

Education in Germany 2012

An indicator-based report including an analysis
of arts education throughout the life course

Summary of important results



Commissioned by the Standing Conference of the Ministers of Education
and Cultural Affairs of the Länder in the Federal Republic of Germany
and the Federal Ministry of Education and Research

Preface

“Education in Germany” is an indicator-based report which has been published at two-year intervals since 2006. It covers all levels of education and combines a comprehensive review with a specific thematic focus. The current volume for 2012 focuses on analysing arts education. It was jointly commissioned by the Standing Conference of *Länder* Ministers of Education (KMK) and the Federal Ministry of Education and Research and was drawn up by a group of authors who bear joint responsibility for it. The members of the Authoring Group are leading representatives of the following scientific and statistical organizations: the German Institute for International Educational Research (DIPF), the German Youth Institute (DJI), the Higher Education Information System (HIS), the Sociological Research Institute at Göttingen University (SOFI), the Federal Statistical Office and the statistical offices of the *Länder*.

The national education report is a major instrument of education monitoring in Germany alongside the international student performance surveys PISA, TIMSS and PIRLS, the national review of the achievement of the education standards of the *Länder* in school years four, nine and ten, and *Länder* specific assessments of student performance. It provides concise information about the current situation in the German education system, performance and major problems, about lifelong learning processes, and about the development of education in Germany from an international perspective. The reports are addressed to different target groups in educational policy, administration and practice, in science and training, and in the general public.

The national education reports are characterized by three basic features:

- They are designed on the basis of an educational concept whose goals are reflected in three dimensions: individual self-direction, social participation and equal opportunities, and human resources.
- Following the lead concept of lifelong learning, they consider all sectors and levels of education and provide information about the scope and quality of the programmes offered by various institutions and about participation in such programmes.
- They are based on indicators from official statistics and representative social science surveys which, if possible, cover the developments in recent years and decades and involve comparisons at national and international level.

These quality and relevance standards, however, also reflect the limitations of the national education report. It covers the current problems of educational development only to the extent to which solid data are available. The national education report 2012 is based on the same set of core indicators as the preceding three volumes and in this way enables comparison over time with varying focuses. The specific informative value of educational reporting is derived from this updatability. In addition, the fourth volume includes further indicators relating to new topics, e.g. family support in early childhood, time effort in school or expenditure in higher education.

The reports as well as the indicator concept and the complete set of data tables on which they are based are available at www.bildungsbericht.de (in German, with these main findings in English).

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The Authoring Group Educational Reporting is responsible for the content of the German national education report 2012, upon which this summary is based.

Content

Introduction	5
Contexts of Education	6
Education Institutions and Participation	8
Procedural Aspects	12
Results and Outcomes	14
In Focus: Arts Education	17
Central Challenges	21

Introduction

The aim of the National Education Report 2012 – as of previous reports – is to show the status of development, progress and emerging problems across different areas of the German education system. As an indicator-based analysis the report refers to central challenges and requirements in education policy. It follows and incorporates the basic considerations of previous education reports while highlighting current developments.

For the first time, the education report is focusing on a specific aspect of educational content that tends to be neglected in view of the growing focus of public discussions on core subjects in schools: By addressing the topic of arts education in an in-depth analysis, the funding providers, the Conference of Ministers of Education and Cultural Affairs (KMK) and the Federal Ministry of Education and Research (BMBF), as well as the authoring group are stressing the importance of a comprehensive and broad understanding of arts education across the entire lifespan.

The findings of the National Education Report 2012 are presented under the following question headings:

- In how far have fundamental societal conditions for education changed in Germany? (Population and economic development, family environment)
- What developments can be recognized regarding resources and opportunities in education? (Institutional supply and participation in education) What trends are discernible in the domain of education processes? (Transitions, quality assurance/evaluation, education period)
- What statements can be made on education results? (Final qualifications, skills and returns on investment in education)

Demographic developments and sustained structural changes in the employment system continue to provide the framework for the report. The focus chapters of the National Education Reports 2006, 2008 and 2010 – migration, transition between education, training and employment as well as education in the context of demographic change – are included in so far as possible and useful.

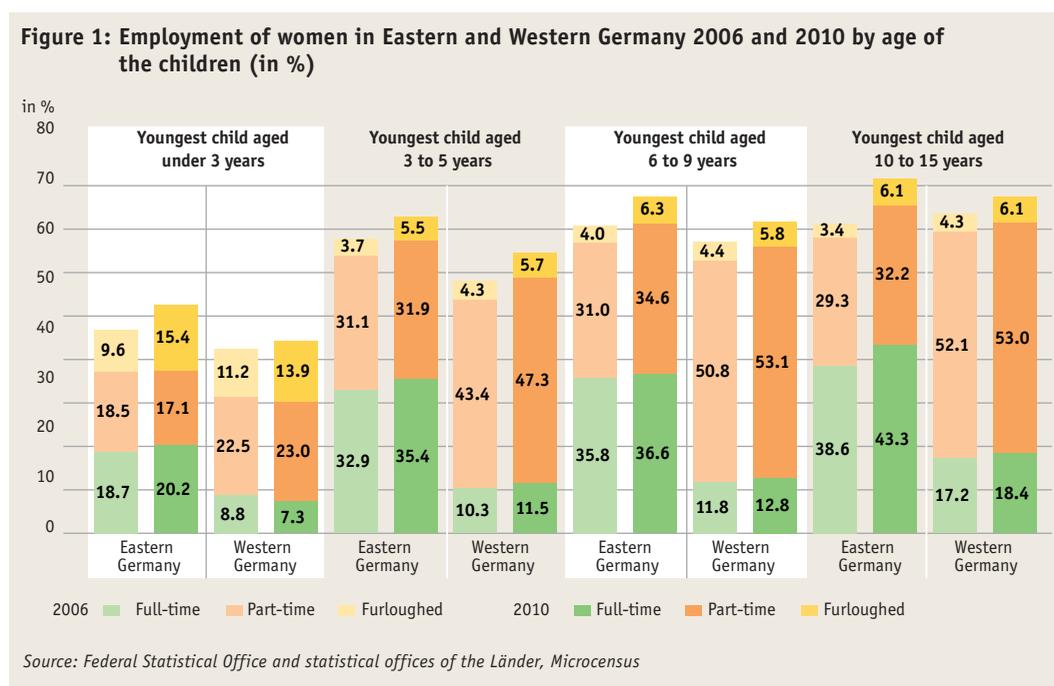
Contexts of Education

The population structure continues to change

As regards the total population, a continued low birth rate combined with a growing number of older people can be expected; education institutions must react to these changes. The growing number of persons with a migrant background amongst the younger population entails new challenges, in particular for pre-school education institutions, schools and vocational education and training.

More and more women are working, but many in part-time jobs

67% of all married women, 80% of unmarried women in relationships and 72% of single women were gainfully employed in 2010. These figures have increased considerably since 2006. A particularly large share of women with children under the age of three living in their household are not gainfully employed. Employment rates increase considerably once the youngest child turns three and (as a rule) starts going to a day care centre. Far more mothers work part-time than women without children – often involuntarily, as they state.



Special programmes have led to an above-average increase in education expenditure

According to the education budget, education expenditure in 2010 rose to 172.3 billion euros (2009: 164.6 billion euros) and the percentage of expenditure of GDP increased from 6.9 to 7.0% – with a growth in GDP of 3.9%. This development was favoured by the Future Investments Act and other special programmes. Adequate funding of the education system must be ensured beyond the period of special programmes, however.

High demand for staff replacement and for additional personnel in the education system

The age structure of personnel at education institutions indicates a considerable demand for replacements – in addition to planned and necessary expansion measures – over the coming few years. 38% of employees in all education institutions and 48% of school teachers are currently 50 years of age or older. Replacing these employees with qualified personnel will be one of the major and on-going challenges in the education system over the next 15 years. Additional requirements will result from expansion measures. In the primary sector, for example, the introduction of the legal right to child day care for children aged 1 to 2 from August 2013 will lead to extra personnel requirements in many regions in Western Germany, in particular in metropolitan areas.

Education institutions and participation

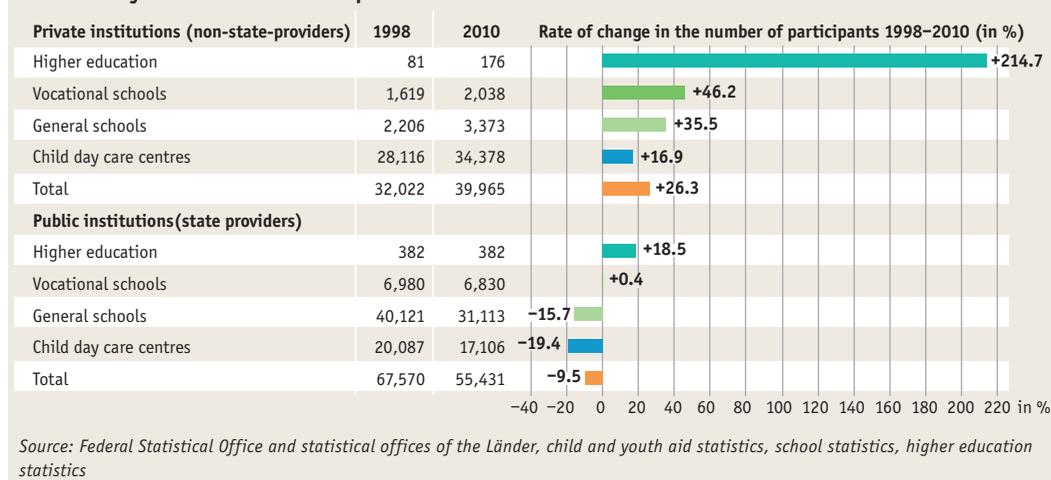
Demographic development as a factor influencing the education infrastructure

The 39% fall in the number of general schools in Eastern German non-city Länder between 1998 and 2010 contrasts with an increase in the number of institutions in early childhood and higher education sector across Germany. One of the main challenges over the coming years will be to adapt the education infrastructure to different regional demographic developments and to changing education patterns while, at the same time, maintaining adequate education provision.

Growing number of education institutions run by non-state providers

Since 1998, the number of education institutions run by non-state providers has increased by a quarter. Whereas a large part of early childhood education institutions has always been operated by non-state (non-profit or commercial) providers, the increase in the number of general schools operated by non-state providers of almost 1,200 over the last decade is remarkable (corresponding to 53% of the number in 1998). Particularly outstanding is the increase in the number of primary schools operated by non-state providers from 314 to 791 (corresponding to 152% of the number in 1998). The number of attendees has also grown considerably and has more than tripled in the area of higher education – albeit at a low level.

Figure 2: Changes in the number of education institutions and enrolment between 1998 and 2010, by state and non-state providers



Wider participation in child day care for children under 3

The nation-wide education and care rate for this age group is now 25%; 20% in West and 47% in East Germany. From August 2013, parents will have a legal right to child day care for children aged 1 and 2, which means that the Federal Government, Länder and local authorities will have to continue their considerable efforts to provide facilities that match the demand. This also involves reducing differences between social groups, since only 14% of children of migrants under the age of 3 attend day care facilities. This is a particularly low proportion.

Figure 3: Children under the age of 3 in day care in Western Germany from 2006 to 2011 and expected demand 2013



Source: Federal Statistical Office and statistical offices of the Länder, child and youth aid statistics, population projection, own calculations

Day care facilities for children aged 3 to 5 have almost become the rule

In spite of the voluntary nature of early childhood education and care, the growing share of participants has already risen to 94%. Most children with a migrant background are now participating in early childhood education, but it has to be ensured that remaining differences in the rate of participation are reduced.

Trends towards segregation in child day care facilities

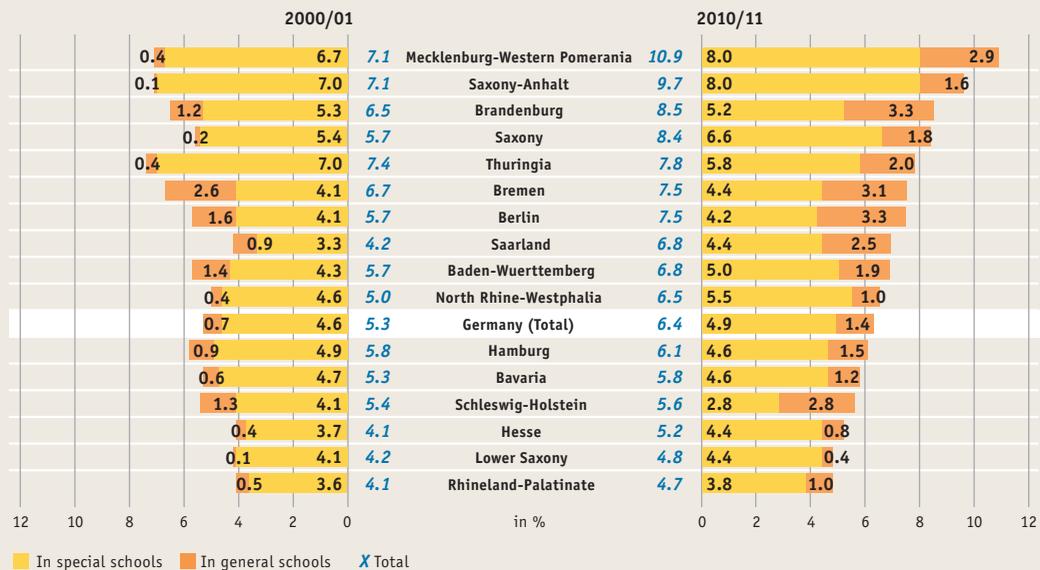
One third of all children who do not speak German with their parents at home go to child day care facilities in which over 50% of the children also do not speak German in their families. It can be assumed that these facilities have an increased demand for language tuition during the entire course of the day and thus require special skills from their educational staff.

The number of children starting school directly in special schools continues to be high with major regional variations

The number of children starting their school career directly in special schools rose from 3.0% in 2003 to 3.7% in 2009, before falling for the first time to 3.4% in 2010. While less than 2% of all children in Bremen, Schleswig-Holstein and Thuringia start in special needs schools, over 4% do so in Baden-Württemberg and Bavaria.

Despite doubling the integration rate of pupils with special educational needs, most Länder could not reduce the total number of pupils at special needs schools

The number of pupils with special needs who received integrative schooling in general schools nearly doubled from 12% to 22% between 2000 and 2010. However, only a few Länder were also able to reduce the number of pupils at special needs schools.

Figure 4: Students with special educational needs 2000 and 2010 by Land and school setting (in %)

Source: The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, statistics on special educational needs in schools

Further expansion of all-day schools leads to more and additional school programmes

More than half of all schools are now all-day schools – most of them, however, in the form of open (i.e. non-compulsory) all-day schools. The compulsory form of all-day schools in particular can provide additional provisions to balance social inequalities, for example in the area of arts education.

The participation of young people and young adults in education has increased further, but major differences in participation prevail among migrants

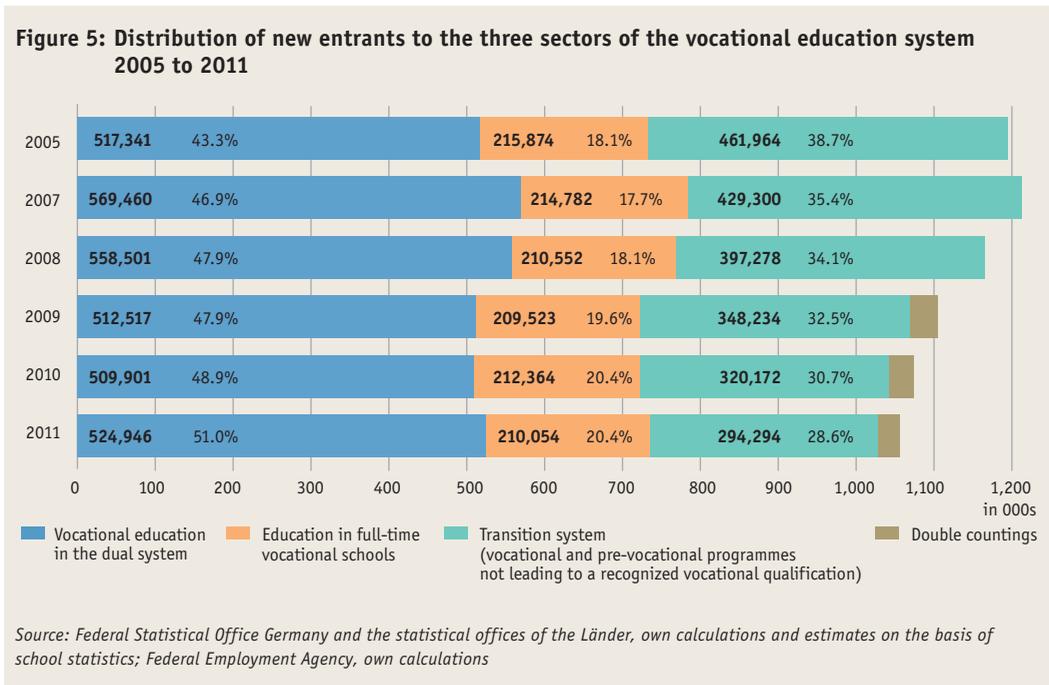
The participation in education of young people and young adults aged 16 to 28 years with a migrant background has increased since 2005 and more or less corresponds to the participation of Germans without a migrant background. However, migrants from Turkey and the former countries of labour recruitment show a far lower rate of participation in education than other migrants.

Still shortages of training programmes despite the falling number of new entrants to vocational education and training

The fall in new entrants to vocational education and training (VET) due to demographic developments has contributed to calming the situation on the training market. However, training programme shortages continue to exist in almost all larger groups of occupations and in the majority of Employment Agency districts leading to a number of unserved applicants; this causes a lack of apprentices in individual regions and occupations (currently in the food trade, hospitality trade and the construction sector, depending on individual regions and above all in Eastern Germany).

The situation of educationally disadvantaged people in vocational education and training continues to be difficult

About 300,000 young people ended up in the transition system in 2011. The situation has hardly improved for young people without a qualification higher than a secondary general school certificate in the non-city Western German Länder and for foreigners. Another effect is that in relative terms, the share of new entrants in the transition system remains at almost a third of all transitions into the VET system in spite of the drop of 76,000 in absolute terms (2011 compared to 2008).



The number of new entrants at universities has increased considerably:

The number of new entrants at universities exceeds the objectives set by higher education policy. This is partly due to two final year classes leaving school in the same year and the discontinuation of conscription and civilian service. The number of new entrants is likely to stabilize at a high level.

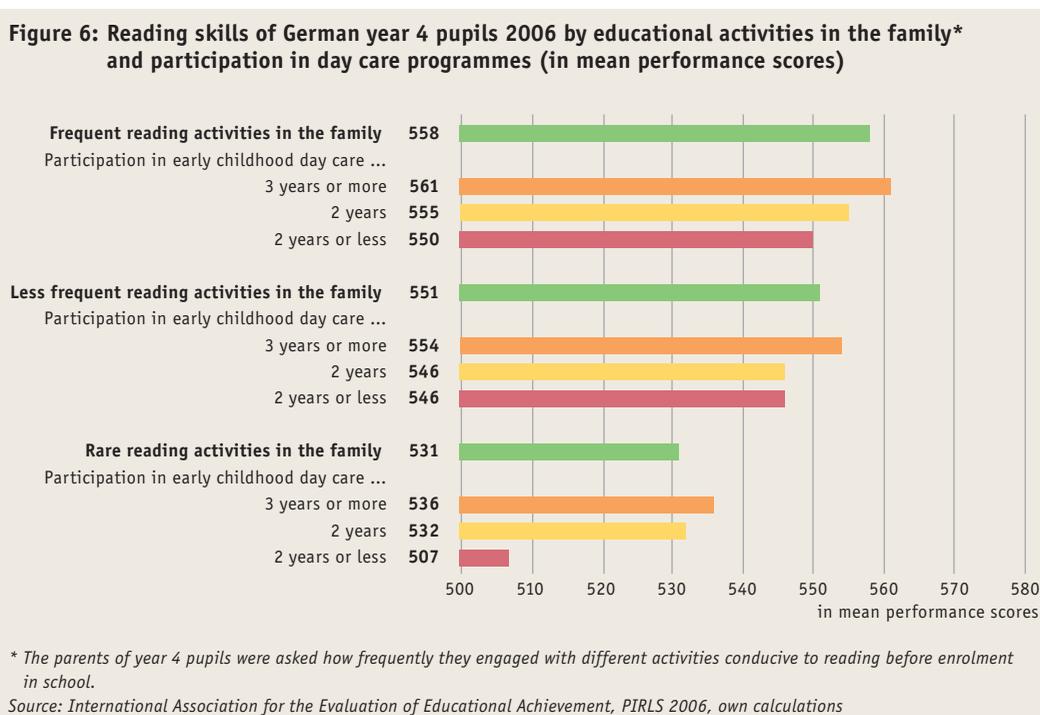
Participation in continuing training has not increased

Despite all political calls and scientific evidence of the importance of continuing training, participation has remained constant over the past ten years, although there were slight improvements in the case of older people and people with low skills.

Procedural Aspects

Stronger ties between families and child day care facilities in the early years

During the first years of life, the family is the primary place of education. 46% of all parents state that they often do educational activities with their children. Only 8% state that they rarely do so. A growing number of early childhood education programmes is increasingly complementing the time families spend with their children. Stronger links between educational measures at home and in day care facilities are required.



Difficult conditions at home continue to be problematic for education success

In view of the close links between the situation at home and learning success (at school), the conditions under which children grow up at home are of particular importance. In spite of discernible improvements in recent years, 29% of all children and young people in Germany are still growing up in families where parents have a poor level of education and in situations of financial or social distress. Figures vary greatly between the federal Länder. 3% of all children and young people are affected by all three risks.

Growing flexibility in time-use for education

Trends towards greater flexibilization in the use of time needed for education can be observed. In the area of schools, administrative changes are providing for greater choice (for example regarding the point in time when children first start going to school); there is also freedom to select educational pathways (such Abitur after 8 or 9 years). However, some pupils do not achieve any or only low-level school-leaving certificates in spite of staying in the school system longer.

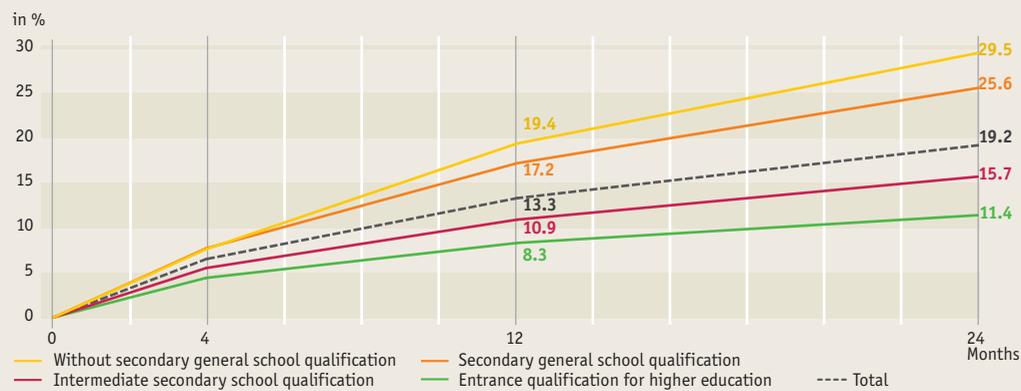
The average age of taking up fully qualifying training has risen to 19.5 years

The reason is not primarily the number of new entrants with university entrance qualifications but rather the long transition pathways of young people with or without secondary general school certificates whose entrance age is above average.

Dropping out of and repeating qualification pathways indicate systemic weaknesses

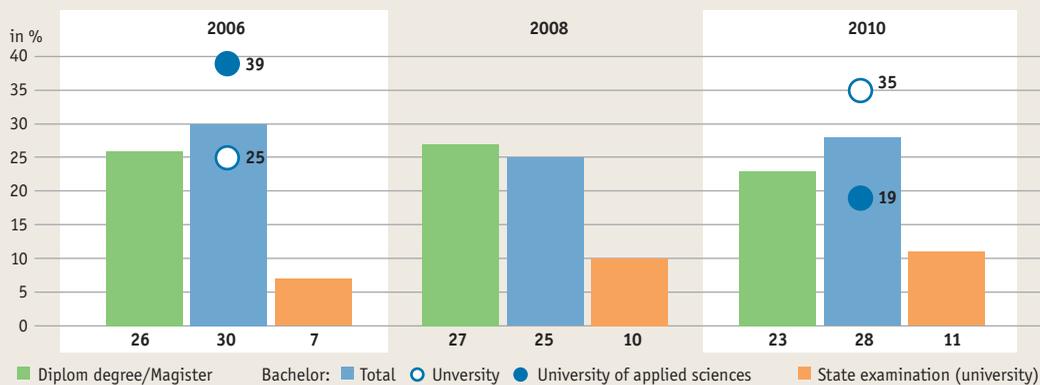
Dropping out of and repeating qualification pathways necessarily mean that those concerned have to reconsider. The number of years repeated at school is continually falling. Discontinuous training processes in vocational training (cancellation of contracts) are an indicator of problems between training programmes and individual and company requirements regarding training. During the first two years of training, this affects one fifth of all new entrants in dual training, in some occupations up to a third. The high number of university drop-outs continues to be a problem in the higher education system. It is particularly high in engineering and science programmes. Students regard the quality of studies in a differentiated and ambivalent manner; their main criticism is about the organization of study programmes.

Figure 7: Termination of apprenticeship contracts by new entrants 2008 within a period of 4, 12 and 24 months, by initial school qualification (in %)



Source: Federal Statistical Office and statistical offices of the Länder, vocational training statistics

Figure 8: Dropout rates in higher education 2006, 2008* and 2010 by types of degree sought (in %)



* No data on university type available for 2008
 Source: HIS, Studienabbruchuntersuchung 2012

Results and Outcomes

Relationship between the need for language tuition and the language spoken in the family

Language tuition is often recommended for children with a family language other than German. This highlights the importance of general language tuition in child day care facilities and the early start of participation in education.

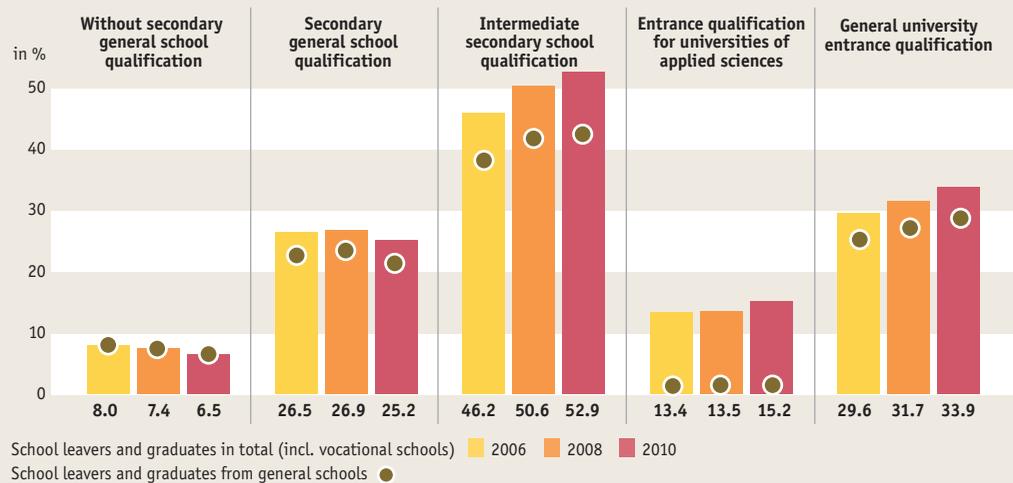
Reading skills in schools are better, but the percentage of poor readers is still high

In spite of clearly improved reading skills among pupils, the percentage of poor readers continues to be high at 19% of all pupils. Pupils with a migrant background and those with a low socioeconomic status are over-represented in the group of poor readers.

High number of young people with poor reading skills in spite of a falling number of school leavers without qualifications

It was possible to reduce the number of young people dropping out of school without having acquired at least the secondary general school certificate to 6.5% of an age group in 2010. The fact that the number of 15-year-olds with reading difficulties is three times higher suggests that a considerable number of young people have no more than basal (reading) skills when obtaining their school-leaving certificate.

Figure 9: School leavers and graduates from general and vocational schools in 2006, 2008 and 2010 by types of qualifications attained (in % of same-age population)



Source: The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, school statistics

Level of school-leaving qualifications has further improved

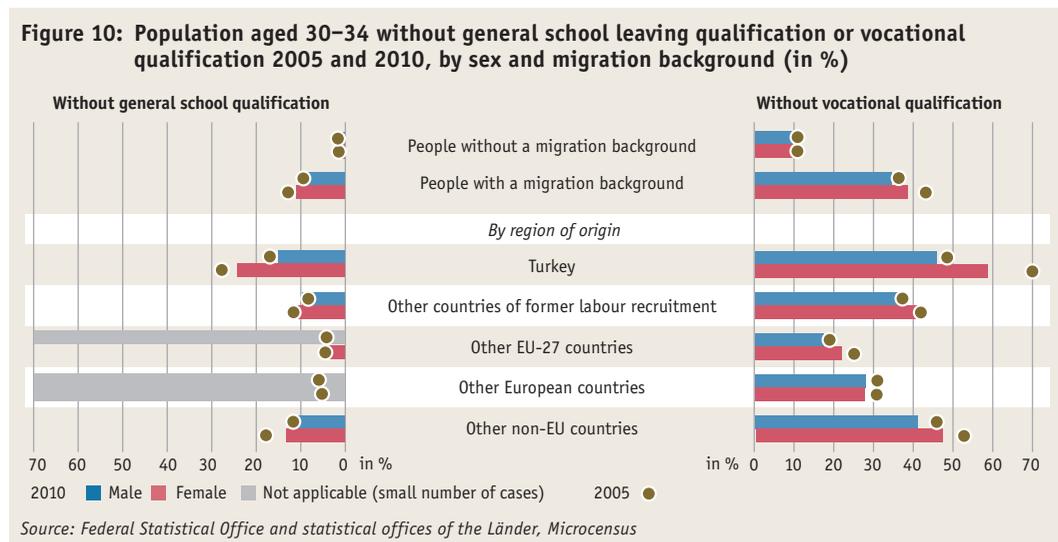
34% of all school leavers in 2010 acquired a university entrance qualification (Abitur) and 15% an entrance qualification for universities of applied sciences (Fachabitur). Increasingly, people are taking second chances in vocational schools to upgrade the initial school-leaving certificate.

Increase in education level is primarily due to the success of women in education

Slightly more women aged 30 to 34 have a university degree than men of that age group (23% compared to 22%).

The share of persons without school or vocational qualifications continues to be high

In the age group 30 to 34 years, the percentage for men was 17.5% in 2010. A comparison between this age group and men aged 60 to 64 years shows that 6% more men in the younger age cohort do not have vocational qualifications. For women, the percentage in the younger age group is 7% lower.



The higher the level of school or vocational qualifications, the higher the education yields

The number of gainfully employed persons is higher if they have a higher qualification, as is their monthly income; the risk of unemployment falls. An increase in the level of education also has a positive impact on social participation, since membership of organizations, social commitment and political participation increase with higher qualification levels.



Difficulties of labour market integration for larger groups of young people – in particular in Eastern Germany

Youth unemployment in Germany in 2010 was much lower than the OECD average and than in most other European countries. Nevertheless, individual groups of apprentices who have completed training find it difficult to integrate into the labour market – and in particular to find a job that corresponds to their training. In Eastern Germany in particular, over 50% of all apprentices who have completed training are not working in a job that corresponds to their training three years after their exams. This is an indicator of major matching problems between training and the labour market which in turn impact upon the attractiveness of training skilled staff and might thus further exacerbate the economic situation in Eastern Germany.

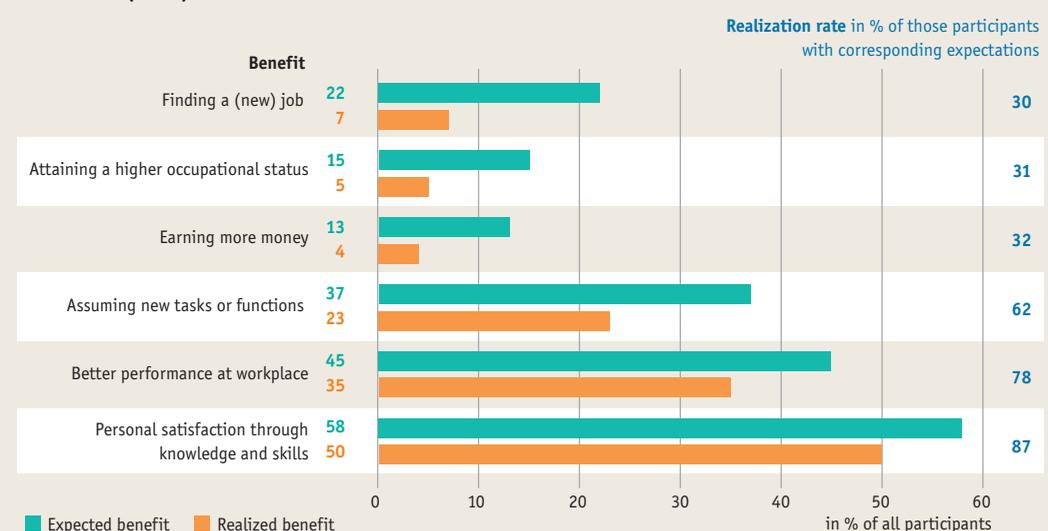
University graduates have a smooth transition onto the labour market

Although the number of university graduates has risen over the past few years, they usually manage the transition into a job or onto the labour market successfully. Periods of unemployment are rather rare and short, inappropriate jobs are also relatively rare. In the long term, different starting conditions following graduation generally even out. It remains to be seen whether a bachelor's degree will provide access to similar positions on the labour market as traditional degrees. Many students still have doubts about the labour market value of bachelor degrees.

Lack of transparency regarding continuing education yields

The situation regarding success in and the yields of continuing training is difficult to determine. The vast majority of participants in continuing education do not obtain certificates and cannot document the results of their continuing training measure in such a way that they are recognized by the labour market.

Figure 12: Expected and realized benefits of continuing education and training measures 2010 (in %)



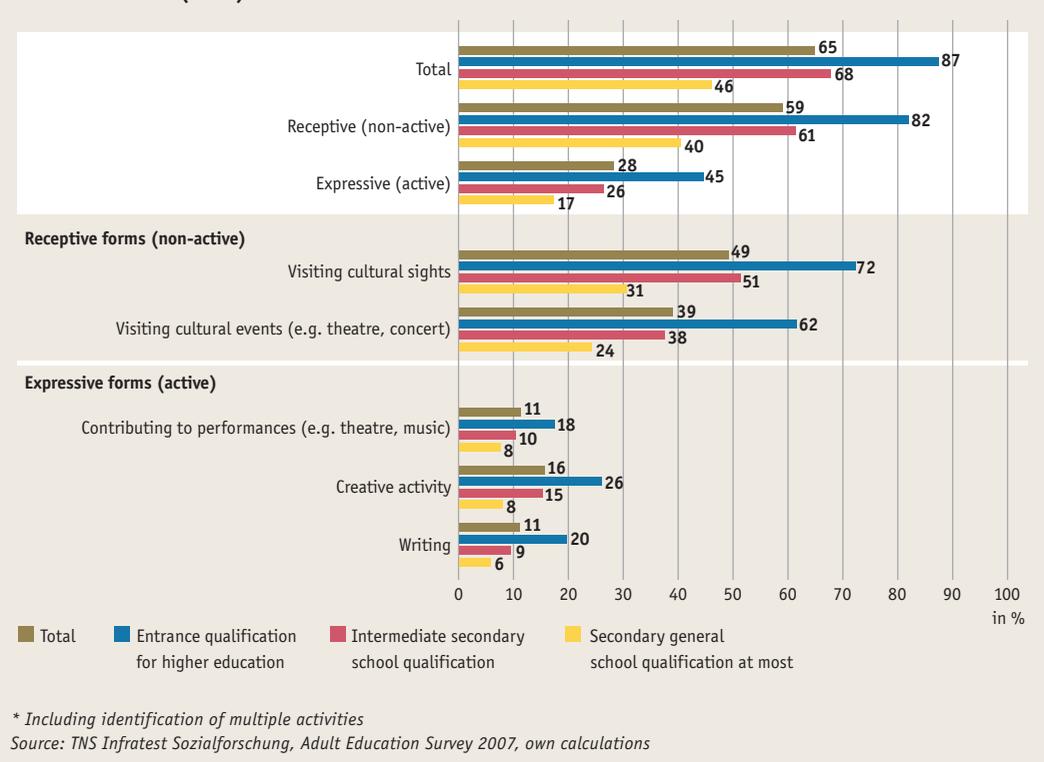
Source: TNS Infratest Sozialforschung, Adult Education Survey 2010, own calculations

In Focus: Cultural Education

There is a broad interest in arts education in all age groups

Almost all parents stimulate the arts education of their children in early childhood through joint activities with varying intensity and priorities. Almost 90% of all children and young people in early stages of school are artistically active. This interest in artistic activities decreases only slightly in later stages at school and among young adults. Only in later stages of adulthood do cultural activities decrease. There is a shift from being active oneself – which for 30% of the survey group continues to be relevant into the retirement phase – towards participating in cultural life, as is the case with about half of the population.

Figure 13: Cultural activities of the population aged 19 - 64 in 2007 by type of school qualification level (in %)*



The older people get, the more differentiated are their artistic interests

For many children, music is an introduction to dealing with artistic forms of expression that takes place in organized courses. Later, interests in arts focus more on new forms of artistic expression and thereby on a broad range of artistic lines. At the same time, the Internet plays an increasing role.

Adolescents and young adults realize their artistic interests primarily informally – new media are becoming important

In this age group, a self-organized and private environment of friends and acquaintances dominates artistic activities. Use of the new media takes on a substantial additional value both for dealing with artistic forms of expression and – above all – for distributing artistic products, information and exchanges.

The artistic interest of parents influences the artistic activities of children, quite apart from social differences

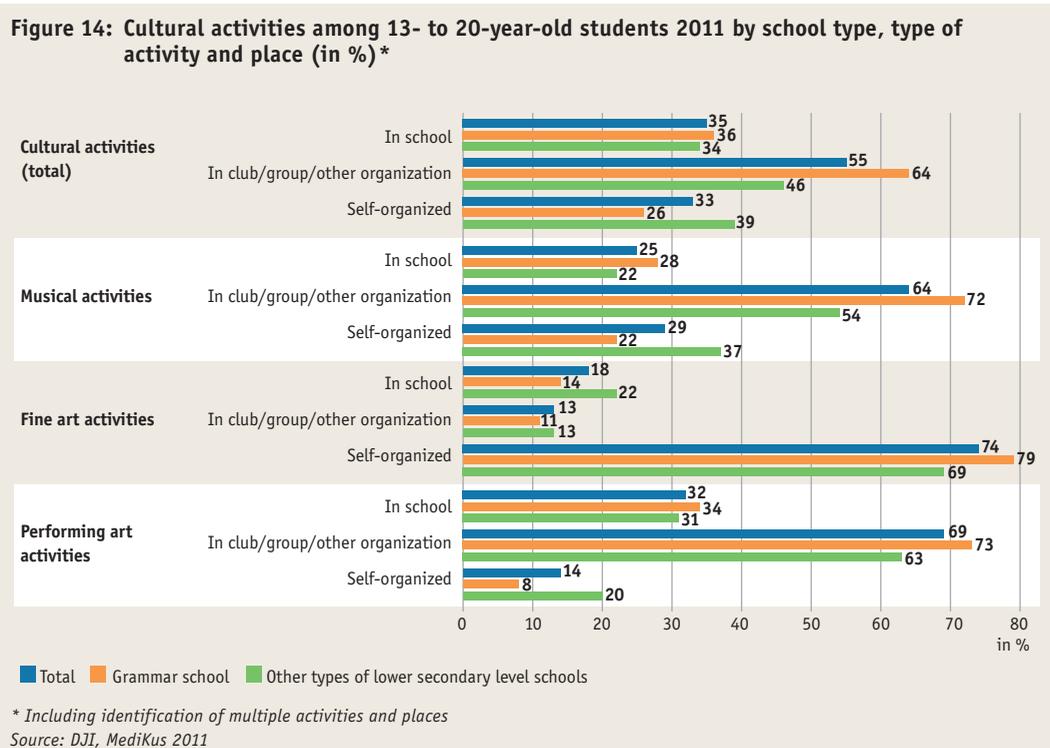
There are differences in the levels of artistic activities of children that correspond to the levels of education of their parents. More important, however, is whether parents are artistically active themselves. This sometimes offsets the impact of the parents' level of education.

Cultural activities are far more visible among all social groups than visits to cultural events

The very low level of social selectivity in exercising cultural activities is remarkable when compared to the receptive behaviour of different age groups. The importance of musical activities in particular among children and young people with a migrant background is often above the level of activity of comparable social groups without a migrant background.

Non-formal institutions are very important for artistic experiences

This includes the broad range of arts education institutions (such as music and art schools), cultural and youth institutions, different associations, organizations and groups, such as choirs and lay orchestras. For children and young people, these institutions are more important than education institutions with regard to artistic and musical activities.



Considerable differences exist by school type in the conditions for classroom teaching in artistic subjects

The social and ethnic composition of pupils in lower secondary education varies greatly between special needs or secondary general schools and the other school types. Since these other types of schools are better equipped, differences in equipment contribute to different social opportunity structures for arts education.

The qualification of staff plays an important role in enabling all children and young people to gain basic artistic experience for the development of their identity and personality – irrespective of family support

The sound specialized training of educational staff in artistic development and artistic subjects promotes the success of arts education. Increasing efforts to make use of competences in the cultural field in education institutions, for example by cooperating with music schools, show that there is a corresponding demand. These efforts also provide a useful way to attract additional educational staff for the arts education of children and young people in education institutions.

All-day schools provide more opportunities for complementary programmes in the area of arts education

For pupils who are not supported in the arts by their parents, the more comprehensive programme of all-day schools provides additional opportunities to gain experience with different forms of artistic expression, to acquire artistic knowledge and skills which can provide access to informal and non-formal artistic activities in later life. The survey among pupils, however, did not indicate that the target group makes particular use of these opportunities.

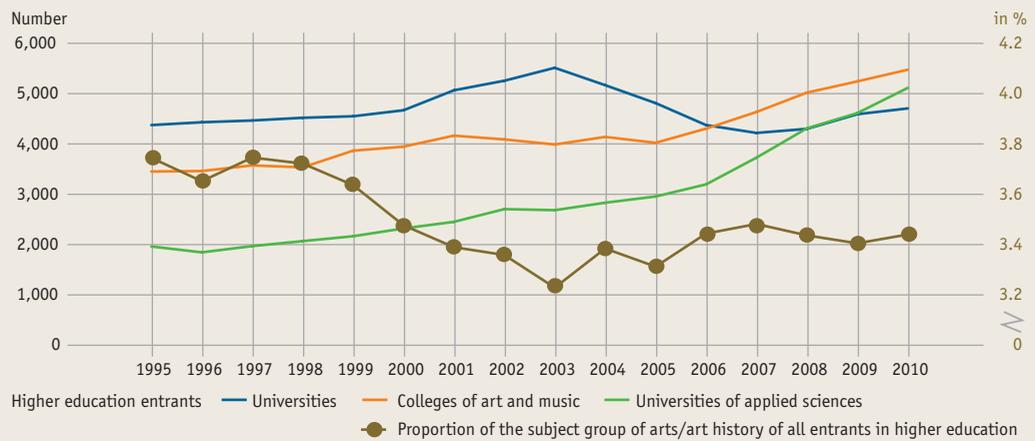
Collaborations between schools and other institutions in the field of arts education are remarkable and are supported by the growing number of all-day schools

The broad impact of the pedagogical programmes of cultural institutions in cooperation with education institutions (such as collaborations between museums or theatres with schools) is also very important. These programmes reach one in eight schools in Germany.

The situation of the subject group of arts/art history at institutions of higher education is satisfactory

Following the subject group of the legal, economic and social sciences, this group of disciplines has seen the second highest increase in professorships in recent years; the student-teacher ratio is far better than in subjects with so-called mass appeal. The expansion of the total number of study places has not had a negative impact on these subjects; in particular colleges of art and music have clearly benefitted from the increase. This group of subjects is one of the most internationally-oriented fields at German institutions of higher education – in view of the large number of non-nationals who have acquired their university entrance qualifications outside Germany.

Figure 15: Higher education entrants in the subject group of arts/art history by university type, 1995 to 2010



Source: Federal Statistical Office and statistical offices of the Länder, higher education statistics

The non-academic artistic occupations are highly attractive

They are among the dual training occupations with the highest excess demand, partly due, however, to a stagnation in the number of training places. Full-time vocational schools in the artistic subjects (such as music, fashion, design) have seen a 50% increase in students over the past ten years; they now cater for 7% of students at full-time vocational schools.

Central Challenges

These findings point to far-reaching changes in the education landscape as a whole, which will gradually change the relationship between education institutions as well as between institutions and their enrollees and which already indicate new challenges for education policy, policy administration and other stakeholders.

Growing flexibilization of education pathways and opening of boundaries between education institutions call for changes in forms of coordination and steering – also beyond the field of politics

The strict organizational differentiation between education pathways and the unambiguous functional definition of education institutions are fading even more than in past National Education Reports. In this report, the functional dissolution of boundaries is particularly visible on four educational levels: on the interfaces between early childhood education and care and primary schools; in the relationship between general and vocational education pathways in lower and upper secondary education; in the transition from general education to dual or vocational school education; and in new forms of access to higher education through vocational training and the expansion of dual study programmes. The development towards a greater differentiation of the education system as a whole makes institutional barriers between educational sectors increasingly problematic. The opening of national borders and greater flexibility in education pathways present new problems which education policy will have to address. We need voluntary coordination and steering between different education institutions if we are to realize the potential for optimizing the efficiency of education pathways that is inherent in these processes, and to prevent the diversity of education pathways from leading to time-consuming detours. This includes systematic communication between institutions and rules for the recognition of equivalent education programmes and achievements of other institutions. Policy-makers will have to establish such rules on the basis of standards. However, rules alone will not suffice. In addition, education institutions and collaborations between such institutions must assume mutual responsibility, both between and within educational sectors. The establishment of rules for recognition and of new codes of responsibility is difficult since education institutions are always closely linked with the interests of the players with whom they cooperate.

Institutional openings and the differentiation of education pathways broaden people's education options: they need competences for individual education planning

If the education system continues to differentiate further and provide more and more different pathways to reach individual education goals and careers, participants in education will only be able to realize these opportunities if they know about the possibilities and have the competences to implement this knowledge to select adequate education pathways. Greater choices in education institutions, possible shorter education times, 'second chances' and delayed education pathways call for the establishment of competences for individual education planning by means of funding, counselling and support in order to prevent new inequalities in education resulting from differences in education planning

competences. In particular, educationally disadvantaged groups will have to become the main target group of individual education planning management in order to improve their education opportunities. The most important places for teaching education planning competences are education institutions as such, which makes it necessary to define the role and competence profiles of teachers more broadly. Education institutions will be most successful if they closely involve parents and cooperate with other entities in education and career counselling.

Increasingly heterogeneous institutions and a pluralization of the education landscape call for a political cooperation model which goes far beyond the area of education

The blurring of functional boundaries and the growing heterogeneity of education institutions call for greater cooperation between political players who in the past were only responsible for one specific, delimited area of education. Today, higher education entrance qualifications are increasingly acquired in vocational training. As a consequence, the relationships between higher education programmes and vocational training are becoming or will have to become closer. Cooperation between political funding organizations in both areas of education – i.e. the social partners and school administrations, on the one hand, and science administration and higher education administration, on the other – must become the order of the day. It appears difficult to achieve this in a binding and efficient manner. The situation is similar for funding organizations involved in early childhood and youth education. Cooperation and coordination processes are being extended beyond the area of education when new concepts at schools, in particular all-day schools, aim to open schools to the non-curricular world of learning. This is shown in the Report's priority topic regarding the involvement of non-formal providers of artistic education. Different forms of cooperation beyond state regulation still have to be defined. Some approaches to cooperation across different fields of education can be found at municipal level in the context of the establishment of municipal education management schemes. All these activities reveal that understanding education policy as an isolated line of politics is not sustainable and will not facilitate adequate reactions to upcoming challenges in future.

Central challenges: early childhood education, expansion of all-day schools, new concepts for the transition system, shaping bridges between vocational and higher education

Besides the challenges related to structural changes in the education system, four content-related questions are on the top of the agenda:

- In early childhood education, the demand-oriented provision of more places for children under the age of 3 is a great challenge. Demand is expected to rise over the coming years due to the introduction of the legal right to a place with effect from August 2013. At the same time further professionalization of personnel and of education programmes is required.
- The demand for all-day schools will increase further. Their quantitative expansion and qualitative format is a priority. As shown in the focus chapter on arts education, all-day schools provide particularly attractive possibilities for including non-curricular learning opportunities. Disadvantaged young people are expected to benefit from this.
- The clear reduction in the number of young people in the transition system is mainly due to demographic effects. About 300,000 young people currently remain in the sys-

tem and it can be expected that the percentage of young people with a need for special tuition will increase in relative terms. It will be more difficult but also more important in social and economic terms to provide them with adequate training preparation and training opportunities.

- A rearrangement of the interface between vocational education and higher education seems imperative in view of demographic developments, greater demands for knowledge at work and the sustained trend towards higher education qualifications. This reorganization will have to take place against the background of the debate on how to implement the European Qualification Framework, the developments towards dual study programmes, and (slightly) better access to higher education for the working population. However, it will be difficult due to the continuing high utilization level in higher education.

The members of the Authoring Group Educational Reporting represent the following institutions:

Deutsches Institut für Internationale Pädagogische Forschung
(DIPF – German Institute for International Educational Research)
Deutsches Jugendinstitut
(DJI – German Youth Institute)
Hochschul-Informationssystem GmbH
(HIS – Higher Education Information System)
Soziologisches Forschungsinstitut an der Universität Göttingen
(SOFI – Sociological Research Institute)
Federal Statistical Office and statistical offices of the Länder

The German Institute for International Educational Research (DIPF) is responsible for coordination.

