (KiTa-Qualitäts- und Teilhabeverbesserungsgesetz–KiQuTG)

Vom 19.12.2018 (BGBl. I 2018,49, S. 2696 ff.)

Länder

Baden-Württemberg

R65

Bekanntmachung der Neufassung des Kindertagesbetreuungsgesetzes

Vom 19.03.2009 (GBl. Baden-Württemberg 2009,6, S. 161 ff.),

zul. geänd. durch Gesetz vom 19.11.2019 (GBl. Baden-Württemberg 2019,21, S. 476 ff.)

Bayern

R66

Bayerisches Gesetz zur Bildung, Erziehung und Betreuung von Kindern in Kindergärten, anderen Kindertageseinrichtungen und in Tagespflege und zur Änderung anderer Gesetze – Bayerisches Kinderbildungs- und -betreuungsgesetz und Änderungsgesetz (BayKiBiG und ÄndG)

Vom 08.07.2005 (GVBl. Bayern 2005,13, S. 236 ff.),

zul. geänd. durch Gesetz vom 24.05.2019 (GVBl. Bayern 2019,9, S. 266 ff.)

Berlin

R67

Gesetz zur Weiterentwicklung des bedarfsgerechten Angebotes und der Qualität von Tagesbetreuung (Kindertagesbetreuungsreformgesetz)

Vom 23.06.2005 (GVBl. Berlin 61.2005,22, S. 322 ff.)

zul. geänd. durch Gesetz vom 19.12.2017 (GVBl. Berlin 73.2017,23, S. 702 f.)

Brandenburg

R68

Bekanntmachung der Neufassung des Zweiten Gesetzes zur Ausführung des Achten Buches des Sozialgesetzbuches

- Kinder- und Jugendhilfe – Kindertagesstättengesetz (KitaG)

Vom 27.06.2004 (GVBl. I Brandenburg 15.2004,16, S. 384 ff.),

zul. geänd. durch Gesetz vom 01.04.2019 (GVBl. I Brandenburg 30.2019,8, S. 1 ff.)

Bremen

R69

Bremisches Gesetz zur Förderung von Kindern in Tageseinrichtungen und in Tagespflege (Bremisches Tageseinrichtungs- und Kindertagespflegegesetz – BremKTG: Art. 1 des Dritten Gesetzes zur Ausführung des Achten Buches Sozialgesetzbuch)

Vom 19.12.2000 (GBl. Bremen 2000,66, S. 491 ff.),

zul. geänd. durch Gesetz vom 05.03.2019 (GBl. Bremen 2019,17, S. 76 ff.)

Hamburg

R70

Gesetz zur Neuregelung der Hamburger Kinderbetreuung

Vom 27.04.2004 (GVBl. I Hamburg 2004,24, S. 211 ff.),

zul. geänd. durch Gesetz vom 27.11.2019 (GVBl. Hamburg I 2019,45, S. 404)

Hessen

R71

Gesetz zur Zusammenführung und Änderung von Vorschriften der Kinder- und Jugendhilfe (HKJGB)

Vom 18.12.2006 (GVBl. I Hessen 2006,24, S. 698 ff.),

zul. geänd. durch Gesetz vom 13.09.2018 (GVBl. Hessen I 2018,22, S. 590 ff.)

Mecklenburg-Vorpommern

R72

Gesetz zur Förderung von Kindern in Kindertageseinrichtungen und in Tagespflege (Kindertagesförderungsgesetz – KiföG M-V)

Vom 01.04.2004 (GVBl. Mecklenburg-Vorpommern 2004,6, S. 146 ff.),

zul. geänd. durch Gesetz vom 13.12.2018 (GVBl. Mecklenburg-Vorpommern 2018,21, S. 408 f.)

Niedersachsen

R73

Neubekanntmachung des Gesetzes über Tageseinrichtungen für Kinder

Vom 07.02.2002 (GVBl. Niedersachsen 56.2002,6, S. 57 ff.),

zul. geänd. durch Gesetz vom 24.10.2019 (GVBl. Niedersachsen 73.2019,18, S. 300 ff.)

Nordrhein-Westfalen

R74

Gesetz zur frühen Bildung und Förderung von Kindern (Kinderbildungsgesetz – KiBiz) – Viertes Gesetz zur Ausführung des Kinder- und Jugendhilfegesetzes

Vom 30.10.2007 (GVBl. Nordrhein-Westfalen 61.2007,25, S. 462 ff.),

zul. geänd. durch Gesetz vom 26.02.2019 (GVBl. Nordrhein-Westfalen 73.2019,6, S. 151 ff.)

Rheinland-Pfalz

R75

Landesgesetz über die Erziehung, Bildung und Betreuung von Kindern in Tageseinrichtungen und in Kindertagespflege (KiTaG: Art. 1 des Landesgesetzes über die Weiterentwicklung der

Erziehung, Bildung und Betreuung von Kindern in Tageseinrichtungen und in Kindertagespflege

Vom 03.09.2019 (GVBl. Rheinland-Pfalz 2019,13, S. 213 ff.)

Saarland

R76

Gesetz Nr. 1649

Saarländisches Ausführungsgesetz nach § 26 des Achten Buches Sozialgesetzbuch

Saarländisches Kinderbetreuungs- und -bildungsgesetz (SKBBG)

Vom 18.06.2008 (ABl. Saarland 2008,30, S. 1254 ff.),

zul. geänd. durch Gesetz vom 19.06.2019 (ABl. Saarland I 2019,27, S. 564 f.)

Sachsen

R77

Bekanntmachung der Neufassung des Gesetzes über Kindertageseinrichtungen

Vom 15.05.2009 (GVBl. Sachsen 2009,6, S. 225. ff.),

zul. geänd. durch Gesetz vom 14.12.2018 (GVBl. Sachsen 2018,18, S. 782 ff.)

Sachsen-Anhalt

R78

Gesetz zur Förderung und Betreuung von Kindern in Tageseinrichtungen und in Tagespflege des Landes Sachsen-Anhalt (Kinderförderungsgesetz – KiFöG)

Vom 05.03.2003 (GVBl. Sachsen-Anhalt 14.2003,6, S. 48 ff.),

zul. geänd. durch Gesetz vom 13.12.2018 (GVBl. Sachsen-Anhalt 29.2018,27, S. 420 ff.)

Schleswig-Holstein

R79

Gesetz zur Förderung von Kindern in Tageseinrichtungen und Tagespflegestellen (Kindertagesstättengesetz – KiTaG)

Vom 12.12.1991 (GVBl. Schleswig-Holstein 1991,25, S. 651 ff.),

zul. geänd. durch Gesetz vom 21.11.2017 (GVBl. Schleswig-Holstein 2017,15, S. 512)

Thüringen

R80

Thüringer Gesetz über die Bildung, Erziehung und Betreuung von Kindern in Tageseinrichtungen und in Kindertagespflege als Ausführungsgesetz zum Achten Buch Sozialgesetzbuch (Thüringer Kindertagesbetreuungsgesetz – ThürKitaG)

Vom 18.12.2017 (GVBl. Thüringen 2017,12, S. 276 ff.),

zul. geänd. durch Gesetz vom 10.10.2019 (GVBl. Thüringen 2019,11, S. 383 f.)

Basic legal regulations on primary and secondary education

Federation

R81

Berufsbildungsgesetz (BBiG)

Vom 23.03.2005 (BGBl. I 2005,20, S. 931 ff.),

zul. geänd. durch Gesetz vom 17.07.2017 (BGBl. I 2017,49, S. 2613 ff.)

R82

Bekanntmachung der Neufassung der Handwerksordnung (HwO)

Vom 24.09.1998 (BGBl. I 1998,67, S. 3074 ff.),

zul. geänd. durch Gesetz vom 30.06.2017 (BGBl. I 2017,44, S. 2143 ff.)

R83

Ausbilder-Eignungsverordnung (AusbEignV)
Vom 21.01.2009 (BGBl. I 2009,5, S. 88 ff.)

R84

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung der Ausbildung (Bundesausbildungsförderungsgesetz – BAföG)
Vom 07.12.2010 (BGBl. I 2010,64, S. 1952 ff.),
zul. geänd. durch Gesetz vom 08.07.2019 (BGBl. I,26, S. 1048 ff.)

Mutual Agreement between the Länder on the Standardisation of the School System

R85

Abkommen zwischen den Ländern der Bundesrepublik zur Vereinheitlichung auf dem Gebiete des Schulwesens
Vom 28.10.1964 i. d. F. vom 14.10.1971 (Sammlung der Beschlüsse der Kultusministerkonferenz,
Loseblatt-Sammlung, Beschluss Nr. 101)

School legislation of the Länder

R86

Bekanntmachung der Neufassung des Schulgesetzes für Baden-Württemberg
Vom 01.08.1983 (GBl. Baden-Württemberg 1983,15, S. 397 ff.),
zul. geänd. durch Gesetz vom 19.02.2019 (GBl. Baden-Württemberg 2019,5, S. 53 f.)

Bayern

R87

Bekanntmachung der Neufassung des Gesetzes über das Erziehungs- und Unterrichtswesen (BayEUG)
Vom 31.05.2000 (GVBl. Bayern 2000,17, S. 414 ff., berichtigt in GVBl. Bayern 2000,20, S. 632),
zul. geänd. durch Gesetz vom 24.07.2019 (GVBl. Bayern 2019,14, S. 408 ff.)

Berlin

R88

Schulgesetz für das Land Berlin (Schulgesetz – SchulG)
Vom 26.01.2004 GVBl. Berlin 60.2004,4, S. 26 ff.),
zul. geänd. durch Gesetz vom 09.04.2019 (GVBl. Berlin 75.2019,12, S. 255)

Brandenburg

R89

Bekanntmachung der Neufassung des Brandenburgischen Schulgesetzes
Vom 02.08.2002 (GVBl. I Brandenburg 13.2002,8, S. 78 ff.),
zul. geänd. durch Gesetz vom 18.12.2018 (GVBl. Brandenburg I 29.2018,35, S. 1 ff.)

Bremen

R90

Bekanntmachung der Neufassung des Bremischen Schulgesetzes
Vom 28.06.2005 (GBl. Bremen 2005,31, S. 260 ff., berichtigt in GBl. Bremen 2005,38, S. 388,
zul. berichtigt in GBl. Bremen 2005,39, S. 398 f.),
zul. geänd. durch Gesetz vom 26.06.2018 (GBl. Bremen 2018,65, S. 304 f.)

Hamburg

R91

Hamburgisches Schulgesetz (HmbSG)
Vom 16.04.1997 (GVBl. I Hamburg 1997,16, S. 97 ff.),
zul. geänd. durch Gesetz vom 31.08.2018 (GVBl. Hamburg 2018,33, S. 280 ff.)

Hessen

R92

Bekanntmachung der Neufassung des Hessischen Schulgesetzes

Vom 30.06.2017 (GVBl. Hessen 2017,13, S. 150 ff.),

geänd. durch Gesetz vom 03.05.2018 (GVBl. Hessen 2018,6, S. 82 ff.)

Mecklenburg-Vorpommern

R93

Bekanntmachung der Neufassung des Schulgesetzes

Vom 10.09.2010 (GVBl. Mecklenburg-Vorpommern 2010,17, S. 462 ff., berichtigt in GVBl. Mecklenburg-Vorpommern 2011,14, S. 859,)

zul. geänd. durch Bekanntmachung vom 29.05.2018 (GVBl. Mecklenburg-Vorpommern 2018,10, S. 210 f.)

Niedersachsen

R94

Bekanntmachung der Neufassung des Niedersächsischen Schulgesetzes

Vom 03.03.1998 (GVBl. Niedersachsen 52.1998,8, S. 137 ff.),

zul. geänd. durch Gesetz vom 16.05.2018 (GVBl. Niedersachsen 72.2018,6, S. 66 ff.)

Nordrhein-Westfalen

R95

Schulgesetz für das Land Nordrhein-Westfalen (Schulgesetz NRW – SchulG)

Vom 15.02.2005 (GVBl. Nordrhein-Westfalen 59.2005, S. 102 ff.),

zul. geänd. durch Gesetz vom 02.07.2019 (GVBl. Nordrhein-Westfalen 73.2019,14, S. 331 f.)

Rheinland-Pfalz

R96

Schulgesetz (SchulG)

Vom 30.03.2004 (GVBl. Rheinland-Pfalz 2004,8, S. 239 ff.),

zul. geänd. durch Gesetz vom 19.12.2018 (GVBl. Rheinland-Pfalz 2018,18, S. 463 ff.)

Saarland

R97

Bekanntmachung der Neufassung des Gesetzes Nr. 812 zur Ordnung des Schulwesens im Saarland (Schulordnungsgesetz: SchoG)

Vom 21.08.1996 (ABl. Saarland 1996,37, S. 846 ff., berichtigt in ABl. Saarland 1997,9, S. 147),

zul. geänd. durch Gesetz vom 28.08.2019 (ABl. Saarland I 2019,36, S. 668 f.)

R98

Allgemeine Schulordnung (ASchO)

Vom 10.11.1975 (ABl. Saarland 1975,53, S. 1239 ff.),

zul. geänd. durch Gesetz vom 24.06.2011 (ABl. I Saarland 2011,22, S. 220)

Sachsen

R99

Bekanntmachung der Neufassung des Sächsischen Schulgesetzes

(Schulgesetz für den Freistaat Sachsen (Sächsisches Schulgesetz - SächsSchulG))

Vom 27.09.2018 (GVBl. Sachsen 2018,15, S. 648 ff.),

geänd. durch Gesetz vom 14.12.2018 (GVBl. Sachsen 2018,18, S. 782 ff.)

Sachsen-Anhalt

R100

Bekanntmachung der Neufassung des Schulgesetzes des Landes Sachsen-Anhalt (SchulG LSA)

Vom 09.08.2018 (GVBl. Sachsen-Anhalt 29.2018,17, S. 244 ff.)

Schleswig-Holstein

R101

Schleswig-Holsteinisches Schulgesetz (Schulgesetz – SchulG: Art. 1 des Gesetzes zur Weiterentwicklung des Schulwesens in Schleswig-Holstein)

Vom 24.01.2007 (GVBl. Schleswig-Holstein 2007,3, S. 39 ff., berichtigt in GVBl. Schleswig-Holstein 2007,11, S. 276),

zul. geänd. durch Gesetz vom 12.12.2018 (GVBl. Schleswig-Holstein 2018,19, S. 896 ff.)

Thüringen

R102

Neubekanntmachung des Thüringer Schulgesetzes (ThürSchulG)

Vom 30.4.2003 (GVBl. Thüringen 2003,7, S. 238 ff.),

zul. geänd. durch Gesetz vom 06.06.2018 (GVBl. Thüringen 2018,6, S. 229 ff.)

R103

Neubekanntmachung des Thüringer Förderschulgesetzes

Vom 30.04.2003 (GVBl. Thüringen 2003,7, S. 233 ff.),

geänd. durch Gesetz vom 31.01.2013 (GVBl. Thüringen 2013,1, S. 22 ff.)

Legislation of the Länder on privately-maintained schools

Baden-Württemberg

R104

Bekanntmachung der Neufassung des Privatschulgesetzes

Vom 28.02.1990 (GBl. Baden-Württemberg 1990,8, S. 105 ff.),

zul. geänd. durch Gesetz vom 19.11.2019 (GBl. Baden-Württemberg 2019,21, S. 463 ff.)

Bremen

R105

Gesetz über das Privatschulwesen und den Privatunterricht (Privatschulgesetz)

Vom 03.07.1956 (GBl. Bremen 1956,19, S. 77 ff.),

zul. geänd. durch Gesetz vom 02.08.2016 (GBl. Bremen 2016,68, S. 434 ff.)

Hamburg

R106

Hamburgisches Gesetz über Schulen in freier Trägerschaft (HmbSfTG)

Vom 21.09.2004 (GVBl. I Hamburg 2004,43, S. 365 ff.),

zul. geänd. durch Gesetz vom 15.07.2015 (GVBl. Hamburg 2015,32, S. 190)

Rheinland-Pfalz

R107

Landesgesetz über die Privatschulen in Rheinland-Pfalz (Privatschulgesetz – PrivSchG)

Vom 04.09.1970 (GVBl. Rheinland-Pfalz 1970,19, S. 372 ff.),

zul. geänd. durch Gesetz vom 10.10.2018 (GVBl. Rheinland-Pfalz 2018,15, S. 356 f.)

Saarland

R108

Bekanntmachung der Neufassung des Gesetzes Nr. 751 Privatschulgesetz (PrivSchG)

Vom 22.05.1985 (ABl. Saarland 1985,25, S. 610 ff.),

zul. geänd. durch Gesetz vom 16.11.2011 (ABl. I Saarland 2011,38, S. 422 f.)

Sachsen

R109

Sächsisches Gesetz über Schulen in freier Trägerschaft (SächsFrTrSchulG)

Vom 08.07.2015 (GVBl. Sachsen 2015,10, S. 434 ff.),

zul. geänd. durch Verordnung vom 21.06.2019 (GVBl. Sachsen 2019,11, S. 476)

Thüringen

R110

Thüringer Gesetz über Schulen in freier Trägerschaft (ThürSchfTG)

Vom 20.12.2010 (GVBl. Thüringen 2010,14, S. 522 ff.),

zul. geänd. durch Gesetz vom 02.07.2019 (GVBl. Thüringen 2019,8, S. 210 ff.)

Teacher training legislation of the Länder

Bayern

R111

Bekanntmachung der Neufassung des Bayerischen Lehrerbildungsgesetzes

Vom 12.12.1995 (GVBl. Bayern 1996,2, S. 16 f.),

zul. geänd. durch Gesetz vom 05.11.2019 (GVBl. Bayern 2019,20, S. 618)

Berlin

R112

Gesetz über die Aus-, Fort- und Weiterbildung der Lehrerinnen und Lehrer im Land Berlin (Lehrkräftebildungsgesetz – LBiG)

Vom 07.02.2014 (GVBl. Berlin 70.2014,4, S. 49 ff.),

zul. geänd. durch Gesetz vom 02.03.2018 (GVBl. Berlin 74.2018,7, S. 174)

Brandenburg

R113

Gesetz über die Ausbildung und Prüfung für Lehrämter und die Fort- und Weiterbildung von Lehrerinnen und Lehrern im Land Brandenburg (Brandenburgisches Lehrerbildungsgesetz – BbgLeBiG - Art. 1 des Gesetzes zur Weiterentwicklung der Lehrerbildung und zur Änderung des Brandenburgischen Besoldungsgesetzes)

Vom 18.12.2012 (GVBl. I Brandenburg 23.2012,45, S. 1 ff.),

zul. geänd. durch Gesetz vom 31.05.2018 (GVBl. I Brandenburg 29.2018,10, S. 1 ff.)

Bremen

R114

Gesetz über die Ausbildung für das Lehramt an öffentlichen Schulen (Bremisches Lehrerausbildungsgesetz: Art. 1 des Gesetzes zur Änderung der Gesetze zur bremischen Lehrerausbildung)

Vom 16.05.2006 (GBl. Bremen 2006,32, S. 259 ff.),

zul. geänd. durch Gesetz vom 02.08.2016 (GBl. Bremen 2016,68, S. 434 ff.)

Hessen

R115

Bekanntmachung der Neufassung des Hessischen Lehrerbildungsgesetzes.

Vom 28.09.2011 (GVBl. I Hessen 2011,20, S. 590 ff.),

zul. geänd. durch Gesetz vom 05.02.2016 (GVBl. Hessen 2016,3, S. 30 ff.)

Mecklenburg-Vorpommern

R116

Bekanntmachung der Neufassung des Lehrerbildungsgesetzes.

Vom 25.11.2014 (GVBl. Mecklenburg-Vorpommern 2014,22, S. 606 ff.)

Nordrhein-Westfalen

R117

Gesetz über die Ausbildung für Lehrämter an öffentlichen Schulen (Lehrerausbildungsgesetz – LABG: Art. 1 des Gesetzes zur Reform der Lehrerausbildung)

Vom 12.05.2009 (GVBl. Nordrhein-Westfalen 63.2009,14, S. 308 ff.)

zul. geänd. durch Gesetz vom 21.07.2018 (GVBl. Nordrhein-Westfalen 72.2018,18, S. 404 f.)

Saarland

R118

Gesetz Nr. 1434 zur Neufassung des Saarländischen Lehrerbildungsgesetzes (SLBiG) und zur Änderung weiterer Gesetze

Vom 23.06.1999 (ABl. Saarland 1999,32, S. 1054 ff.),

zul. geänd. durch Gesetz vom 18.05.2016 (ABl. Saarland I 2016,21, S. 366 f.)

Schleswig-Holstein

R119

Lehrkräftebildungsgesetz Schleswig-Holstein (LehrBG)

Vom 15.07.2014 (GVBl. Schleswig-Holstein 2014,8, S. 134 ff.),

zul. geänd. durch Gesetz vom 13.12.2018 (GVBl. Schleswig-Holstein 2019,2, S. 14 ff.)

Thüringen

R120

Thüringer Lehrerbildungsgesetz (ThürLbG)

Vom 12.03.2008 (GVBl. Thüringen 2008,3, S. 45 ff.),

zul. geänd. durch Gesetz vom 02.07.2019 (GVBl. Thüringen 2019,8, S. 210 ff.)

Compulsory schooling acts of the Länder

Saarland

R121

Bekanntmachung der Neufassung des Gesetzes Nr. 826 über die Schulpflicht im Saarland (Schulpflichtgesetz)

Vom 21.08.1996 (ABl. Saarland 1996,37, S. 864 ff., berichtigt in ABl. Saarland 1997,9, S. 147),

zul. geänd. durch Gesetz vom 28.08.2019 (ABl. Saarland I 2019,36, S. 668 f.)

Legislation on school participation of the Länder

Saarland

R122

Bekanntmachung der Neufassung des Gesetzes Nr. 994 über die Mitbestimmung und Mitwirkung im Schulwesen – Schulmitbestimmungsgesetz (SchumG)

Vom 21.08.1996 (ABl. Saarland 1996,37, S. 869 ff., berichtigt in ABl. Saarland 1997,9, S. 147),

zul. geänd. durch Gesetz vom 11.12.2012 (ABl. I Saarland 2012,31, S. 1555 ff.)

Basic legal regulations on tertiary education

Federation

R123

Bekanntmachung der Neufassung des Hochschulrahmengesetzes

Vom 19.01.1999 (BGBl. I 1999,3, S. 18 ff.),

zul. geänd. durch Gesetz vom 15.11.2019 (BGBl. I 2019,40, S. 1622)

R124

Gesetz zur Neuregelung der Professorenbesoldung und zur Änderung weiterer dienstrechtlicher Vorschriften (Professorenbesoldungsneuregelungsgesetz)

Vom 11.06.2013 (BGBl. I 2013,29, S. 1514 ff.)

R84

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung der Ausbildung (Bundesausbildungsförderungsgesetz – BAföG)

Vom 07.12.2010 (BGBl. I 2010,64, S. 1952 ff.),

zul. geänd. durch Gesetz vom 08.07.2019 (BGBl. I,26, S. 1048 ff.)

R125

Gesetz über befristete Arbeitsverträge in der Wissenschaft (Wissenschaftszeitvertragsgesetz – WissZeitVG: Art. 1 des Gesetzes zur Änderung arbeitsrechtlicher Vorschriften in der Wissenschaft)

Vom 12.04.2007 (BGBl. I 2007,13, S. 506 ff.),

zul. geänd. durch Gesetz vom 23.05.2017 (BGBl. I 2017,30, S. 1228 f.)

R126

Gesetz zur Schaffung eines nationalen Stipendienprogramms (Stipendienprogramm-Gesetz – StipG)

Vom 21.07.2010 (BGBl. I 2010,38, S. 957 ff.),

zul. geänd. durch Verordnung vom 29.03.2017 (BGBl. I 2017,16, S. 626 ff.)

State Treaties of the Länder

R127

Staatsvertrag über die Errichtung einer gemeinsamen Einrichtung für Hochschulzulassung
Vom 05.06.2008.

R128

Staatsvertrag über die Organisation eines gemeinsamen Akkreditierungssystems zur Qualitätssicherung in Studium und Lehre an deutschen Hochschulen

(Studienakkreditierungsstaatsvertrag)

Vom 12.06.2017.

Legislation of the Länder on higher education

Baden-Württemberg

R129

Gesetz über die Hochschulen in Baden-Württemberg

(Landeshochschulgesetz – LHG: Art. 1 des Dritten Gesetzes zur Änderung hochschulrechtlicher Vorschriften)

Vom 01.04.2014 (GBl. Baden-Württemberg 2014,6, S. 99 ff.),

zul. geänd. durch Gesetz vom 13.03.2018 (GBl. Baden-Württemberg 2018,5, S. 85 ff.)

Bayern

R130

Bayerisches Hochschulgesetz (BayHSchG)

Vom 23.05.2006 (GVBl. Bayern 2006,10, S. 818 ff.),

zul. geänd. durch Verordnung vom 26.03.2019 (GVBl. Bayern 2019,6, S. 98 ff.)

Berlin

R131

Bekanntmachung der Neufassung des Berliner Hochschulgesetzes (BerLHG)

Vom 26.07.2011 (GVBl. Berlin 67.2011,21, S. 378 ff.),

zul. geänd. durch Gesetz vom 02.02.2018 (GVBl. Berlin 74.2018,5, S. 160 ff.)

Brandenburg

R132

Brandenburgisches Hochschulgesetz (BbgHG: Art. 1 des Gesetzes zur Neuregelung des Hochschulrechts des Landes Brandenburg).

Vom 28.04.2014 (GVBl. I Brandenburg 25.2014,18, S. 1 ff.)

zul. geänd. durch Gesetz vom 05.06.2019 (GVBl. I Brandenburg 30.2019,20, S. 1 ff.)

Bremen

R133

Bekanntmachung der Neufassung des Bremischen Hochschulgesetzes

Vom 09.05.2007 (GBl. Bremen 2007,31, S. 339 ff.),

zul. geänd. durch Gesetz vom 05.03.2019 (GBl. Bremen 2019,16, S. 71 ff.)

Hamburg

R134

Hamburgisches Hochschulgesetz (HmbHG: Art. 1 des Gesetzes zur Neuordnung des Hochschulrechts)

Vom 18.07.2001 (GVBl. I Hamburg 2001,26, S. 171 ff.),

zul. geänd. durch Gesetz vom 27.11.2019 (GVBl. Hamburg I 2019,46, S. 409 f.)

Hessen

R135

Hessisches Hochschulgesetz und Gesetz zur Änderung des TUD-Gesetzes sowie weiterer Rechtsvorschriften

Vom 14.12.2009 (GVBl. I Hessen 2009,22, S. 666 ff.),

zul. geänd. durch Gesetz vom 18.12.2017 (GVBl. Hessen 2017,30, S. 482 ff.)

Mecklenburg-Vorpommern

R136

Bekanntmachung der Neufassung des Landeshochschulgesetzes

Vom 25.01.2011 (GVBl. Mecklenburg-Vorpommern 2011,3, S. 18 ff.),

zul. geänd. durch Gesetz vom 11.07.2016 (GVBl. Mecklenburg-Vorpommern 2016,15, S. 550 ff.)

Niedersachsen

R137

Neubekanntmachung des Niedersächsischen Hochschulgesetzes

Vom 26.02.2007 (GVBl. Niedersachsen 61.2007,5, S. 69 ff.)

zul. geänd. durch Gesetz vom 11.09.2019 (GVBl. Niedersachsen 73.2019,16, S. 261 f.)

Nordrhein-Westfalen

R138

Gesetz über die Hochschulen des Landes Nordrhein-Westfalen

(Art. 1 des Hochschulzukunftsgesetzes)

Vom 16.09.2014 (GVBl. Nordrhein-Westfalen 68.2014,27, S. 547 ff.),

zul. geänd. durch Gesetz vom 12.07.2019 (GVBl. Nordrhein-Westfalen 73.2019,16, S. 425 ff.;
berichtigt am 24.09.2019 in GVBl. Nordrhein-Westfalen 73.2019,21, S. 593)

Rheinland-Pfalz

R139

Bekanntmachung der Neufassung des Hochschulgesetzes (HochSchG)

Vom 19.11.2010 (GVBl. Rheinland-Pfalz 2010,21, S. 463 ff.),

zul. geänd. durch Gesetz vom 18.06.2019 (GVBl. Rheinland-Pfalz 2019,9, S. 101 ff.)

Saarland

R140

Saarländisches Hochschulgesetz (SHSG)

Vom 30.11.2016 (ABl. I Saarland 2016,47, S. 1080 ff.),

zul. geänd. durch Gesetz vom 10.04.2019 (ABl. I Saarland 2019,21, S. 412 f.)

Sachsen

R141

Bekanntmachung der Neufassung des Sächsischen Hochschulfreiheitsgesetzes

Vom 15.01.2013 (GVBl. Sachsen 2013,1, S. 3 ff.),

zul. geänd. durch Gesetz vom 05.04.2019 (GVBl. Sachsen 2019,6, S. 245 ff.)

Sachsen-Anhalt

R142

Bekanntmachung der Neufassung des Hochschulgesetzes des Landes Sachsen-Anhalt (HSG S-A)

Vom 14.12.2010 (GVBl. Sachsen-Anhalt 21.2010,28, S. 600 ff., berichtigt in GVBl. Sachsen-Anhalt 22.2011,10, S. 561),

zul. geänd. durch Gesetz vom 13.06.2018 (GVBl. Sachsen-Anhalt 29.2018,9, S. 72 ff.)

Schleswig-Holstein

R143

Neubekanntmachung der geltenden Fassung des Hochschulgesetzes.

Vom 05.02.2016 (GVBl. Schleswig-Holstein 2016,2, S. 39 ff.),

zul. geänd. durch Gesetz vom 21.02.2018 (GVBl. Schleswig-Holstein 2018,5, S. 58 ff.)

Thüringen

R144

Thüringer Gesetz zur Stärkung der Mitbestimmung an Hochschulen sowie zur Änderung weiterer hochschulrechtlicher Vorschriften (Thüringer Hochschulgesetz – ThürHG)

Vom 10.05.2018 (GVBl. Thüringen 2018,5, S. 149 ff.),

zul. geänd. durch Gesetz vom 18.12.2018 (GVBl. Sachsen-Anhalt 2018,14, S. 731 ff.)

Legislation of the Länder on colleges of art and music

Nordrhein-Westfalen

R145

Gesetz über die Kunsthochschulen des Landes Nordrhein-Westfalen (Kunsthochschulgesetz – KunstHG: Art. 1 des Gesetzes zur Neuregelung des Kunsthochschulrechts)

Vom 13.03.2008 (GVBl. Nordrhein-Westfalen 62.2008,10, S. 195 ff.),

zul. geänd. durch Gesetz vom 17.10.2017 (GVBl. Nordrhein-Westfalen 71.2017,31, S. 806 ff.)

Saarland

R146

Gesetz über die Hochschule der Bildenden Künste – Saar

(Kunsthochschulgesetz – KhG: Art. 1 des Gesetzes über die Hochschule der Bildenden Künste Saar und die Hochschule für Musik Saar)

Vom 04.05.2010 (Abl. I Saarland 2010,14, S. 1176 ff., berichtigt in Abl. I Saarland 2010,30, S. 1378),

zul. geänd. durch Gesetz vom 20.09.2017 (Abl. I Saarland 2017,46, S. 974 ff.)

R147

Gesetz Nr. 1338 über die Hochschule für Musik Saar (Musikhochschulgesetz – MhG: Art. 2 des Gesetzes über die Hochschule der Bildenden Künste Saar und die Hochschule für Musik Saar)

Vom 04.05.2010 (Abl. I Saarland 2010,14, S. 1176 ff.),

zul. geänd. durch Gesetz vom 20.09.2017 (Abl. I Saarland 2017,46, S. 974 ff.)

Legislation of the Länder on *Berufsakademien*

Hamburg

R148

Hamburgisches Berufsakademiegesetz (HmbBAG: Art. 1 des Gesetzes über die Bildung von Berufsakademien in Hamburg)

Vom 29.06.2005 (GVBl. I Hamburg 2005,22, S. 253 ff.),

zul. geänd. durch Gesetz vom 28.11.2017 (GVBl. I Hamburg 2017,38, S. 365 ff.)

Hessen

R149

Gesetz über die staatliche Anerkennung von Berufsakademien
Vom 15.09.2016 (GVBl. Hessen 2016,12, S. 162 ff.),
geänd. durch Gesetz vom 18.12.2017 (GVBl. Hessen 2017,30, S. 482 ff.)

Niedersachsen

R150

Niedersächsisches Berufsakademiegesetz (Nds. BAKadG)
Vom 06.06.1994 (GVBl. Niedersachsen 48.1994,12, S. 233 ff.),
zul. geänd. durch Gesetz vom 15.12.2015 (GVBl. Niedersachsen 69.2015,22, S. 384 ff.)

Saarland

R151

Gesetz Nr. 1368 – Saarländisches Berufsakademiegesetz (Saarl. BAKadG)
Vom 27.03.1996 (Abl. Saarland 1996,21, S. 438 f.),
zul. geänd. durch Gesetz vom 20.09.2017 (Abl. I Saarland 2017,42, S. 909 f.)

Sachsen

R152

Gesetz über die Berufsakademie im Freistaat Sachsen (Sächsisches Berufsakademiegesetz – SächsBAG: Art. 1 des Gesetzes zur Neuregelung der Berufsakademie im Freistaat Sachsen und Aktualisierung von gesetzlichen Regelungen für den tertiären Bildungsbereich)
Vom 09.06.2017 (GVBl. Sachsen 2017,10, S. 306 ff.),
geänd. durch Gesetz vom 14.12.2018 (GVBl. Sachsen 2018,18, S. 782 ff.)

Schleswig-Holstein

R153

Schleswig-Holsteinisches Berufsakademiegesetz (Berufsakademiegesetz – BAG)
Vom 01.10.2008 (GVBl. Schleswig-Holstein 2008,18, S. 522 ff.),
zul. geänd. durch Gesetz vom 10.06.2016 (GVBl. Schleswig-Holstein 2016,9, S. 342 ff.)

Legislation of the Länder on assistance for graduates

Baden-Württemberg

R154

Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses
(Landesgraduiertenförderungsgesetz – LGFG)
Vom 23.07.2008 (GBl. Baden-Württemberg 2008,11, S. 252 ff.)

Bayern

R155

Bayerisches Eliteförderungsgesetz (BayEFG)
Vom 26.04.2005 (GVBl. Bayern 2005,8, S. 104 ff.),
zul. geänd. durch Gesetz vom 22.07.2014 (GVBl. Bayern 2014,14, S. 286)

Berlin

R156

Bekanntmachung der Neufassung des Nachwuchsförderungsgesetzes (NaFöG)
Vom 07.06.2005 (GVBl. Berlin 61.2005,22, S. 338 f.)

Brandenburg

R157

Graduiertenförderungsverordnung – (GradV) –
Vom 15.09.2000 (GVBl. II Brandenburg 11.2000,18, S. 325 ff.)
zul. geänd. durch Verordnung vom 15.02.2011 (GVBl. II Brandenburg 21.2011,13, S. 1 f.)

Hamburg

R158

Hamburgisches Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses (HmbNFG)

Vom 07.11.1984 (GVBl. I Hamburg 1984,51, S. 225 f.),

zul. geänd. durch Verordnung vom 28.10.2014 (GVBl. I Hamburg 2014,54, S. 462)

Mecklenburg-Vorpommern

R159

Gesetz zur Förderung des wissenschaftlichen und künstlerischen Nachwuchses im Land Mecklenburg-Vorpommern (Landesgraduiertenförderungsgesetz – LGFG)

Vom 20.11.2008 (GVBl. Mecklenburg-Vorpommern 2008,16, S. 455 ff.)

Sachsen

R160

Verordnung des Sächsischen Staatsministeriums für Wissenschaft und Kunst über die Vergabe von Sächsischen Landesstipendien (Sächsische Landesstipendienverordnung – SächsLStipVO)

Vom 06.07.2018 (GVBl. Sachsen 2018,11, S. 485 ff.)

Sachsen-Anhalt

R161

Bekanntmachung der Neufassung des Graduiertenförderungsgesetzes (GradFG)

Vom 30.07.2001 (GVBl. Sachsen-Anhalt 12.2001,35, S. 318 ff.),

zul. geänd. durch Gesetz vom 10.12.2015 (GVBl. Sachsen-Anhalt 26.2015,30, S. 613 f.)

Schleswig-Holstein

R162

Landesverordnung über die Förderung des wissenschaftlichen und künstlerischen Nachwuchses (Stipendiumsverordnung – StpVO)

Vom 14.12.2009 (NBl. MWV. – H – Schleswig-Holstein 2009,6, S. 57 ff.),

zul. geänd. durch Verordnung vom 18.12.2014 (NBl. HS MSGWG 2014,6, S. 66)

Thüringen

R163

Thüringer Graduiertenförderungsverordnung (ThürGFVO)

Vom 14.03.2011 (GVBl. Thüringen 2011,2, S. 56 ff.),

zul. geänd. durch Verordnung vom 10.05.2018 (GVBl. Thüringen 2018,5, S. 149 ff.)

Basic legal regulations on adult and continuing education

Federation

R81

Berufsbildungsgesetz (BBiG)

Vom 23.03.2005 (BGBl. I 2005,20, S. 931 ff.),

zul. geänd. durch Gesetz vom 17.07.2017 (BGBl. I 2017,49, S. 2613 ff.)

R82

Bekanntmachung der Neufassung der Handwerksordnung (HwO)

Vom 24.09.1998 (BGBl. I 1998,67, S. 3074 ff.),

zul. geänd. durch Gesetz vom 30.06.2017 (BGBl. I 2017,44, S. 2143 ff.)

R84

Bekanntmachung der Neufassung des Bundesgesetzes über individuelle Förderung der Ausbildung (Bundesausbildungsförderungsgesetz – BAföG)

Vom 07.12.2010 (BGBl. I 2010,64, S. 1952 ff.),

zul. geänd. durch Gesetz vom 08.07.2019 (BGBl. I,26, S. 1048 ff.)

R123

Bekanntmachung der Neufassung des Hochschulrahmengesetzes
Vom 19.01.1999 (BGBl. I 1999,3, S. 18 ff.),
zul. geänd. durch Gesetz vom 15.11.2019 (BGBl. I 2019,40, S. 1622)

R164

Sozialgesetzbuch (SGB) Drittes Buch (III) – Arbeitsförderung – Art. 1 des Gesetzes zur Reform
der Arbeitsförderung (Arbeitsförderungs-Reformgesetz – AFRG)
Vom 24.03.1997 (BGBl. I 1997,20, S. 594 ff.),
zul. geänd. durch Gesetz vom 15.08.2019 (BGBl. I 2019,31, S. 1307 ff.)

R165

Bekanntmachung der Neufassung des Zweiten Buches Sozialgesetzbuch
(Grundsicherung für Arbeitsuchende)
Vom 13.05.2011 (BGBl. I 2011,23, S. 850 ff.),
zul. geänd. durch Gesetz vom 11.07.2019 (BGBl. I 2019,27, S. 1066 ff.)

R166

Bekanntmachung der Neufassung des Fernunterrichtsschutzgesetzes (FernUSG)
Vom 04.12.2000 (BGBl. I 2000,54, S. 1670 ff.),
zul. geänd. durch Gesetz vom 29.03.2017 (BGBl. I 2017,16, S. 639)

R167

Bekanntmachung der Neufassung des Aufstiegsfortbildungsförderungsgesetzes
Vom 15.06.2016 (BGBl. I 2016,29, S. 1450 ff.),
zul. geänd. durch Gesetz vom 20.11.2019 (BGBl. I 2019,41, S. 1626 ff.)

R168

Gesetz zur Förderung der beruflichen Weiterbildung im Strukturwandel und zur
Weiterentwicklung der Ausbildungsförderung
Vom 20. Mai 2020 (BGBl. I 2020,24, S. 1044 ff.)

R169

Gesetz zur Stärkung der Chancen für Qualifizierung und für mehr Schutz in der Ar-
beitslosenversicherung (Qualifizierungschancengesetz)
Vom 18.12.2018 (BGBl. I 2018,48, S. 2651 ff.)

Continuing education legislation of the Länder

Baden-Württemberg

R170

Bekanntmachung der Neufassung des Gesetzes zur Förderung der Weiterbildung und des
Bibliothekswesens (Weiterbildungsförderungsgesetz)
Vom 20.03.1980 (GBl. Baden-Württemberg 1980,7, S. 249 ff.),
zul. geänd. durch Gesetz vom 01.07.2004 (GBl. Baden-Württemberg 2004,10, S. 469 ff.)

Bayern

R171

Bayerisches Gesetz zur Förderung der Erwachsenenbildung
(Bayerisches Erwachsenenbildungsförderungsgesetz – BayEbFöG)
Vom 31.07.2018 (GVBl. Bayern 2018, 15, S. 662)

Brandenburg

R172

Gesetz zur Regelung und Förderung der Weiterbildung im Land Brandenburg
(Brandenburgisches Weiterbildungsgesetz – BbgWBG)
Vom 15.12.1993 (GVBl. I Brandenburg 4.1993,26, S. 498 ff.),
zul. geänd. durch Gesetz vom 25.01.2016 (GVBl. I Brandenburg 27.2016,5, S. 1 ff.)

Bremen

R173

Gesetz über die Weiterbildung im Lande Bremen (Weiterbildungsgesetz – WBG: Art. 1 des Gesetzes zur Änderung von Weiterbildungsvorschriften)
Vom 18.06.1996 (GBl. Bremen 1996,27, S. 127 ff., berichtet in GBl. Bremen 1996,37, S. 243),
zul. geänd. durch Gesetz vom 26.09.2017 (GBl. Bremen 2017,87, S. 391 ff.)

Hessen

R174

Gesetz zur Förderung der Weiterbildung im Lande Hessen
(Hessisches Weiterbildungsgesetz – HWBG) und zur Änderung des
Hessischen Gesetzes über den Anspruch auf Bildungsurlaub
Vom 25.08.2001 (GVBl. I Hessen 2001,20, S. 370 ff.),
zul. geänd. durch Gesetz vom 24.03.2015 (GVBl. Hessen 2015,6, S. 118 ff.)

Mecklenburg-Vorpommern

R175

Gesetz zur Förderung der Weiterbildung in Mecklenburg-Vorpommern
(Weiterbildungsförderungsgesetz – WBFöG M-V)
Vom 20.05.2011 (GVBl. Mecklenburg-Vorpommern 2011,9, S. 342 ff.)

Niedersachsen

R176

Niedersächsisches Erwachsenenbildungsgesetz (NEBG)
Vom 17.12.1999 (GVBl. Niedersachsen 53.1999,25, S. 430 ff.),
zul. geänd. durch Gesetz vom 23.11.2004 (GVBl. 58.2004,36, S. 508 ff.)

Nordrhein-Westfalen

R177

Weiterbildungsgesetz (WbG); Bekanntmachung der Neufassung
Vom 14.04.2000 (GVBl. Nordrhein-Westfalen 54.2000,26, S. 390 ff.),
zul. geänd. durch Gesetz vom 23.01.2018 (GVBl. Nordrhein-Westfalen 72.2018,5, S. 90 ff.)

Rheinland-Pfalz

R178

Weiterbildungsgesetz (WBG)
Vom 17.11.1995 (GVBl. Rheinland-Pfalz 1995,24, S. 454 ff.),
zul. geänd. durch Gesetz vom 22.12.2015 (GVBl. Rheinland-Pfalz 2015,17, S. 461 ff.)

Saarland

R179

Saarländisches Weiterbildungsförderungsgesetz (SWFG: Art. 2 des Gesetzes 1704 zur
Weiterentwicklung des Saarländischen Weiterbildungs- und Freistellungsrechts)
Vom 17.06.2015 (Abl. Saarland 2015,18, S. 447)

Sachsen

R180

Gesetz über die Weiterbildung im Freistaat Sachsen (Weiterbildungsgesetz – WBG)
Vom 29.06.1998 (GVBl. Sachsen 1998,11, S. 270 f.),
zul. geänd. durch Gesetz vom 27.01.2012 (GVBl. Sachsen 2012,4, S. 130 ff.)

Sachsen-Anhalt

R181

Gesetz zur Förderung der Erwachsenenbildung im Lande Sachsen-Anhalt
Vom 25.05.1992 (GVBl. Sachsen-Anhalt 3.1992,21, S. 379 ff.),
zul. geänd. durch Gesetz vom 18.11.2005 (GVBl. Sachsen-Anhalt 16.2005,61, S. 698 ff.)

Schleswig-Holstein

R182

Weiterbildungsgesetz Schleswig-Holstein (WBG)

Vom 06.03.2012 (GVBl. Schleswig-Holstein 2012,5, S. 282 ff.),

zul. geänd. durch Gesetz vom 22.01.2017 (BVOBl. Schleswig-Holstein 2017,4, S. 123 f)

Thüringen

R183

Thüringer Erwachsenenbildungsgesetz (ThürEBG)

Vom 18.11.2010 (GVBl. Thüringen 2010,12, S. 328 ff.),

zul. geänd. durch Gesetz vom 14.12.2016 (GVBl. Thüringen 2016,11, S. 553)

Employment release legislation of the Länder

Berlin

R184

Berliner Bildungsurlaubsgesetz (BiUrlG)

Vom 24.10.1990 (GVBl. Berlin 46.1990,78, S. 2209 f.),

geänd. durch Gesetz vom 17.05.1999 (GVBl. Berlin 55.1999,21, S. 178 ff.)

Bremen

R185

Bremisches Bildungszeitgesetz (BremBZG)

Vom 18.12.1974 (GBl. Bremen 1974,52, S. 348 ff.),

zul. geänd. durch Gesetz vom 26.09.2017 (GBl. Bremen 2017,86, S. 388 ff.)

Hamburg

R186

Hamburgisches Bildungsurlaubsgesetz

Vom 21.01.1974 (GVBl. I Hamburg 1974,3, S. 6 f.),

zul. geänd. durch Gesetz vom 15.12.2009 (GVBl. I Hamburg 2009,55, S. 444 ff.)

Hessen

R187

Bekanntmachung der Neufassung des Hessischen Gesetzes über den Anspruch auf Bildungsurlaub

Vom 28.07.1998 (GVBl. I Hessen 1998,16, S. 294 ff., berichtigt in GVBl. I Hessen 1998,18, S. 348),

zul. geänd. durch Gesetz vom 12.12.2017 (GVBl. Hessen 2017,28, S. 432 ff.)

Mecklenburg-Vorpommern

R188

Gesetz zur Freistellung für Weiterbildungen für das Land Mecklenburg-Vorpommern (Bildungsfreistellungsgesetz – BfG M-V)

Vom 13.12.2013 (GVBl. Mecklenburg-Vorpommern 2013,22, S. 691 ff.)

Niedersachsen

R189

Bekanntmachung der Neufassung des Niedersächsischen Bildungsurlaubsgesetzes (NBildUG)

Vom 25.01.1991 (GVBl. Niedersachsen 45.1991,5, S. 29 ff.),

zul. geänd. durch Gesetz vom 17.12.1999 (GVBl. Niedersachsen 53.1999,25, S. 430 ff.)

Nordrhein-Westfalen

R190

Gesetz zur Freistellung von Arbeitnehmern zum Zwecke der beruflichen und politischen Weiterbildung

– Arbeitnehmerweiterbildungsgesetz (AWbG) –

Vom 06.11.1984 (GVBl. Nordrhein-Westfalen 38.1984,62, S. 678 f.),

zul. geänd. durch Gesetz vom 09.12.2014 (GVBl. Nordrhein-Westfalen 68.2014,40, S. 887)

Rheinland-Pfalz

R191

Landesgesetz über die Freistellung von Arbeitnehmerinnen und Arbeitnehmern für Zwecke der Weiterbildung (Bildungsfreistellungsgesetz – BFG)

Vom 30.03.1993 (GVBl. Rheinland-Pfalz 1993,8, S. 157 ff.),

zul. geänd. durch Gesetz vom 22.12.2015 (GVBl. Rheinland-Pfalz 2015,17, S. 461 ff.)

Saarland

R192

Saarländisches Bildungsfreistellungsgesetz (SBFG: Art. 1 des Gesetzes 1704 zur Weiterentwicklung des Saarländischen Weiterbildungs- und Freistellungsrechts)

Vom 20.04.2016 (Abl. Saarland 2016,22, S. 382 ff.)

Sachsen-Anhalt

R193

Gesetz zur Freistellung von der Arbeit für Maßnahmen der Weiterbildung (Bildungsfreistellungsgesetz)

Vom 04.03.1998 (GVBl. Sachsen-Anhalt 9.1998,10, S. 92 f.),

zul. geänd. durch Gesetz vom 18.11.2005 (GVBl. Sachsen-Anhalt 16.2005,61, S. 698 ff.)

Thüringen

R194

Thüringer Bildungsfreistellungsgesetz (ThürBfG)

Vom 15.07.2015 (GVBl. Thüringen 2015,7, S. 114 ff.)

INSTITUTIONS

List of Ministries and institutions under their purview as well as other institutions of importance in the field of education, science and research at federal and Land level

Federation

Auswärtiges Amt
Werderscher Markt 1
10117 Berlin
Tel.: 030/1817-0
poststelle@auswaertiges-amt.de
www.auswaertiges-amt.de

Bundesministerium für Arbeit und Soziales
Wilhelmstr. 49
10117 Berlin
Tel.: 030/18527-0
poststelle@bmas.bund.de
www.bmas.de

Bundesministerium für Bildung und Forschung
Heinemannstr. 2
53175 Bonn
Tel.: 0228/9957-0
bmbf@bmbf.bund.de
www.bmbf.de

Bundesministerium für Familie, Senioren, Frauen und Jugend
Glinkastr. 24
10117 Berlin
Tel.: 030/20655-0
poststelle@bmfsfj.bund.de
www.bmfsfj.de

Bundesministerium für Gesundheit
Rochusstr. 1
53123 Bonn
Tel.: 0228/99441-0
poststelle@bmg.bund.de
www.bmg.bund.de

Bundesministerium des Innern
Alt-Moabit 140
10557 Berlin
Tel.: 030/18681-0
poststelle@bmi.bund.de
www.bmi.bund.de

Bundesministerium der Justiz und für Verbraucherschutz
Mohrenstr. 37
10117 Berlin
Tel.: 030/18580-0
poststelle@bmjv.bund.de
www.bmjv.de

Bundesministerium für Wirtschaft und Energie
Scharnhorststr. 34–37
10115 Berlin
Tel.: 030/18615-0
info@bmwi.bund.de
www.bmwi.de

Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung
Dahlmannstr. 4
53113 Bonn
Tel.: 0228/99535-0
poststelle@bmz.bund.de
www.bmz.de

Bundesagentur für Arbeit
Regensburger Str. 104
90478 Nürnberg
Tel.: 0911/179-0
Zentrale@arbeitsagentur.de
www.arbeitsagentur.de

Bundesinstitut für Berufsbildung (BIBB)
Robert-Schuman-Platz 3
53175 Bonn
Tel.: 0228/107-0
zentrale@bibb.de
www.bibb.de

Bundesrat
Leipziger Str. 3–4
10117 Berlin
Tel.: 030/189100-0
bundesrat@bundesrat.de
www.bundesrat.de

Deutscher Bundestag
Platz der Republik 1
11011 Berlin
Tel.: 030/227-0
mail@bundestag.de
www.bundestag.de

Statistisches Bundesamt (DESTATIS)
Gustav-Stresemann-Ring 11
65189 Wiesbaden
Tel.: 0611/75-1
post@destatis.de
www.destatis.de

Länder

Ministries of education and science of the Länder

Baden-Württemberg

Ministerium für Kultus, Jugend und Sport

Thouretstr. 6

70173 Stuttgart

Tel.: 0711/279-0

poststelle@km.kv.bwl.de

www.km-bw.de

Ministerium für Wissenschaft, Forschung und Kunst

Königstr. 46

70173 Stuttgart

Tel.: 0711/279-0

poststelle@mwk.bwl.de

<https://mwk.baden-wuerttemberg.de>

Bayern

Bayerisches Staatsministerium für

Unterricht und Kultus

Salvatorstr. 2

80333 München

Tel.: 089/2186-0

poststelle@stmuk.bayern.de

www.km.bayern.de

Bayerisches Staatsministerium für

Wissenschaft und Kunst

Salvatorstr. 2

80333 München

Tel.: 089/2186-0

poststelle@stmwk.bayern.de

www.stmwk.bayern.de

Berlin

Senatsverwaltung für Bildung, Jugend und Familie

Bernhard-Weiß-Str. 6

10178 Berlin

Tel.: 030/90227-5050

post@senbjf.berlin.de

www.berlin.de/sen/bildung

Der Regierende Bürgermeister

Berliner Rathaus

Rathausstraße 16

10178 Berlin

Tel.: 030/90227-5050

stswbuero@wissenschaft.berlin.de

www.berlin.de/sen/wissenschaft

Brandenburg

Ministerium für Bildung, Jugend und Sport

Heinrich-Mann-Allee 107

14473 Potsdam

Tel.: 0331/866-0

poststelle@mbjs.brandenburg.de

www.mbjs.brandenburg.de

Ministerium für Wissenschaft, Forschung und Kultur

Dortustr. 36

14467 Potsdam

Tel.: 0331/866-4999

MWFK@MWFK.Brandenburg.de

www.mwfk.brandenburg.de

Bremen

Die Senatorin für Kinder und Bildung

Rembertiring 8–12

28195 Bremen

Tel.: 0421/361-13222

office@bildung.bremen.de

www.bildung.bremen.de

Die Senatorin für Wissenschaft, Gesundheit und Verbraucherschutz

Contrescarpe 72

28195 Bremen

Tel.: 0421/361-0

office@gesundheit.bremen.de

www.gesundheit.bremen.de

Hamburg

Freie und Hansestadt Hamburg

Behörde für Schule und Berufsbildung

Hamburger Str. 31

22083 Hamburg

Tel.: 040/42828-0

webmaster@bsb.hamburg.de

www.hamburg.de/bsb

Freie und Hansestadt Hamburg

Behörde für Wissenschaft, Forschung und Gleichstellung

Hamburger Str. 37

22083 Hamburg

Tel.: 040/42863-0

info@bwfg.hamburg.de

www.hamburg.de/bwfg

Hessen

Hessisches Kultusministerium

Luisenplatz 10

65185 Wiesbaden

Tel.: 0611/368-0

poststelle.hkm@kultus.hessen.de

https://kultusministerium.hessen.de

Hessisches Ministerium für Wissenschaft und Kunst
Rheinstr. 23–25
65185 Wiesbaden
Tel.: 0611/32-0
poststelle@hmwk.hessen.de
<https://wissenschaft.hessen.de>

Mecklenburg-Vorpommern

Ministerium für Bildung, Wissenschaft und Kultur
Werderstr. 124
19055 Schwerin
Tel.: 0385/588-0
poststelle@bm.mv-regierung.de
www.regierung-mv.de/Landesregierung/bm/

Niedersachsen

Niedersächsisches Kultusministerium
Schiffgraben 12
30159 Hannover
Tel.: 0511/120-0
poststelle@mk.niedersachsen.de
www.mk.niedersachsen.de

Niedersächsisches Ministerium
für Wissenschaft und Kultur
Leibnizufer 9
30169 Hannover
Tel.: 0511/120-0
pressestelle@mwk.niedersachsen.de
www.mwk.niedersachsen.de

Nordrhein-Westfalen

Ministerium für Schule und Bildung
des Landes Nordrhein-Westfalen
Völklinger Str. 49
40221 Düsseldorf
Tel.: 0211/5867-40
poststelle@msb.nrw.de
www.schulministerium.nrw.de

Ministerium für Kultur und Wissenschaft
des Landes Nordrhein-Westfalen
Völklinger Str. 49
40221 Düsseldorf
Tel.: 0211/896-04
poststelle@mkw.nrw.de
www.wissenschaft.nrw.de

Rheinland-Pfalz

Ministerium für Bildung
Mittlere Bleiche 61
55116 Mainz
Tel.: 06131/16-0
poststelle@bm.rlp.de
<https://bm.rlp.de>

Ministerium für Wissenschaft, Weiterbildung und Kultur
Mittlere Bleiche 61
55116 Mainz
Te.: 06131/16-0
poststelle@mwwk.rlp.de
<https://mwwk.rlp.de>

Saarland

Ministerium für Bildung und Kultur
Trierer Str. 33
66117 Saarbrücken
Tel.: 0681/501-00
poststelle@bildung.saarland.de
www.saarland.de/ministerium_bildung_kultur.htm
Staatskanzlei des Saarlandes (Wissenschaftsressort)
Am Ludwigsplatz 14
66117 Saarbrücken
Tel.: 0681 501-00
www.saarland.de/staatskanzlei.htm

Sachsen

Sächsisches Staatsministerium für Kultus
Carolaplatz 1
01097 Dresden
Tel.: 0351/564-0
poststelle@smk.sachsen.de
www.smk.sachsen.de

Sächsisches Staatsministerium für Wissenschaft und Kunst
Wigardstr. 17
01097 Dresden
Tel.: 0351/564-0
poststelle@smwk.sachsen.de
www.smwk.sachsen.de

Sachsen-Anhalt

Ministerium für Bildung des Landes Sachsen-Anhalt
Turmschanzenstr. 32
39114 Magdeburg
Tel.: 0391/567-01
Poststelle@min.mb.sachsen-anhalt.de
www.mb.sachsen-anhalt.de

Ministerium für Wirtschaft, Wissenschaft und Digitalisierung
des Landes Sachsen-Anhalt
Hasselbachstr. 4
39104 Magdeburg
Tel.: 0391/567-01
poststelle@mw.sachsen-anhalt.de
www.mw.sachsen-anhalt.de

Schleswig-Holstein

Ministerium für Bildung, Wissenschaft und Kultur
Brunswiker Str. 16–22
24105 Kiel
Tel.: 0431/988-0
poststelle@bimi.landsh.de
www.schleswig-holstein.de/DE/Landesregierung/III/iii_node.html

Thüringen

Thüringer Ministerium für Bildung, Jugend und Sport
Werner-Seelenbinder-Str. 7
99096 Erfurt
Tel.: 0361/379-00
poststelle@tmbjs.thueringen.de
www.thueringen.de/th2/tmbjs

Thüringer Ministerium für Wirtschaft, Wissenschaft und Digitale Gesellschaft
Max-Reger-Str. 4–8
99096 Erfurt
Tel.: 0361/379-7999
<http://www.thueringen.de/th6/tmwwdg>

Joint institution of the Länder for the coordination between the ministries for education, cultural affairs and science and for the cooperation of these ministries and the Federation

Ständige Konferenz der Kultusminister
der Länder in der Bundesrepublik Deutschland (KMK)
Graurheindorfer Str. 157
53117 Bonn
Tel.: 0228/501-0
poststelle@kmk.org
www.kmk.org

Berliner Büro:
Taubenstr. 10
10117 Berlin
Tel.: 030/25418-499
poststelle@kmk.org

Joint institution of the Federation and the Länder for cooperation in the promotion of science and research

Gemeinsame Wissenschaftskonferenz (GWK)
Friedrich-Ebert-Allee 38
53113 Bonn
Tel.: 0228/5402-0
gwk@gwk-bonn.de
www.gwk-bonn.de

Institutions for teacher in-service and further training, as well as for research into schools and higher education institutions

Baden-Württemberg

Landesinstitut für Schulentwicklung
Heilbronner Str. 172
70191 Stuttgart
Tel.: 0711/6642-0
Poststelle@ls.kv.bwl.de
www.ls-bw.de

Landesakademie für Fortbildung und Personalentwicklung an Schulen (Standort Comburg)
Comburg 5
74523 Schwäbisch-Hall
Tel.: 0791/93020-0
poststelle@aka-co.kv.bwl.de
<http://lehrerfortbildung-bw.de/lak/co>

Landesakademie für Fortbildung und Personalentwicklung an Schulen (Standort Esslingen)
Steinbeisstr. 1
73730 Esslingen
Tel.: 0711/930701-0
poststelle@aka-es.kv.bwl.de
<http://lehrerfortbildung-bw.de/lak/es>

Landesakademie für Fortbildung und Personalentwicklung an Schulen (Standort Bad Wildbad)
Baetznerstr. 92
75323 Bad Wildbad
Tel.: 07081/9259-0
poststelle@aka-wb.kv.bwl.de
<http://lehrerfortbildung-bw.de/lak/wb>

Landesinstitut für Schulsport, Schulkunst und Schulmusik Baden-Württemberg
Reuteallee 40
71634 Ludwigsburg
Tel.: 07141/140-623
poststelle@lis.kv.bwl.de
www.lis-in-bw.de

Bayern

Staatsinstitut für Schulqualität und Bildungsforschung (ISB)
Schellingstr. 155
80797 München
Tel.: 089/2170-2008
kontakt@isb.bayern.de
www.isb.bayern.de

Akademie für Lehrerfortbildung und Personalführung
Kardinal-von-Waldburg-Str. 6–7
89407 Dillingen
Tel.: 09071/53-0
direktor@alp.dillingen.de
<http://alp.dillingen.de>

Staatsinstitut für Frühpädagogik
Eckbau Nord
Winzererstr. 9
80797 München
Tel.: 089/99825-1900
kontakt@ifp.bayern.de
www.ifp.bayern.de

Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung
Prinzregentenstr. 24
80538 München
Tel.: 089/21234-405
Sekretariat@ihf.bayern.de
www.ihf.bayern.de

Berlin/Brandenburg

Landesinstitut für Schule und Medien Berlin-Brandenburg (LISUM)
Struweg
14974 Ludwigsfelde-Struveshof
Tel.: 03378/209-0
Poststelle@lisum.berlin-brandenburg.de
www.lisum.berlin-brandenburg.de

Bremen

Landesinstitut für Schule (LIS)
Am Weidedamm 20
28215 Bremen
Tel.: 0421/361-14406
office@lis.bremen.de
www.lis.bremen.de

Hamburg

Landesinstitut für Lehrerbildung und Schulentwicklung
Felix-Dahn-Str. 3
20357 Hamburg
Tel.: 040/428842-300
li@li-hamburg.de
www.li.hamburg.de

Hessen

Hessische Lehrkräfteakademie
Stuttgarter Str. 18–24
60329 Frankfurt am Main
Tel.: 069/38989-00
poststelle.la@kultus.hessen.de
http://lsa.hessen.de

Mecklenburg-Vorpommern

Institut für Qualitätsentwicklung Mecklenburg-Vorpommern (IQ M-V)
Schmiedestr. 8
19053 Schwerin
Tel.: 0385/588-0
www.bildung-mv.de/lehrer/fort-und-weiterbildung

Niedersachsen

Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung (NLQ)
Keßlerstr. 52
31134 Hildesheim
Tel.: 05121/1695-0
poststelle@nlq.niedersachsen.de
www.nlq.niedersachsen.de

Nordrhein-Westfalen

Qualitäts- und UnterstützungsAgentur – Landesinstitut für Schule (QUA-LiS NRW)
Paradieser Weg 64
59494 Soest
Tel.: 02921/683-0
poststelle@qua-lis.nrw.de
www.qua-lis.nrw.de

Rheinland-Pfalz

Institut für Lehrerfort- und -weiterbildung (ILF Mainz)

Saarstr. 1

55122 Mainz

Tel.: 06131/2845-0

ilf@ilf.bildung-rp.de

www.ilf-mainz.de

Pädagogisches Landesinstitut Rheinland-Pfalz (PL)

Butenschönstr. 2

67346 Speyer

Tel.: 06232/659-0

pl@pl.rlp.de

<http://bildung-rp.de/pl>

Erziehungswissenschaftliches Fort- und Weiterbildungsinstitut der
Evangelischen Kirchen in Rheinland-Pfalz (EFWI)

Luitpoldstr. 8

76829 Landau

Tel.: 06341/557554-40

efwi@evkirchepfalz.de

www.efwi.de

Saarland

Institut für Lehrerfort- und -weiterbildung (ILF Saarbrücken)

Ursulinenstr. 67

66111 Saarbrücken

Tel.: 0681/685765-0

info@ilf-saarbruecken.de

www.ilf-saarbruecken.de

Landesinstitut für Pädagogik und Medien (LPM)

Beethovenstr. 26

66125 Saarbrücken

Tel.: 06897/7908-0

lpm@pm.uni-sb.de

www.lpm.uni-sb.de

Sachsen

Sächsisches Bildungsinstitut (SBI)

Dresdner Str. 78c

01445 Radebeul

Tel.: 0351/8324-411

kontakt@sbi.smk.sachsen.de

www.sbi.smk.sachsen.de

Sachsen-Anhalt

Landesinstitut für Schulqualität und Lehrerbildung Sachsen-Anhalt (LISA)

Riebeckplatz 9

06110 Halle (Saale)

Tel.: 0345/2042-0

pr@lisa.mk.sachsen-anhalt.de

<https://lisa.sachsen-anhalt.de>

Schleswig-Holstein

Institut für Qualitätsentwicklung an Schulen Schleswig-Holstein (IQSH)
Schreberweg 5
24119 Kronshagen
Tel.: 0431/5403-0
info@iqsh.landsh.de
www.schleswig-holstein.de/DE/Landesregierung/IQSH/iqsh_node.html

Thüringen

Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien (ThILLM)
Heinrich-Heine-Allee 2–4
99438 Bad Berka
Tel.: 036458/56-0
info@thillm.de
www.thillm.de

Other institutions that are important for the area of education and science

Bundeselternrat
Bernauer Str. 100
16515 Oranienburg
Tel.: 03301/5755-37
info@bundeselternrat.de
www.bundeselternrat.de

Deutsche Forschungsgemeinschaft
Kennedyallee 40
53175 Bonn
Tel.: 0228/885-1
postmaster@dfg.de
www.dfg.de

Deutscher Akademischer Austauschdienst e. V. (DAAD)
Kennedyallee 50
53175 Bonn
Tel.: 0228/882-0
postmaster@daad.de
www.daad.de

Deutscher Volkshochschul-Verband e. V.
Obere Wilhelmstr. 32
53225 Bonn
Tel.: 0228/97569-0
info@dvv-vhs.de
www.dvv-vhs.de

Deutsches Institut für Erwachsenenbildung (DIE)
Leibniz-Zentrum für Lebenslanges Lernen e. V.
Heinemannstr. 12–14
53175 Bonn
Tel.: 0228/3294-0
info@die-bonn.de
www.die-bonn.de

Deutsches Institut für Internationale Pädagogische Forschung (DIPF)

Schloßstr. 29

60486 Frankfurt am Main

Tel.: 069/24708-0

info@dipf.de

www.dipf.de

Deutsches Zentrum für Hochschul- und Wissenschaftsforschung GmbH (DZHW)

Lange Laube 12

30159 Hannover

Tel.: 0511-450670-0

info@dzhw.eu

<http://www.dzhw.eu/>

Hochschulrektorenkonferenz (HRK)

Ahrstr. 39

53175 Bonn

Tel.: 0228/887-0

post@hrk.de

www.hrk.de

Institut für Schulentwicklungsforschung

Technische Universität Dortmund

Vogelpothsweg 78

44227 Dortmund

Tel.: 0231/755-7955

office-ifs.fk12@tu-dortmund.de

www.ifs.tu-dortmund.de

Institut zur Qualitätsentwicklung im Bildungswesen (IQB)

Humboldt-Universität zu Berlin

Luisenstr. 56

10117 Berlin

Tel.: 030/2093-46500

iqboffice@iqb.hu-berlin.de

www.iqb.hu-berlin.de

Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik
an der Universität Kiel (IPN)

Olshausenstr. 62

24118 Kiel

Tel.: 0431/880-5084

info@leibniz-ipu.de

www.ipn.uni-kiel.de

Max-Planck-Institut für Bildungsforschung

Lentzeallee 94

14195 Berlin

Tel.: 030/82406-0

info@mpib-berlin.mpg.de

www.mpib-berlin.mpg.de

Staatliche Zentralstelle für Fernunterricht (ZFU)

Peter-Welter-Platz 2

50676 Köln

Tel.: 0221/921207-0

poststelle@zfu.nrw.de

www.zfu.de

Stiftung für Hochschulzulassung

Sonnenstr. 171

44137 Dortmund

Tel.: 0231/1081-0

poststelle@hochschulstart.de

www.hochschulstart.de

Stiftung zur Akkreditierung von Studiengängen in Deutschland

Adenauerallee 73

53113 Bonn

Tel.: 0228/338306-0

akr@akkreditierungsrat.de

www.akkreditierungsrat.de

Wissenschaftsrat (WR)

Brohler Str. 11

50968 Köln

Tel.: 0221/3776-0

post@wissenschaftsrat.de

www.wissenschaftsrat.de

Zentrum für internationale Vergleichsstudien (zib)

An-Institut der Technischen Universität München

Marsstr. 20-22

80335 München

info@zib.education

zib.education/home.html

BIBLIOGRAPHY

Overview of literature quoted within the dossier

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Hrsg. v. Statistischen Bundesamt.

Wiesbaden: 2019.

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Hrsg. v. Statistischen Bundesamt.

Wiesbaden: 2019.

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Berlin: 2017.

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Fachserie 11, Reihe 3 für 2018.

Hrsg. v. Statistischen Bundesamt.

Wiesbaden: 2019.

Berufliche Schulen.

Fachserie 11, Reihe 2 für das Schuljahr 2018/2019.

Hrsg. v. Statistischen Bundesamt.

Wiesbaden: 2019.

Berufsbildungsbericht 2019.

Hrsg. v. Bundesministerium für Bildung und Forschung.

Bonn: 2019.

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Hrsg. v. Autorengruppe Bildungsberichterstattung.

Bielefeld: Bertelsmann Verlag, 2018.

Bildungsfinanzbericht 2019.

Hrsg. im Auftrag der Ständigen Konferenz der Kultusminister der Länder in der

Bundesrepublik Deutschland und des Bundesministeriums für Bildung und

Forschung v. Statistischen Bundesamt.

Wiesbaden: 2019.

Datenreport zum Berufsbildungsbericht 2019. Informationen und Analysen zur Entwicklung der beruflichen Bildung.

Hrsg. v. Bundesinstitut für Berufsbildung.

Bonn: 2019.

Deutsche Forschungsgemeinschaft. Jahresbericht 2018.

Bonn: 2019.

Deutscher Akademischer Austauschdienst. Jahresbericht 2018.

Bonn: 2019.

Deutsche Studierende im Ausland. Ausgabe 2017.

– Ergebnisse des Berichtsjahres 2017 –

Hrsg. v. Statistischen Bundesamt.

Wiesbaden: 2019.

Die Umsetzung der Ziele des Bologna-Prozesses 2015–2018.

Nationaler Bericht von Kultusministerkonferenz und Bundesministerium für Bildung und Forschung unter Mitwirkung der Hochschulrektorenkonferenz, des Deutschen Akademischen Austauschdienstes, des Akkreditierungsrats, des freien Zusammenschlusses von studentInnenschaften, des Deutschen Studentenwerks und der Sozialpartner.

Berlin: 2018.

Förderung nach dem Stipendienprogramm-Gesetz (Deutschlandstipendium) 2018.

Hrsg. v. Statistischen Bundesamt.

Wiesbaden: 2019.

Fogolin, Angela

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Hrsg. v. Bundesinstitut für Berufsbildung

Leverkusen: 2019.

Nationaler Integrationsplan. Neue Wege – Neue Chancen.

Hrsg. v. Presse- und Informationsamt der Bundesregierung und der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration.

Berlin: 2007.

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Hrsg. v. Presse- und Informationsamt der Bundesregierung und der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration.

Berlin: 2012.

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Hrsg. v. Nationale Plattform Bildung für nachhaltige Entwicklung c/o Bundesministerium für Bildung und Forschung

Berlin: 2017.

Personal an Hochschulen.

Fachserie 11, Reihe 4.4 für 2018.

Hrsg. v. Statistischen Bundesamt.

Wiesbaden: 2019.

Porträts von Qualitätsmanagement-Modellen für die Weiterbildung

k.o.s GmbH, Projekt Koordinierungsstelle Qualität.

Berlin: 2011

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Hrsg. v. Statistischen Bundesamt.

Wiesbaden: 2019.

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Wiesbaden: 2019.

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Hrsg. v. Deutschen Institut für Erwachsenenbildung.

Bielefeld: 2019.

Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland.
Selected publications (most of the following and other recommendations and publications can be found on the website www.kmk.org):

10-Punkte-Programm der Länder für die Nationale Dekade für
Alphabetisierung und Grundbildung
Beschluss der Kultusministerkonferenz vom 15.2.2018.

Abkommen zwischen den Ländern der Bundesrepublik zur Vereinheitlichung auf
dem Gebiete des Schulwesens (Hamburger Abkommen).
Beschluss der Kultusministerkonferenz vom 28.10.1964 i. d. F. vom 14.10.1971.

Allgemeinbildende Schulen in Ganztagsform in den Ländern in der
Bundesrepublik Deutschland – Statistik 2013 bis 2017.
Hrsg. v. Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der
Bundesrepublik Deutschland.
Bonn: 2019.

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herkömmlichen Laufbahnen.
Beschluss der Kultusministerkonferenz vom 7.5.1993.

Anrechnung von an Fachhochschulen erworbenen Studien- und Prüfungsleistungen
auf Bachelor- und Masterstudiengänge, mit denen die Bildungsvoraussetzungen für ein
Lehramt der Sekundarstufe II (berufliche Fächer) oder für die beruflichen Schulen
vermittelt werden.
Beschluss der Kultusministerkonferenz vom 27.4.2006.

Bericht "Fremdsprachen in der Grundschule – Sachstand und Konzeptionen 2013".
Beschluss der Kultusministerkonferenz vom 17.10.2013.

Bericht "Konzepte für den bilingualen Unterricht – Erfahrungsbericht und
Vorschläge zur Weiterentwicklung".
Beschluss der Kultusministerkonferenz vom 17.10.2013.

Besoldung und Vergütung hauptberuflicher Mitarbeiter und pädagogischer Leiter an
Volkshochschulen.
Beschluss der Kultusministerkonferenz vom 12.3.1970.

Bildung für nachhaltige Entwicklung in der Schule.
Gemeinsame Empfehlung der Kultusministerkonferenz und der Deutschen UNESCO-
Kommission vom 15.6.2007.

Bildungsstandards zur Sicherung von Qualität und Innovation im föderalen
Wettbewerb der Länder.
Beschluss der Kultusministerkonferenz vom 24.5.2002.

Demokratie als Ziel, Gegenstand und Praxis historisch-politischer Bildung und
Erziehung in der Schule
Beschluss der Kultusministerkonferenz vom 06.03.2009 i. d. F. vom 11.10.2018.

Democracy as objective, subject and practice of historical and political education in
schools
Resolution adopted by the KMK on 6 Mars 2009 as amended on 11 October 2018.

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wirksam gestalten – Das Zusammenwirken von Elementarbereich und
Primarstufe optimieren.
Beschluss der Jugend- und Familienministerkonferenz vom 5.6.2009.
Beschluss der Kultusministerkonferenz vom 18.6.2009.

Durchführung von Schulversuchen und gegenseitige Anerkennung der entsprechenden Abschlüsse.
Beschluss der Kultusministerkonferenz vom 16.2.1990 i. d. F. vom 21.6.2012.

Eckpunkte für die gegenseitige Anerkennung von Bachelor- und Masterabschlüssen in Studiengängen, mit denen die Bildungsvoraussetzungen für ein Lehramt vermittelt werden.
Beschluss der Kultusministerkonferenz vom 2.6.2005.

Eckpunkte für die Studienstruktur in Studiengängen mit Katholischer oder Evangelischer Theologie/Religion.
Beschluss der Kultusministerkonferenz vom 13.12.2007.

Einführung der Systemakkreditierung.
Beschluss der Kultusministerkonferenz vom 13.12.2007.

Einordnung der Bachelorausbildungsgänge an Berufsakademien in die konsekutive Studienstruktur.
Beschluss der Kultusministerkonferenz vom 15.10.2004.

Empfehlung der Kultusministerkonferenz und der Hochschulrektorenkonferenz zur Vergabe eines Masterabschlusses in der Lehrerbildung bei vorgesehener Einbeziehung von Leistungen des Vorbereitungsdienstes.
Beschluss der Hochschulrektorenkonferenz vom 12.6.2008.
Beschluss der Kultusministerkonferenz vom 8.7.2008.

Empfehlung der Kultusministerkonferenz zur Stärkung der mathematisch-naturwissenschaftlich-technischen Bildung.
Beschluss der Kultusministerkonferenz vom 7.5.2009.

Empfehlung zum Einbringen der in der Berufsschule erbrachten Leistungen in das Kammerzeugnis.
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Empfehlung zur Ordnung des Sonderschulwesens.
Beschluss der Kultusministerkonferenz vom 16.3.1972.

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Beschluss der Kultusministerkonferenz vom 8.12.2011.

Empfehlungen für Zuschüsse für die in Heimen untergebrachten Kinder von Binnenschiffern, Zirkusangehörigen und Schaustellern.
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Empfehlungen zur Arbeit in der Grundschule.
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Empfehlungen zur schulischen Bildung, Beratung und Unterstützung von Kindern und Jugendlichen im sonderpädagogischen Schwerpunkt LERNEN
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Empfehlungen zur sonderpädagogischen Förderung in den Schulen der Bundesrepublik Deutschland.
Beschluss der Kultusministerkonferenz vom 6.5.1994.

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Beschluss der Kultusministerkonferenz vom 7.12.2017.

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Beschluss der Kultusministerkonferenz vom 14.3.2019.

Empfehlung zur Eignungsabklärung in der ersten Phase der Lehrerbildung.
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Empfehlung zur Gesundheitsförderung und Prävention in der Schule.
Beschluss der Kultusministerkonferenz vom 15.11.2012.

Empfehlung zur kulturellen Kinder- und Jugendbildung.
Beschluss der Kultusministerkonferenz vom 01.02.2007 i. d. F. vom 10.10.2013.

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Empfehlung zu Umfang und Organisation des Berufsschulunterrichts sowie zur Beurlaubung von Berufsschülerinnen und Berufsschülern
Beschluss der KMK vom 1.12.1995 i. d. F. vom 16.2.2017.

Erinnern für die Zukunft - Empfehlungen zur Erinnerungskultur als Gegenstand historisch-politischer Bildung in der Schule.
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GLOSSARY

Abendgymnasium

Establishment of the so-called →Zweiter Bildungsweg at which adults can attend evening classes to obtain the general higher education entrance qualification.

Abendhauptschule

Establishment of the so-called →Zweiter Bildungsweg at which adults can attend evening classes to obtain the →Hauptschulabschluss (school leaving qualification of the →Hauptschule).

Abendrealschule

Establishment of the so-called →Zweiter Bildungsweg at which adults can attend evening classes to obtain the →Mittlerer Schulabschluss (school leaving qualification of the →Realschule).

Abitur

Secondary school qualification, obtained at the upper →Gymnasium level (→gymnasiale Oberstufe) after 12 or 13 years of school education which constitutes general higher education entrance qualification permitting the holder to study any subject at any higher education institution.

Abiturprüfung

Examination leading to the →Allgemeine Hochschulreife usually taken upon conclusion of the upper Gymnasium level (→gymnasiale Oberstufe). In the Abitur examination, candidates are examined in 4 subjects. In some →Länder, candidates are examined in a fifth subject or a particular achievement (*besondere Lernleistung*) is incorporated in the examination. Each of the following three subject areas must be represented: languages, literature and the arts; social sciences; mathematics, natural sciences and technology.

Akkreditierung

The accreditation of Bachelor's and Master's study courses is aimed at ensuring standards in terms of academic content and professional relevance that include checking the study course concept, whether the content is suitable for study, the quality of the teaching and the professional relevance. Accreditation is performed by decentral accreditation agencies. A central Accreditation Council (*Akkreditierungsrat*) ensures that accreditation follows reliable and transparent standards and also that, as part of accreditation, the concerns of the system as a whole, which are the responsibility of all Länder, are taken into account.

Allgemeine Hochschulreife

General higher education entrance qualification. Entitles holder to admission to all subjects at all higher education institutions and is usually obtained at upper →Gymnasium level (→gymnasiale Oberstufe) by passing the →Abitur examination.

Anerkannter Ausbildungsberuf

Recognised occupation requiring formal training. Occupation regulated at the federal level by legal ordinance for which training is received within the dual system at two different places of learning, i.e. at the workplace and through part-time attendance of a vocational school (→Berufsschule).

Arbeitslehre

Pre-vocational studies – introduction to the professional and working world covering the topics of technology, economics, home and work. It is taught – whether under this name or another – at →Hauptschulen as a compulsory subject and at other lower

secondary level schools either as a subject in its own right or as an integral part of other subjects.

Ausbildungsordnung

Training regulations. Legal ordinance governing the in-company training section of vocational training within the dual system. Training regulations also exist in other areas (e.g. for careers in the Civil Service).

Bachelor

The Bachelor's degree as a first higher education qualification provides qualification for a profession. It can be obtained after a standard period of study (→Regelstudienzeit) of six, seven or eight semesters at universities and equivalent institutions of higher education, at colleges of art and music and at →Fachhochschulen. Together with the →Master's degree, the Bachelor's degree is part of a graduation system of consecutive degrees which is to replace the traditional system of higher education qualifications (→Diplom and →Magister). Bachelor's qualifications provide the same rights as Diplom qualifications of Fachhochschulen. The Bachelor may also be obtained as a tertiary education qualification providing qualification for a profession at →Berufsakademien.

Bachelorarbeit

Written dissertation to be prepared at the end of a →Bachelor's course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Bachelorgrad

Academic degree awarded on the basis of an examination administered by a higher education institution (unlike the state examination) in a specific subject group, for example Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.) The Bachelor's degree is awarded by universities and equivalent institutions of higher education, colleges of art and music and →Fachhochschulen.

Bachelorprüfung

Final examination leading to the award of the →Bachelor at universities and equivalent higher education institutions, colleges of art and music, →Fachhochschulen and →Berufsakademien.

Berufliches Gymnasium

Type of school at upper secondary level offering a three-year course of education which includes both the general education subjects taught at upper →Gymnasium level (→gymnasiale Oberstufe) and career-oriented subjects, such as business and technology, but which also leads to the general higher education entrance qualification.

Berufsakademie

Tertiary sector institution in some Länder, offering courses of academic training at a *Studienakademie* (study institution) combined with practical in-company professional training within a dual system in keeping with the principle of the dual system.

Berufsfachschule

Vocational school at upper secondary level offering a wide range of branches and courses of varying duration. A full-time school, it prepares or trains students for a specific occupation at different levels of qualification.

Berufsoberschule

Vocational school at upper secondary level existing in a few →Länder. Offers those who have completed vocational training in the dual system the opportunity to obtain a higher education entrance qualification. Providing two years of full-time education or correspondingly longer part-time education, the Berufsoberschule leads to the

→Fachgebundene Hochschulreife and, with a second foreign language, to the →Allgemeine Hochschulreife.

Berufsschule

Vocational school at upper secondary level generally providing part-time instruction in general and vocational subjects to trainees receiving vocational education and training within the dual system.

Berufsvorbereitungsjahr

Preparation for those young people who do not have a training contract, helping them to choose a career and providing them with vocational training in the form of full-time instruction designed to provide an introduction to one or two occupational fields.

Bezirksregierung

The middle level in the three-tier system of →Land administration, responsible for a particular area (administrative district) of a Land (below the supreme authorities of the Land but above the lower authorities at local level).

Bildungsstandards

The educational standards of the Standing Conference take up general educational objectives and specify which competences with regard to key content pupils should have acquired by a certain grade. The educational standards refer to the average expected performance level of pupils at the end of grade 4 for the →Hauptschulabschluss and the →Mittlerer Schulabschluss.

Dienstaufsicht

The authority of a superior authority to supervise and instruct a subordinate authority. Also the authority of a superior to supervise and instruct subordinate civil servants or other public administration employees.

Diplom

The Diplom degree as a higher education qualification provides qualification for a profession. It may be obtained either at universities and equivalent institutions of higher education as well as at colleges of art and music (particularly in social or economic sciences and in natural and engineering sciences) or likewise at →Fachhochschulen (in all subjects, with the specification *Fachhochschule* or *FH* added to the degree title). The Diplom degree may also be obtained as a tertiary education qualification providing qualification for a profession at →Berufsakademien (with the specification *Berufsakademie* or *BA* added to the degree title).

Diplomarbeit

Written dissertation to be prepared at the end of a →Diplom course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Diplomgrad

Academic degree awarded on the basis of an examination administered by a higher education institution (unlike the state examination). The title awarded combines the name of the degree with the subject in which it has been obtained, e.g. *Diplom-Ingenieur* (graduate engineer), *Diplom-Psychologe* (graduate psychologist), *Diplom-Kaufmann* (graduate in commerce). This degree is awarded by universities and equivalent higher education institutions, as well as by →Fachhochschulen (with the word *Fachhochschule* or *FH* added to the degree title) and by colleges of art and music.

Diplomprüfung

Final examination leading to the award of the Diplom degree at universities and equivalent higher education institutions, colleges of art and music, →Fachhochschulen and →Berufsakademien.

Doktorgrad

Academic degree awarded following the doctoral procedure, which consists of a written thesis and either an oral examination or a defence of the thesis.

Drittmittel

Funding provided for an individual academic or scientist or for a research institution other than that from the standard budget (funds of the higher education institution and the →Land) and which is received on application to third parties (e.g. foundations, industry).

Duales System

Training carried out at two places of learning, i.e. at upper secondary education establishments (→Berufsschulen) or tertiary education institutions (→Berufsakademien, →Fachhochschulen) and in companies. Trainees either attend the two places of learning alternately or simultaneously.

Ergänzungsschule

Privately-maintained school providing courses of education not normally available at public-sector schools, particularly in the vocational sector.

Ersatzschule

Privately-maintained school which provides an equivalent education to public-sector schools in terms of organisational structure, functions and curriculum and at which pupils can complete their compulsory schooling.

Erzieher

Youth or child care worker who has completed a course at a →Fachschule for social work (four to five years' training at a vocational school at upper secondary level including work experience). Qualified to work in pre-school establishments and in areas of youth services.

Fachaufsicht

State supervision of the manner in which public functions are being discharged. Unlike legal supervision it extends beyond examining the legality of measures to examining how effective and appropriate actions are. In the school sector it involves, among other things, supervising educational work and advising teaching staff.

Fachgebundene Hochschulreife

Qualification entitling holder to study particular subjects at a higher education institution. May be obtained through certain courses of vocational education at upper secondary level.

*****Fachgymnasium**

→Berufliches Gymnasium

Fachhochschule

University of applied sciences. Type of higher education institution established in the 1970s, which has the particular function of providing application-oriented teaching and research, particularly in engineering, business, administration, social services and design.

Fachhochschulreife

Qualification entitling holder to study at a →Fachhochschule. May usually be obtained after 12 years of schooling at a →Fachoberschule or – under certain conditions – at other vocational schools.

Fachoberschule

Vocational school at upper secondary level providing two-year courses in various subject areas leading to the qualification of →Fachhochschulreife. The first year consists of

both practical training in the workplace and lessons, whilst the second year covers general and subject-specific lessons.

Fachschule

Vocational school offering continuing vocational training courses of between one and three years which build on initial vocational training and subsequent employment and lead to a further qualification in a profession.

Fernuniversität

State higher education institution based in Hagen offering courses of study by distance learning only. Courses offered include those leading to a first qualification for entry into a profession (→Bachelor, →Diplom, →Magister) and further study, supplementary and graduate studies.

Förderschule

Special school – school establishment for pupils whose development cannot be adequately assisted at mainstream schools on account of disability. Also known as *Förderzentrum*.

Förderschullehrer

Special education teacher who has completed a specific teacher training course of study followed by a preparatory service (→Vorbereitungsdienst) for work at special schools.

Freie Waldorfschule

Privately-maintained primary and secondary schools, which base their work on the ideological and educational ideas of Rudolf Steiner.

Ganztagsschule

All-day schools – primary and secondary schools which, in addition to timetabled lessons in the morning, offer an all-day programme comprising at least seven hours per day on at least three days per week. Activities offered in the afternoon are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day schools, which are far less common in Germany than the traditional →Halbtagschule, provide a midday meal on the days on which they offer all-day supervision.

Gemeinschaftsschule

Type of school in Baden-Württemberg, Saarland, Sachsen-Anhalt, Schleswig-Holstein and Thüringen offering several courses of education leading to different qualifications (→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur).

Gesamtschule

Type of school at lower secondary level offering several courses of education leading to different qualifications (→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe). It either takes the form of a cooperative Gesamtschule or an integrated Gesamtschule. In the cooperative type, pupils are taught in classes grouped according to the different qualifications available, whilst in the integrated type, pupils are set in courses grouped according to level of proficiency for a number of core subjects, but taught together as a year group for all other subjects. Gesamtschulen can also encompass the upper secondary level in the form of the →gymnasiale Oberstufe.

Graduiertenkolleg

Establishment at higher education institutions aiming at the promotion of young graduated academics, enabling doctoral candidates to prepare their doctoral thesis within a thematically-oriented research group.

Grundordnung

The basic constitution of a higher education institution, especially regulating matters of academic self-administration; it must be confirmed by the Ministry of Science of the →Land concerned.

Grundschule

Compulsory school for all children of the age of six onwards. It comprises four grades, except in Berlin and Brandenburg where it covers six grades.

Gymnasiale Oberstufe

The upper level of the →Gymnasium, which can however be established at other types of school. It comprises grades 11–13 or 10–12, depending on the Land and the type of school. Course of general education concluded by the →Abitur examination, which leads to the general higher education entrance qualification (→Allgemeine Hochschulreife).

Gymnasium

Type of school covering both lower and upper secondary level (grades 5–13 or 5–12) and providing an in-depth general education aimed at the general higher education entrance qualification. At present, in almost all Länder, there is a change from the nine-year to the eight-year Gymnasium. Some Länder have already changed to the eight-year Gymnasium in which the →Allgemeine Hochschulreife is acquired after grade 12.

Habilitation

Post-doctoral qualification proving ability to teach and engage in research in an academic subject (lecturing qualification). Additional academic performances can replace the Habilitation procedure. See also →Juniorprofessor.

Habilitationsrecht

Higher education institution's right to award lecturing qualification. As a rule, universities and equivalent higher education institutions have this right and, under certain conditions, also colleges of art and music.

Halbtagschule

Half-day school as opposed to all-day school – the most common way of organising lessons. At these schools, lessons are only given in the mornings. In the primary sector there are so-called full half-day schools and at lower secondary level so-called extended half-day schools. Here pupils are provided with care and supervision outside of lessons.

Hauptschulabschluss

General education school leaving certificate obtained on completion of grade 9 at the →Hauptschule or any other lower secondary level school. This first general qualification is generally used to enter a course of vocational training within the dual system. In some →Länder pupils who have achieved a particular level of performance may be awarded a so-called qualifying Hauptschulabschluss at the end of grade 9 and in some Länder it is possible to obtain what is known as an extended Hauptschulabschluss on completion of grade 10.

Hauptschule

Type of school at lower secondary level providing a basic general education. Compulsory school, unless pupil is attending a different type of secondary school, usually comprising grades 5–9.

Haupt- und Realschule

Type of school at lower secondary level in Hamburg providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Hochschulprüfung

Examination concluding a course of study. Unlike state examinations, it is administered solely by the higher education institution itself. See also →Bachelorprüfung,

→Diplomprüfung, →Magisterprüfung, →Masterprüfung, →Staatsprüfung,
→Doktorgrad.

Hochschulreife

Higher education entrance qualification obtained as a school leaving qualification at upper secondary level on completion of grade 12 or 13. See also →Allgemeine Hochschulreife, →Fachgebundene Hochschulreife.

Hort

Establishment run by youth welfare services offering care and supervision of schoolchildren outside of lessons.

Integrativer Kindergarten

Pre-school establishment for children with disabilities – also known as *Sonderkindergarten* or *Förderkindergarten*.

Integrierte Sekundarschule

Type of school in Berlin offering several courses of education leading to different qualifications (→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur).

Juniorprofessor

Teacher at higher education institutions who is appointed as civil servant for a limited period of three years or as salaried employee. The period of appointment can be extended by another three years. The requirements for an appointment as Juniorprofessor are a degree from an institution of higher education, teaching ability and particular aptitude for academic work which is usually demonstrated by the quality of a doctorate. Depending on Land law, the *Juniorprofessur* can replace the →Habilitation as requirement for an appointment as professor with unlimited tenure at an institution of higher education.

Kindergarten

Pre-school establishment for children aged between three and six as part of child and youth welfare services – may be either publicly or privately maintained (not part of the school system).

Kinderkrippe

Day-care establishment for children under the age of three. Comes under the category of child and youth welfare services and may either be publicly or privately maintained.

Kolleg

Establishment of the so-called →Zweiter Bildungsweg where adults attend full-time classes to obtain the general higher education entrance qualification.

Kommune

Local authority with the right of self-government in certain areas of jurisdiction. The term covers the *Gemeinden* (municipalities), the *Kreise* (districts) and the *kreisfreie Städte* (municipalities with the status of a district) and, in some →Länder, the *Bezirke* (regional authorities); Kommunen are entitled to deal independently with all affairs relating to the local community in the framework of the law.

Kultusministerium

The ministries of education and cultural affairs are the supreme authorities at →Land level with respect to education, science and culture. Their work includes, above all, schools, higher education and adult education, the general preservation of art and culture, and relations between the state and religious communities (known as *Kultusangelegenheiten*). The majority of the Länder, in addition to a ministry for schools, also have separate ministries to cover science and research.

Land

Constituent state of the Federal Republic of Germany (16 in all) which, like the Federation, has original state authority. However, responsibility for the execution of state powers and the fulfilment of state tasks is divided by the German constitution, the Basic Law, between the Federation and its constituent states. Of the 16 Länder, the five Länder in the area of the former GDR are known as the Länder in eastern Germany, whereas the other 11 constituent states of the original Federal Republic of Germany are known as the Länder in western Germany.

Magister

The Magister as a first higher education qualification provides qualification for a profession. It can be obtained at universities and equivalent institutions of higher education (particularly in arts subjects). The course of study comprises either two equally weighted major subjects or a combination of one major subject and two minor subjects.

Magisterarbeit

Written dissertation to be prepared at the end of a →Magister course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Magistergrad

Academic degree awarded by universities and equivalent institutions of higher education on the basis of an examination administered by a higher education institution (unlike the state examination).

Magisterprüfung

Higher education examination leading to the award of the →Magistergrad.

Master

The Master's degree as a further higher education qualification provides qualification for a profession. It can be obtained after a standard period of study (→Regelstudienzeit) of two, three or four semesters at universities and equivalent institutions of higher education, colleges of art and music and →Fachhochschulen. As a rule, the entry requirement for a Master's study course is a first higher education degree qualifying for a profession. Consecutive Master's study courses are part of the graduation system of consecutive degrees which is to replace the traditional system of higher education qualifications (→Diplom and →Magister). Master's study courses providing further education correspond to the requirements for consecutive Master's study courses and lead to the same level of qualification and to the same rights. Master's qualifications provide the same rights as Diplom and Magister qualifications of universities and equivalent institutions of higher education.

Masterarbeit

Written dissertation to be prepared at the end of a →Master's course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Mastergrad

Academic degree awarded on the basis of an examination administered by a higher education institution (unlike the state examination) in a specific subject group, for example Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.). The Master's degree is awarded by universities and equivalent institutions of higher education, colleges of art and music, and →Fachhochschulen.

Masterprüfung

Final examination leading to the award of the →Mastergrad at universities and equivalent higher education institutions, colleges of art and music and →Fachhochschulen.

Mittelstufenschule

Type of school at lower secondary level in Hessen providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Mittlerer Schulabschluss

General education school leaving certificate obtained on completion of grade 10 at →Realschulen or, under certain circumstances, at other lower secondary level school types. It can also be obtained at a later stage during vocational training at upper secondary level. In some Länder called Realschulabschluss.

Oberschulamt

Independent middle-level authority within the framework of the school supervisory system operated by the Ministry of Education and Cultural Affairs of the →Land. In the majority of the Länder, however, its tasks are performed by the school department of the →Bezirksregierung.

Oberschule

Type of school at lower secondary level in Brandenburg and Sachsen providing the courses of education otherwise offered by the →Hauptschule and the →Realschule. Type of school in Bremen and Niedersachsen offering three courses of education leading to different qualifications (→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur).

Oberstudienrat

Senior position within the teaching career of the →Studienrat.

Orientierungsstufe

Orientation stage – either grades 5 and 6 at the individual lower secondary school types or, in some →Länder, an independent school stage not attached to any school type. The orientation stage helps to decide on a pupil's future school career.

Pädagogische Hochschule

Type of higher education institution in Baden-Württemberg, equivalent in status to the universities, offering courses of study for teaching careers at primary level and certain teaching careers at lower secondary level. In specific cases, study courses leading to professions in the area of education and pedagogy outside the school sector are offered as well.

Praxissemester

Semester of work experience undertaken as part of a course of study at →Fachhochschulen. Responsibility lies with the higher education institution.

Promotion

Award of a doctoral degree on the basis of a doctoral thesis and either an oral examination or a defence of the student's thesis. As a rule, the doctorate is embarked on after completing a first study course culminating in the →Magister, →Diplom or →Staatsprüfung, as well as after obtaining a Master's qualification, and the promotion serves as proof of ability to undertake in-depth academic work.

Promotionsrecht

Higher education institution's right to award doctorates. The right is normally accorded to universities and equivalent institutions, though also, under certain conditions, to colleges of art and music.

Prüfungsordnung

Examination regulations – legal regulations of different types in school and higher education governing examination prerequisites, content and procedures. Depending on the type of examination, the regulations are issued by the ministries responsible or, where higher education examinations are concerned, they are issued by the higher

education institutions and, as a rule, approved by the Ministry of Science of the →Land concerned.

Rahmenlehrplan

Framework curriculum for vocational subjects at the Berufsschule within the framework of vocational training in the dual system. Framework curricula are decided on by the Standing Conference of the Ministers of Education and Cultural Affairs of the →Länder once they have been coordinated with the training regulations for the in-company part of training within the dual system and are implemented by the Länder in specific curricula for each Land.

*****Realschulabschluss**

→Mittlerer Schulabschluss

Realschule

Type of school at lower secondary level, usually comprising grades 5–10. Provides pupils with a more extensive general education and the opportunity to go on to courses of education at upper secondary level that lead to vocational or higher education entrance qualifications.

Realschule plus

Type of school at lower secondary level in Rheinland-Pfalz providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Rechtsaufsicht

Legal supervision – state supervision of the legality of actions taken by public law bodies, including schools and higher education institutions.

Regelschule

Type of school at lower secondary level in Thüringen providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Regelstudienzeit

Standard period of study – length of time in which it is possible to obtain a first qualification for entry into a profession at higher education institutions and at →Berufsakademien. It is defined in the examination regulations. The Regelstudienzeit for →Bachelor's courses of study is six, seven or eight semesters, for →Master's courses two, three or four semesters.

Regionale Schule

Type of school at lower secondary level in Mecklenburg-Vorpommern providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Regionalschule

Type of school at lower secondary level in Schleswig-Holstein providing the courses of education otherwise offered by the →Hauptschule and the →Realschule.

Sachunterricht

Subject taught at primary school familiarising pupils with scientific and technical phenomena and with social, economic and historical aspects of their own area.

Schulamt

Lower-level authority within Ministry of Education and Cultural Affairs' two or three-tier school supervisory system. The Schulamt is either responsible for all schools in a local authority or for particular types of school.

Schularten mit mehreren Bildungsgängen

Schools with several courses of education – a category used in school statistics which applies to types of school providing the courses of education otherwise offered by the →Hauptschule and →Realschule. The following types of school bring the courses of

education of →Hauptschule and →Realschule under one educational and organisational umbrella: →Mittelschule, →Regelschule, →Sekundarschule (Bremen, Sachsen-Anhalt), →Erweiterte Realschule, →Verbundene Haupt- und Realschule, →Regionale Schule, →Realschule plus, →Regionalschule, →Oberschule (Brandenburg, Sachsen), →Mittelstufenschule. Outside statistics, Schularten mit mehreren Bildungsgängen also include →Gesamtschulen, →Oberschulen (Bremen, Niedersachsen), →Gemeinschaftsschulen, →Integrierte Sekundarschulen, →Stadtteilschulen, →Sekundarschulen (Nordrhein-Westfalen) and to some extent →Regionale Schulen, which additionally offer the →Gymnasium course of education.

Schulkindergarten

School establishment for children who, although they have reached the compulsory school age, have not yet attained an adequate level of development to start school.

Schulkonferenz

School conference – body of participation in the school sector, made up of teachers', parents' and pupils' representatives.

Schulordnung

School regulations – legal ordinance enacted by the individual →Länder governing the legal relationship between the pupils and the school (e.g. entrance, promotion to next grade, examination procedures, assessment of performance) and matters concerning school organisation and participation.

Schulprogramm

Schedule of the main focuses and objectives of the work of schools on the basis of Land regulations regarding the content and qualifications obtained after completing the courses. As a rule, the school-specific programmes also determine evaluation methods and criteria.

Schulträger

School maintaining body. For public-sector schools, usually a local authority (commune/district) or, less commonly, the →Land. Private schools are maintained by a non-profit-making body (especially churches and non-denominational backers) or private individuals. The maintaining body is responsible for the establishment, maintenance and administration of the school and normally bears the material costs (whilst the staff costs for teachers at public-sector schools are borne by the Land).

Sekundarschule

Type of school at lower secondary level in Bremen and Sachsen-Anhalt providing the courses of education otherwise offered by the →Hauptschule and the →Realschule. Type of school in Nordrhein-Westfalen offering three courses of education leading to different qualifications (→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur).

Sonderpädagogischer Förderbedarf

Special educational needs – individually tailored measures covering education, lessons, therapy and care for children or young people with physical and sensory impairments and/or psychosocial disturbances.

Sozialpädagoge

Graduate who has completed a course of study in social education at a university, →Fachhochschule or →Berufsakademie and who is qualified to work in such areas as youth welfare services, social work or health assistance.

Staatsprüfung

State examination concluding a course of study in certain subjects (e.g. medical subjects, teaching, law). Also refers to examination taken by law students and teaching students

at the end of their preparatory service (known as the Second State Examination). The examinations are administered by examination committees staffed not only by professors from the institutions of higher education but also by representatives of the state examination offices of the →Länder.

Stadtteilschule

Type of school in Hamburg offering several courses of education leading to different qualifications (→Hauptschulabschluss, →Mittlerer Schulabschluss, entitlement to proceed to the →gymnasiale Oberstufe, →Abitur).

Studiendirektor

Senior position within the teaching career of the →Studienrat.

Studienordnung

Study regulations – regulations on the content and structure of a course of study, based on the examination regulations.

Studienrat

Title of teaching post (entry office) for teachers in the senior civil service grade (teachers at →Gymnasien and vocational schools). Senior positions are *Oberstudienrat* and *Studiendirektor*.

Studierendenschaft

All matriculated students at a higher education institution. Under the legal supervision of the higher education institution's governing board, the students elect self-governing bodies to represent the students' interests in matters of higher education policy and also social and cultural matters.

Technische Hochschule

Type of higher education institution equivalent in status to university. Focus traditionally lies in natural science and engineering.

*****Technische Universität**

→Technische Hochschule

Verbundene Haupt- und Realschule

Type of school at lower secondary level in Hessen providing the courses of education otherwise offered by the →Hauptschule and →Realschule.

Verwaltungsfachhochschule

→Fachhochschule maintained by the Federation or a →Land which trains young people to take up higher civil service grade posts in a particular sector of public administration.

Volkshochschule

Adult education establishment, usually publicly maintained, offering a wide range of continuing education courses in general and vocational subjects.

Volksschule

Former name for compulsory school (today known as →Grundschule and →Hauptschule).

Vorbereitungsdienst

Preparatory service – practical training phase completed after the First State Examination and concluded by the Second State Examination. Particularly for teaching careers but also for other civil service careers.

Vorklasse

School establishment in some →Länder for children who have reached compulsory school age but have not yet attained an adequate level of development to start school and, in some cases, for children aged over five.

Weiterführende Studiengänge

Graduate study courses that are based on a first higher education degree or that supplement this (further study, supplementary and follow-up courses). At the end of graduate study courses, participants obtain a certificate or further higher education degree (→Diplom, →Magister, →Master) but these do not lead to the Promotion.

Werkrealschule

Type of school at lower secondary level in Baden-Württemberg comprising grades 5-10. After successful completion of grade 10 and after passing a final examination, pupils obtain the →Mittlerer Schulabschluss. Pupils who do not aim for the →Mittlerer Schulabschluss obtain a →Hauptschulabschluss as a school-leaving certificate after successful completion of grade 9 and after passing a final examination.

Zeugnis der Allgemeinen Hochschulreife

The certificate of Allgemeine Hochschulreife entitles holders to admission to all subjects at all higher education institutions. It is usually obtained by passing the →Abitur examination and incorporates examination marks as well as continuous assessment of pupil's performance in the last two years of upper →Gymnasium level (*Qualifikationsphase*).

Zweiter Bildungsweg

Establishments providing adults with an opportunity to obtain general education school leaving certificates later in life following completion of a first stage of education (establishments include →Abendhauptschule, →Abendrealschule, →Abendgymnasium, →Kolleg).

