

*Sounds in European E-Learning - SEEL*  
*Grant Agreement No.: 2014-1-DE02-KA200-001631*  
*Project No.: 2014-1-DE02-KA200-001631*  
*The educational System in Germany*  
*Intellectual Output No. 1/ Project Management /*



# **SEEL**

## **The educational System in Germany**

**Marc Beutner / Sebastian Rohde / Sebastian Rose**

*Sound in European E-Learning*

*Purpose of document (Intellectual Output, Activity / Supporting document)*

*Kind of document*  
*Date*

**P1 University Paderborn – UPB Germany**

<i>Project Title</i>	<i>Sound in European E-Learning</i>
<i>Project Acronym</i>	<i>SEEL</i>
<i>Reference Number</i>	<i>2014-1-DE02-KA200-001631</i>
<i>Project Duration</i>	<i>01.09.2014 – 31.08.2016</i>
<i>Project Partners</i>	<i>P1 University Paderborn – UPB (Germany)</i> <i>P2 Ingenious Knowledge – IK (Germany)</i> <i>P3 Základní škola – ZSC (Czech Republic)</i> <i>P4 Colegiul Tehnic Ion I. C. Bratianu – CTI (Romania)</i>

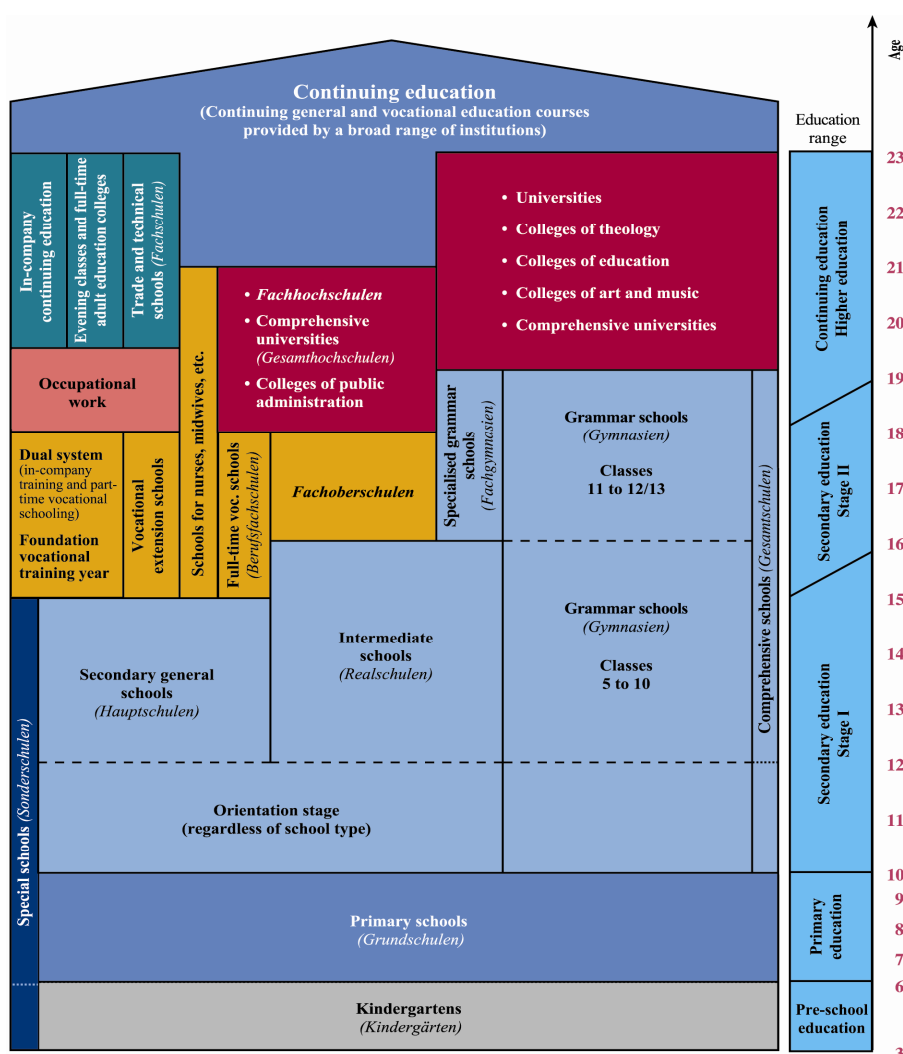
This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# SEEL – The Educational System in Germany

## The Education System in Germany

The following figure gives a good overview about the German school system and vocational education in Germany.



- Diagrammatic representation of the typical structure of the education system in the Federal Republic of Germany. In individual *Länder* there are variations from the above pattern.
- The age given for attendance at the various educational institutions refers to the earliest possible typical entry.

Figure 1: Education in Germany – basic structure (HIPACH-SCHNEIDER et al 2007)



Educational policy in Germany follows a federal principle. That means that every federal state (Länder) in Germany is in the responsibility to organize and realize the legal and nationwide regulations on his own. The government plays just a subordinated role. The general structure is given by “The Conference of German cultural ministers” (KMK) and can be classified as a kind of obligatory guideline. Therefore the information below are valid for the Federal State North Rhine-Westphalia (NRW).

In general school begins at the age of six years in Germany and is compulsory. The compulsory education is forced by law<sup>1</sup> and subdivided in

- a) *full-time compulsory education* for a period of ten years. After four years primary school students follow into comprehensive schools (secondary school stage I) which are divided into secondary general schools, intermediate schools and grammar schools. Within this range students can fulfil their compulsory fulltime education.
- b) a *continued compulsory schooling* in secondary school (stage II) respectively vocational schools.

After the secondary education stage I there are different possibilities. Pupils can chose to continue grammar schools or specialised grammar schools. Beneath that there is the possibility to visit

- vocational extension schools,
- schools for nurses, midwives,
- full-time vocational schools,
- Fachoberschulen,
- the dual system and
- the foundation vocational training year.

Students in an apprenticeship have to visit schools as long as the apprenticeship is valid and agreed before the apprentice fulfil his/her 21 birthday.

For a more detailed description of the school system in Germany – especially for the vocational school system – see HIPPACH-SCHNEIDER et al (2007).

---

<sup>1</sup> c.f. MINISTERIUM FÜR SCHULE UND WEITERBILDUNG (MSW) 2012

Since 2012 there is a new approach for the transition from school into the world of work in Germany. Since 2012 career orientation is fixed for all pupils and starts at the age of 14 years. Career orientation becomes part of all school subjects and is in line with the individualized approaches. The process will be documented with a portfolio and a target agreement (c.f. MSW 2014).

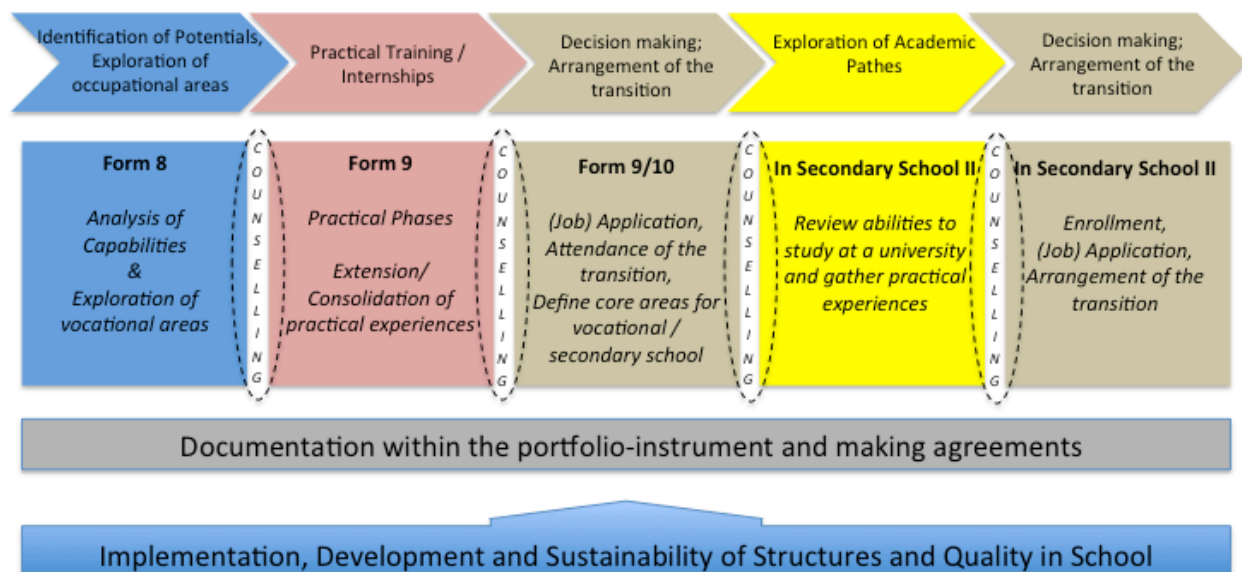
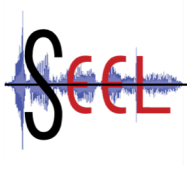


Figure 2: Process of Career and Academic Orientation in the German Education System - Core Elements and Structure (c.f. MSW 2014)

The above mentioned core elements are obligatory for all schools. They are fundamental for the design of the (school-specific) process of career and academic orientation. For each core element there are information about the target group, aims and objectives, expected abilities as well as minimum standards. The given standards are pretend on a middle level of abstraction and each school has to work out the details and the realization on their own. It is possible to combine existing elements or to add further elements as long as the minimum standards are assured. The use of a portfolio instrument is obligatory within the process of career and academic orientation. The intention of an early career orientation process is that students will be able make a more conscious decision in respect of their own career path and avoid inadequate career decisions.



## References

Hippach-Schneider, U. / Krause, M. / Woll, C. (2007): Vocational education and training in Germany. Short description. Cedefop Panorama series; 138 Luxembourg: Office for Official Publications of the European Communities, 2007, p.21.

Ministerium für Schule und Weiterbildung (2012): Schulgesetz für das Land Nordrhein-Westfalen (Schulgesetz NRW – SchulG). <  
<http://www.schulministerium.nrw.de/docs/Recht/Schulrecht/Schulgesetz/Schulgesetz.pdf>> [2014-02-24]