



Standing Conference of the Ministers
of Education and Cultural Affairs
of the Länder in the Federal Republic of Germany

Study Visit “Twinning Project for the Establishment
of an Israeli NQF”

29. Oktober 2020 als Video-Konferenz

Dr. Bettina Morhard



KULTUSMINISTER
KONFERENZ

Welcome to the israeli delegation

Dr. Bettina Morhard
Head of division DQR/EQR

Standing Conference of the Ministers of Education and
Cultural Affairs of the Länder in the Federal Republic of
Germany (KMK)



- 1. Welcome and introduction**
- 2. Foundation, structure and function of KMK**
- 3. Responsibilities of KMK in the field of general and higher education and Vocational Education and Training**
- 4. Questions**

Legal framework

Article 30 of the Basic Law:
Cultural sovereignty falls to the Länder
(countries)

As cultural sovereignty of the country is called the primary responsibility of the Länder concerning the legislation and administration in the field of culture, in particular the responsibility for language, school and higher education, education, radio, television and art.





Establishment and composition

- The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) is a (voluntary) consortium of the ministers or senators of the federal states responsible for education and schooling, institutes of higher education and research and cultural affairs.
- The Standing Conference of the Ministers of Education and Cultural Affairs was founded in 1948 on 19th and 20th February 1948



Tasks

- The agenda of the Standing Conference of the Ministers of Education and Cultural Affairs is to address “educational, higher education, research and cultural policy issues of supraregional significance with the aim of forming a joint view and intention and of providing representation for common objectives”
- One of the essential duties of the Standing Conference of the Ministers of Education and Cultural Affairs is to use consensus and cooperation as a vehicle for securing the highest achievable level of mobility for learners, students, teachers and those involved in academic research. It is also charged with the tasks of helping create equal living conditions across Germany and of representing and promoting the joint interests of the federal states in the field of culture.



The following remits are derived from this function:

- agreeing standardisation and comparability of certificates and qualifications
- working towards the securing of quality standards in schools, vocational education and training and higher education
- encouraging cooperation between institutions in the fields of education, research and culture
- asserting the joint interests and presenting the common positions of the federal states vis-à-vis the Federal Government, the European Union, the Council of Europe, the OECD and the United Nations.



Organs and committees

- Plenum:
The Plenum is made up of the ministers or senators responsible for educational and cultural affairs in the 16 federal states.
- President:
The President chairs the plenary sessions and acts as the external representative of the Conference.
- Committees and commissions
The committees and commissions facilitate the exchange of information and networking between the representatives of the federal states and carry out preparatory work for decisions to be taken by the Plenum.
For instance:
School Committee and Sub-committee for Vocational Education and Training



Secretariat

- carries out the day-to-day work of the Standing Conference of the Ministers of Education and Cultural Affairs.
- has offices in Berlin and Bonn.
- is headed by a General Secretary, who also has a Permanent Representative.
- includes the Central Office for Foreign Education which is the Centre of Excellence of the federal states for the assessment and recognition of foreign qualifications in Germany.

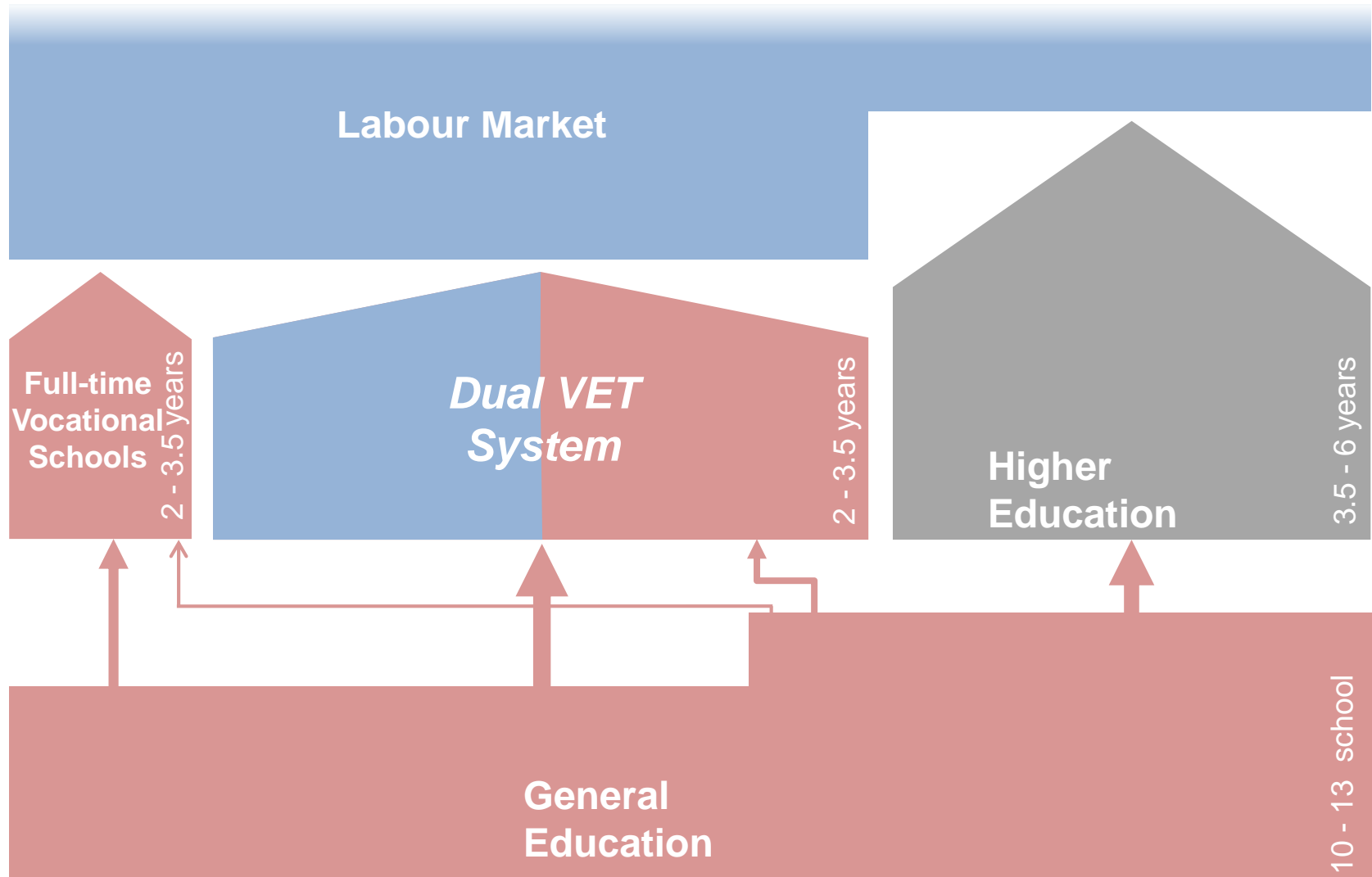


Characteristics of the German Education System

- Consists of general education, vocational education and training (VET), higher education and continuing education
- Länder are responsible for general and higher education and the school part of VET
- In VET responsibility is shared by Federal Government, Länder and social partners
- VET is of central importance and a specific strength of the education system
- Dual system is the backbone of VET, but VET is not only the dual system!
- Access to many occupational fields is achieved through VET where in other countries education takes place at higher education institutions
- Therefore the share of students in higher education is lower in Germany compared to other European countries
- Individuals with further training qualifications such as Meister [master craftsman] and Techniker [technician] are regarded as highly qualified professionals and make up 10 % of the overall working population
- Vocationally preparing transition sector between general education schools and VET is of importance particularly for pupils leaving without a secondary general school certificate



Basic structure of the qualification system in Germany





Structure of the German School System

The German school system is structured in

- the elementary school
- the primary school (age 6-10/12)
- the secondary school I (age 10/12 to 16)
- the secondary school II (age 16 to 18/19)



Primary School

- attended by all school-age children together
- more and more developing to all-day schools

General objectives:

- lead pupils from more play-oriented forms of learning to the more systematic forms
- provide pupils with the basis for the next educational level and lifelong learning, specially linguistic competence and basic understanding of mathematical and scientific concepts

Lessons in:

- German language, mathematics, social studies and science (Sachunterricht), arts, music, sports, religion or ethic
- English (seldom French) as first foreign language from class 3



Secondary School

I: lower secondary level

- differing in terms of duration (up to grade 9 or 10) and school-leaving qualifications (Hauptschulabschluss/Mittlerer Schulabschluss), but interrelated (allowing transfer)
- based on general education and individual specialisation
- more and more developing to all-day schools

General objectives:

- prepare pupils for courses of education at upper secondary level (i. e. general upper secondary education or vocational upper secondary education)

Lessons:

- German, mathematics, the first foreign language (normally English), natural and social sciences, music, art and sport have to be among the other compulsory or elective subjects offered.
- A second foreign language is mandatory at *Gymnasium* in grades 6/7 to 10.



**Structure
Schools of lower
secondary level**

| Hauptschulbildungsgang => Hauptschulabschluss with grade 9/10 | Realschulbildungsgang => Mittlerer Schulab- schluss with grade 10 | Gymnasialer Bildungsgang => Abitur after grade 12/13 |
|---|---|--|
| Hauptschule | Realschule | Gymnasium |
| Schularten mit zwei Bildungsgängen (different names) | | |
| Schularten mit drei Bildungsgängen (comprehensive schools, different namens) | | |

| | |
|---------------------------|---|
| Hauptschulabschluss: | General education school leaving certificate 9 |
| Mittlerer Schulabschluss: | General education school leaving certificate 10 |
| Abitur: | General higher education entrance qualification |



Secondary School

II: higher secondary level

- up to grade 12 or 13
- school types: Gymnasium and Comprehensive School (different names)
- based on general education and individual specialisation (particularly by at least two subjects at an increased level of academic standard)

General objectives:

- General higher education entrance qualification => Allgemeine Hochschulreife/
Abitur

Subjects:

The three main areas with examples of subjects:

- 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)
- and Religious education, sports.



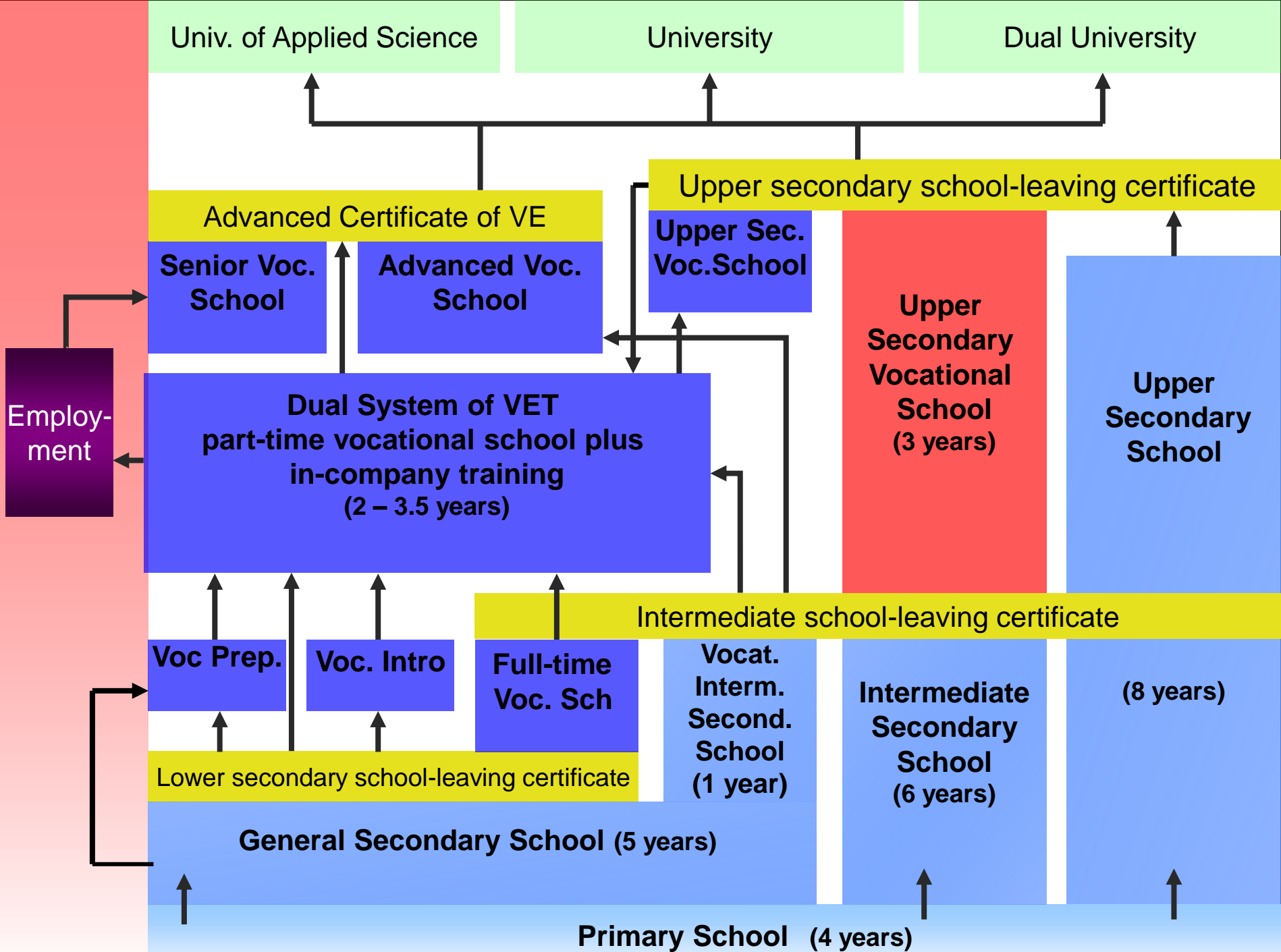
Abitur

Abitur examination at the end of grade 12 or 13:

- four or five subjects (at least three written examination, one oral examination)
- at least two subjects at a level of increased academic standard
- two of the following three subjects: German, foreign language, mathematics
- all three subject areas must be included

Certification (Abiturzeugnis/Zeugnis der Allgemeinen Hochschulreife)

- 2/3 of the academic performance in the last two grades (11/12 or 12/13) and 1/3 of the performance in the Abitur examination make the total number of points
- minimum: 300 points (average mark 4.0) – maximum: 900 points (average mark: 1.0)





German Higher Education System

- 394 higher education institutions
- 19.839 study programmes
- 2.9 million students
- 500.000 beginners and graduates per year
- 55 billion budget over all per year



Higher Education Institutions

The German Higher Education System is divided into public and private

- Universities
- Universities of Applied Science
Type of higher education institution established in the 1970s, which has the particular function of providing application-oriented teaching and research
- Universities of Arts and Music



General Information on the German HE-System

Germany is a founding member of the European Higher Education Area. As a result of the Bologna-Process Germany implemented

- a cycled study system (Bachelor and Master degrees) that replaced the traditional system of higher education qualifications (Diplom and Magister) ,
- a Credit Transfer System (ECTS) to structure the study courses and
- an accreditation system 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.



Degree Structure

Bachelor Degree (NQF 6)

- first higher education degree that provides qualification for a profession
- standard period of study (Regelstudienzeit): six, seven or eight semesters (3-4 years)

Master Degree (NQF 7)

- further higher education degree provides qualification for a profession
- the entry requirement for a Master's study course is a first higher education degree qualifying for a profession
- standard period of study (Regelstudienzeit): two, three or four semesters (1-2 years)

Doctoral Degree (NQF 8)

- awarded on the basis of a doctoral thesis and either an oral examination or a defence of the student's thesis.
- serves as proof of ability to undertake in-depth academic work



Sources and Further Information

- Kultusministerkonferenz:
<https://www.kmk.org/fileadmin/Dateien/pdf/Eurydice/Bildungswesen-engl-pdfs/tertiary.pdf>
- Hochschulrektorenkonferenz:
https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2019-05-16_Final_fuer_Homepage_2019_D.pdf



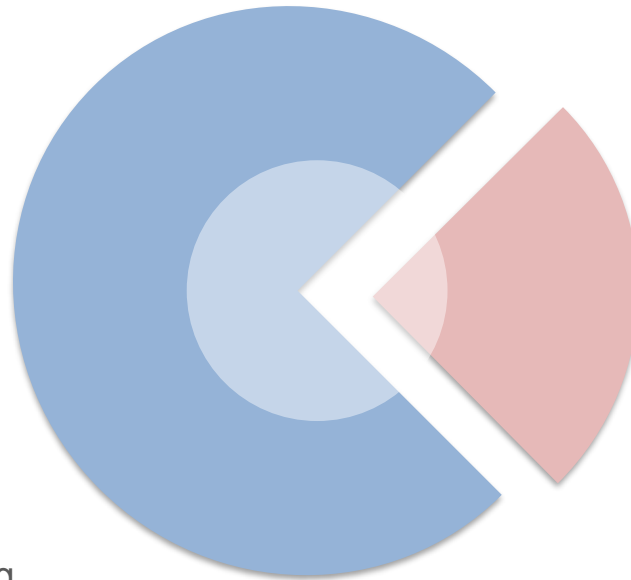
3. Responsibilities of KMK in the field of Vocational Education and Training

VET within the “dual system”

**70 % of VET
in company**

In-company training

- Legal basis: Vocational Education and Training Act (federal law)
- Follows in-company training standards (minimum standards) defined in "training regulations"
- Company provides systematic training under real-life working conditions (in-company trainer, up-to-date equipment, etc.)



**30 % of VET
in vocational
(part-time) school**

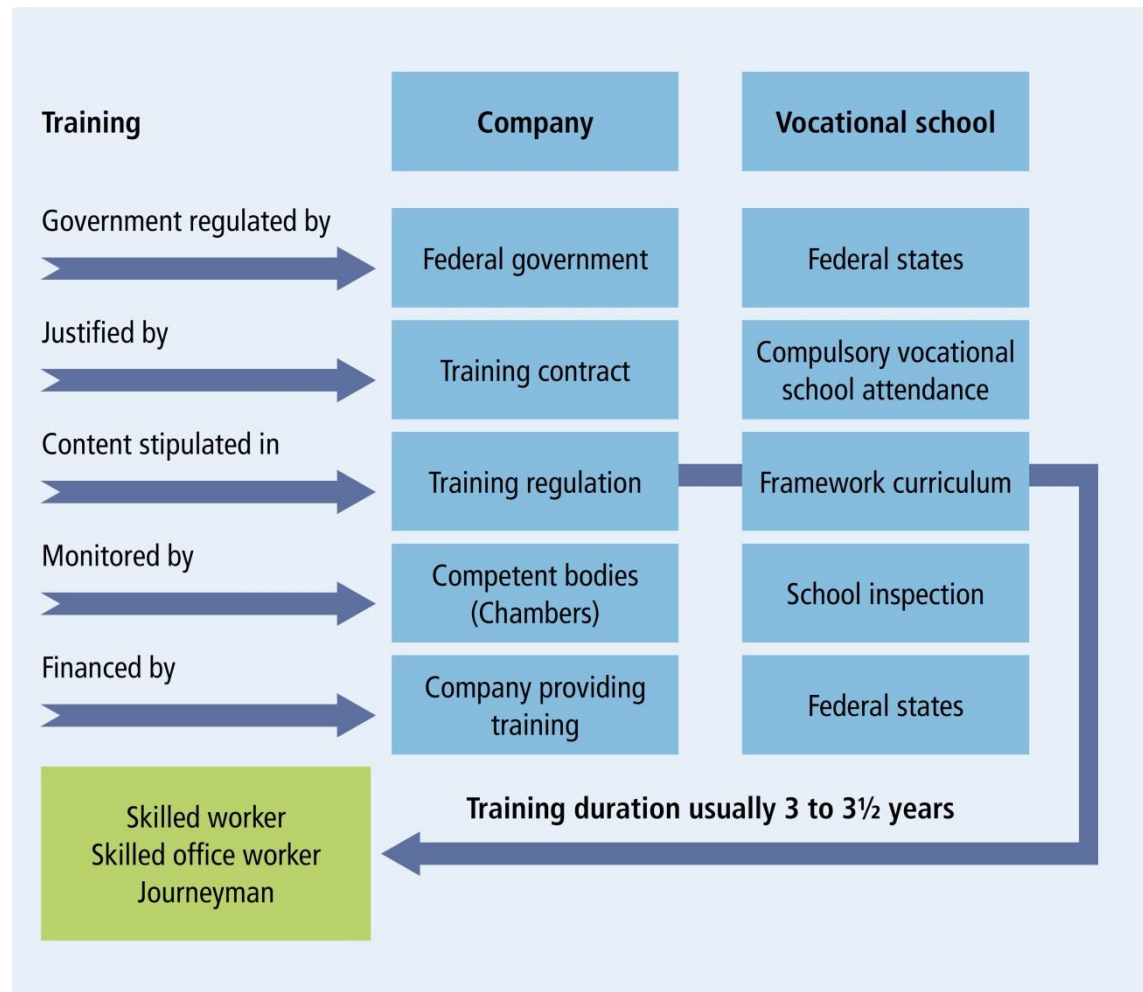
Vocational school education

- Legal basis: School laws of the Länder (compulsory school attendance)
- Follows vocational education standards defined in the "framework curriculum"
- Schools offer lessons in vocational (2/3) and general subjects (1/3)



3. Responsibilities of KMK in the field of Vocational Education and Training

Duality of initial vocational education and training





Identifying Skills (Modernisation and recreation of training occupations)

- Constant change is taking place in industry and commerce (new technologies, globalisation, work organisation...)
- Training regulations are revised every few years to keep pace with rapid technological and organisational change.
- The initiative for updating or developing an entirely new occupational profile comes from the social partners with the collaboration of the Federal Institute für Vocational Education and Training (BIBB)
- After consultation with all parties involved, the competent federal ministry decides in consultation with the Länder governments whether to proceed.



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3. Responsibilities of KMK in the field of Vocational Education and Training

Participants in updateing process



Employers' Association and
Union Representatives



Federal Institute
for Vocational Training



State and Federal States
Representatives



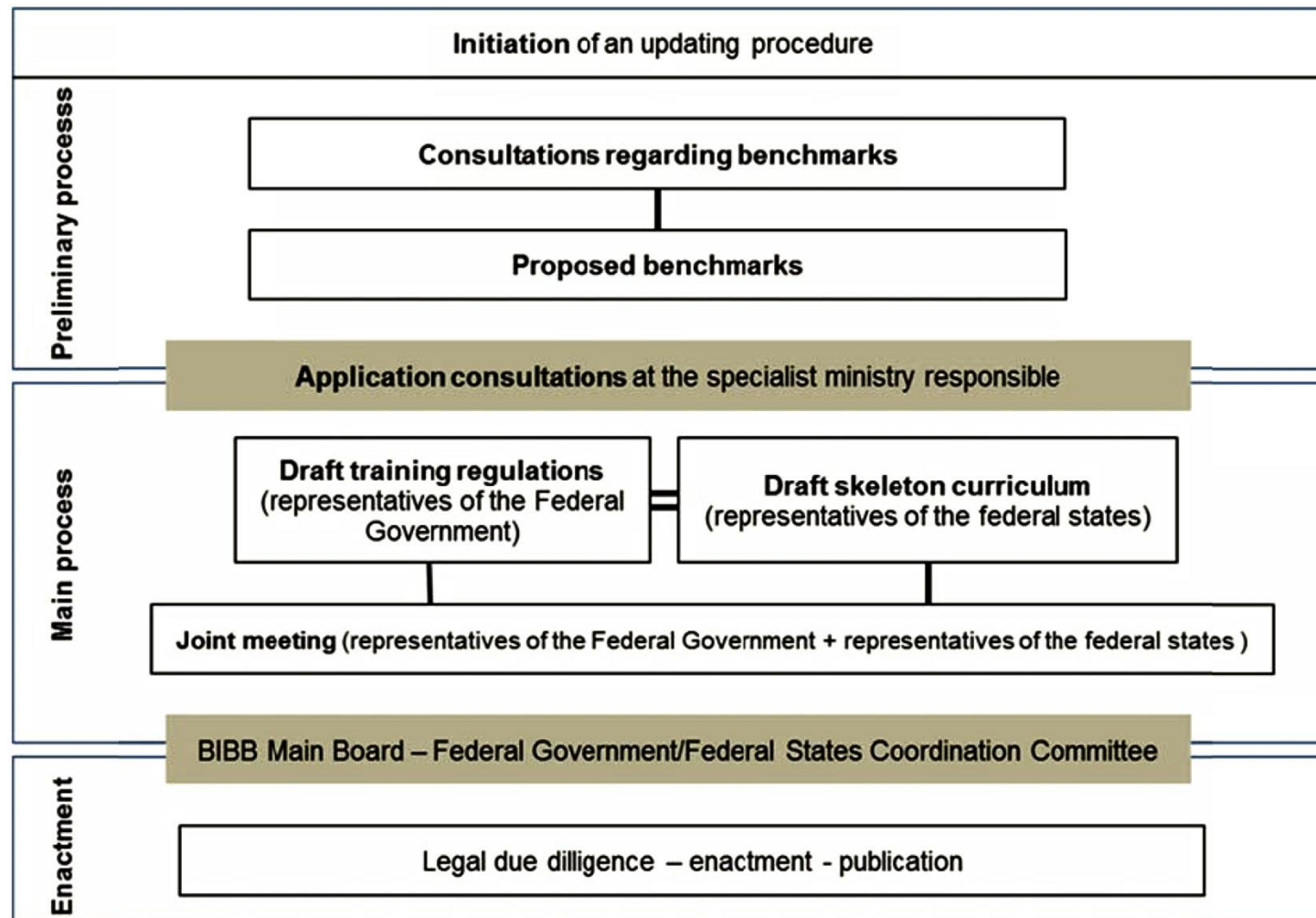
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All partners in this cooperation follow the “consensus principle”



Updating procedure





The role of KMK in the updating process

- We keep close contact to the federal government, to employers' and employees' representatives to discuss changes in vocational training
- We try to reach a consensus between the Länder as far as vocational education is concerned
- We organise and supervise the development of framework curricula



System of vocational education and training in Germany

The system of vocational education in Germany covers more than Dual VET

- There are different types of vocational full-time schools that also provide vocational training like healthcare
- Additionally the students can get an advanced certificate of secondary education
- Offers in high skilled advanced training

**VET guarantees
individual advancement and
career promotion**



Summary

- VET in Germany is based on cooperation between State, private sector and social partners.
- The main pillar of VET is the dual system (apprenticeship, ISCED level 3B, EQF level 3 and 4)
- Parallel to the dual system there is a wide range of school-based programmes (ISCED levels 3-4), which differ in terms of entry requirements, focus, types and levels of qualifications they lead to, such as:
 - programmes at vocational schools preparing people for work
 - programmes that award final vocational qualifications (especially healthcare and social care)
 - specialised programmes that build upon intermediate level certificates or initial vocational training leading to entrance qualifications for universities of applied sciences or specific fields of study



**Vocational education:
a thousand routes to success**

“Every graduation must have a continuation“



**Upward mobility via vocational education is
guaranteed**



Thank you for your attention and patience!

Questions?