UNIT 12 : EDUCATION IN GERMANY

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Historical Background
12.4 Features of Education
12.5 Educational Administration
12.6 Pre-primary Education
12.7 Primary Education
12.8 Secondary Education
12.9 Higher Education
12.10 Teacher Education
12.11 Let Us Sum Up
12.12 Further Reading
12.13 Answer To Check Your Progress
12.14 Possible Questions

12.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- conceptualise historical development of education in Germany;
- know the nature and features and administration of education in Germany
- know the different stages of education and its present status in Germany
- develop understanding about the teacher education in Germany;

12.2 INTRODUCTION

Germany, a member of the European Union; officially known as the Federal Republic of Germany, is a country which is situated between the Baltic and North seas to the north, and the Alps to the south. The history of the nation indicates that the state was a part of Holy Roman Empire.

Following the Napoleonic wars and the dissolution of the Roman Empire in 1806, the German confederation was formed in 1815. Later Germany became a nation state, but after World War I, the empire was replaced by Weimer Republic. After World War II, Germany was divided into West Germany and East Germany. West Germany was federal and East was democratic. First was the member of Eureopean economic community and later was a communist eastern bloc state. After the fall of communism the East Germany joined the federal republic of Germany on 3rd October, 1990. Since 1990, 16 Länder (states) constituted the Federal Republic of Germany. On 31st August 1990, the Unification Treaty (known as Einigungsvertrag–R2) was executed between the Federal Republic of Germany and the German Democratic Republic to create unity and harmony in the entire country in the field of education and culture. The treaty contained the fundamental provisions to ascertain a general basic educational structure, predominantly in the field of school education system and also in the paradigm of higher education and research. Germany is a developed country, which ranks very high in different socio-economic indexes. It is well known for its strong education system which is free and universal. It offers social security, a universal healthcare system and a free university education. The official language of Germany is standard German with over 95 percent of the country speaking Standard German or German dialects as their first language. The quality of German education is world renowned because of its well organized and highly accessible education to all students. Let see the historical background of the education system in Germany.

12.3 HISTORICAL BACKGROUND

Since 1949, Germany is a democratic and social state. The Basic Law of 1949 (R1) of this country determines the continuation of the traditional federal system particularly in the fields of education and culture. The Federalism becomes the historically grown regional structure of Germany. The entire education system in Germany can be symbolized by its social and ideological pluralism in addition to the principle of federalism adopted by the country. Germany is a federal republic and hence the historical

development of the German education system, educational federalism is one of the pervading structural characteristics. As of December, 2011, for administrative purposes, Germany has been divided regionally into 16 Länder (states) including three city states (Berlin, Bremen and Hamburg), 22 administrative regions (in German language, called Regierungsbezirke), 402 districts (Kreise) which comprise 107 municipalities having the status of a district (kreisfreie Städte) and 295 rural districts (called Landkreise in German language) and 11,292 municipalities (called Gemeinden in German language).

Hans-Georg Kotthoff has rightly observed that although centralist Prussia took a prominent role in the shaping of the modern German model of education in the late 18th and 19th centuries, the politically diverse German Lander have always enjoyed a rather far reaching cultural and educational sovereignty. In the 18th century, it was Kingdom of Prussia which introduced eight-year free and general compulsory primary education. Following the Napoleonic wars (in 1810), Prussia introduced the requirement of state certification for the teachers that elevated the effective standard of teaching significantly. In 1812, Abitur (the final examination after completion of the academic secondary level) was implemented in all secondary schools in Prussia and it was extended to all schools of Germany in the year 1871. Teacher training colleges were also established for prospective teachers by the state in the elementary grades. Historically, on German culture, Lutheranism had a powerful influence in educational environment. In Germany, Martin Luther immensely encouraged for obligatory schooling so that all people in the country could be capable of reading and understanding the Bible. This concept of reading and understanding the Bible became very popular throughout Germany. From then, public schools of Germany generally had religious education which was offered by the different churches of the country in close collaboration with the state government. In 1871, when the German Empire was formed, the school education system became more centralized for many reasons.

The Weimar Republic then set up free and also compulsory four-year duration elementary school known as Grundschule. After the ending

of First World War In the period from 1933 to 1945, during the Nazi era, significant changes were occurred in the education system of Germany. Teaching and also learning of Nazi ideologies was purposefully introduced to the education system; however, the basic or elementary education system was unchanged. 'The Hitler Jugend' in fact took only those special students (age range 7-18) who could take part in the battle for Germany. Therefore, at that time, the children were taught in the school more about the Nazism but other than proper education for healthy development. On the other side, The GDR of East Germany controlled by Soviet Union established its own education system during 1960s. After the end of Second World War, the Allied powers comprising Soviet Union, France, UK and the USA decided that Nazi ideology of Hitler had to be eliminated from the school education curriculum. They proposed to bring such education systems which could nurture their own ideas and principles in their individual occupational zones. This four power directives of 1947 reforms may highlighted as- a) equal educational opportunity to all b) free education c) compulsory fulltime school attendance for 6-15 age children. In 1949, as soon as West Germany attained partial independence, its new constitution called Grundgesetz made provision of autonomy in education to the different state governments. This provision led different school systems in different states which made difficult for the pupils to continue schooling while they needed to move between states. Since the 1990s, after re-unification, the responsibility for the entire education system in Germany is determined by the federal structure of the state. The Federation and the Länder (states) thus mutually agreed to cooperate in development of education system of Germany. After 2000, some new trends have been introduced in the education system of unified Germany such as confirming national standards on quality of teaching-learning, increasing practical or realistic orientation in the curriculum of teacher training programme, transfer of some specific responsibilities from the Ministry of Education to the local school authorities and increasing number of private schools (Wikipedia contributors, 2019, September 29). Germany has a well established, well organized education system with strong infrastructural facilities across all dimensions (OECD, 2014).



CHECK YOUR PROGRESS

Q 1: From when Germany is a democratic and social state?

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Q 2: When did Nazi ideologies purposefully introduced to the education system?

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ACTIVITY 12.1

1. Find out the political and economic history of Germany which affected on the education system of Germany.

12.4 FEATURE OF EDUCATION

Some features of education system in Germany are mentioned below:

(i) In Germany there are four levels of administrations of education- Central level, State level, Local level and Institutional level. In Germany, there is no such board controlling the school education system. The Minister of Education and Cultural Affairs of the respective state of Germany are solely responsible for framing curriculum of the school education in broader perspectives.

(ii) In Germany, general education and also vocational training enjoy high status in the society as well as financial and administrative support.

(iii) In the education sector, there are no such legislative provisions in Germany on the language or medium of instruction in the classroom. Normally, German is the verbal communication of instruction in general education schools, vocational schools and also in the higher education institutions. But the exceptions are there in the school education sector. In certain privately-maintained schools and all bilingual schools, mother tongue is the verbal communication in the class room for children

whose native language is not German.

(iv) The secondary education in Germany gives importance to enhance the intellectual, emotional and physical development of students i.e. the all round development of the pupil, encouraging them to be an independent person and capable to take personal, social and political responsibility.

(v) Germany, being a part of western culture and so nurturing on naturalistic or pragmatic view of philosophy, gives more importance on development of vocational skills among the students

(vi) In Germany, the Ministries of Education and Cultural Affairs in the states are responsible for framing curriculum. To make any changes or revision in the curriculum, a commission is appointed which comprises teachers, school inspectors, and representatives of school research institutes in the state as well as subject matter specialists from higher education institutions in Germany.

(vii) In 2016, the percentage of GER of female and male students in Germany was 99.06% and 104.59% respectively. The Gross Enrolment Ratio in education in Germany is nearly hundred percent.

(viii) In Germany there is no external examination (regulated by the state) after grade 10. After grade 10, pupils generally move up to the next grade as recommended by the teachers' conference (Lehrerkonferenz) or Klassenkonferenz (Group of those teachers of the school who take the responsibility of a particular class).

(ix) In Germany, funding of education is the responsibility of the Land (state) and the local authorities. But in India, this responsibility is shared between Central, State and the Local authorities.

(x) In Germany, inter-state comparative examinations are being held across the states to compare the performance of the students belong to different states and also to provide nationwide grade-based evaluation in secondary level.

(xi) Germany has the special constitutional laws regarding the implementation of values and ethics in school education curriculum. German constitution considers the religious education (a form of

imparting values and ethics to the students) as an obligatory subject for all school students. Religious education (one way to deliver instruction about values and ethics) is compulsory subject in upper secondary curriculum in Germany

(xii) Teaching foreign language in Germany is an integral as well as essential component of fundamental general education in case of lower secondary educational level from grade 5 and from grade 7 this foreign language also is a central component of individual specialisation.

12.5 EDUCATIONAL ADMINISTRATION

Germany is a strong democratic and social state in this world and the Basic Law of Federal Republic of Germany has firmly established the extension of the traditional federal order among the states and also particularly in the field of education, science and technology and culture. In Germany, the federalism becomes the historically grown regional structure in the country. The main characteristics of education system of Germany in terms of governance are: (1) limited role of the central level; (2) centralized administration at state level; (3) separation of the governance of education from other sectors; and (4) lastly, restricted although growing role and responsibility of the local authorities (OECD, 2012).

According to article 30 of the German constitution, 'the exercise of government powers and the discharge of governmental functions are incumbent on the Lander insofar as this basic law does not otherwise prescribe or permit'. For the education system, the Landers have the legislative and administrative competence for all issues of cultural policy and administration. The role of federal government in education is therefore formally restricted to indirect interventions through federal bodies like 'Standing conference of Ministers of Education and Cultural Affairs, Kultusministerkonferenz (KMK)', which has no legislative power but rather serves as an instrument for the coordination of educational policies. However recently the role of the federal government in education has been strengthened. The administration of the German education system thus can best be described as a 'multi central system'.

In the Federal Republic of Germany, the entire education system of the country is divided into five main segments

1. Early childhood education
2. Primary education
3. Secondary education
4. Tertiary education
5. Continuing education.

The entire education system of Germany is controlled by both the individual 16 states and the Central (federal) government. In Germany, at the national or central level, Federal Ministry of Education and Research (in German language called- 'Bundesministerium für Bildung und Forschung', also called BMBF) formulates policies for the entire country in case of vocational education, tertiary education and external or foreign affairs related to education. On the other hand, different states of Germany have their own education ministries and they have their own regulations for school education, higher education, adult education and also continuing education in their respective jurisdiction. Though, there is a central ministry for education in Germany, but the school education is mainly controlled by the individual states. In Germany, the Standing Conference of the Ministers of Education and Cultural Affairs of the states (which is called in German language- Kultusministerkonferenz) takes the responsibility to coordinate between central government and different state governments in terms of formulating new education policies as well as their effective executions in real situations. States also regulate the governance, financial allocation and management of higher education institutions. Universities in Germany are also generally included under the state administration.

In Germany, government or public schools are controlled and managed jointly by the concerned state and the local authorities (called Kommunen). The cost for the remuneration of the teaching staff of the schools is provided by the state and the expenditure for the salary of the other staff or for different material costs are provided by the local authority of the state. The local bodies in a state such as municipalities, rural districts etc. which are authorized by the state regulations for new establishment

and maintenance of schools in their areas of jurisdiction and which provide financial assistance to schools, are described in Germany as School Maintaining Bodies (Schulträger). In case of administration at the local level of vocational education in Germany, different organizations/bodies of the economy (like chambers of commerce and industry, chambers of handicraft, agriculture etc.) are authorized for the monitoring of in-company vocational training courses, and also for conducting and supervising final examinations.

Educational administration at the institutional level in Germany is headed by the Head-teacher of the school or institution. The highest authority in the school is the Head teacher, who is called 'Rektor'. The Rector is responsible for daily pedagogical work and educational duties in the school as a whole. Duties and responsibilities of the Rector (head teacher) in Germany have been assigned in the Education Act and in educational regulations of the state.



CHECK YOUR PROGRESS

Q 3: Mention two features of education system of Germany.

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Q 4: What are the segments of education system of Germany?

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12.6 PRE-PRIMARY EDUCATION

In Germany, attendance in Pre-Primary or Early childhood education is generally voluntary or optional in almost all the states, however, the states can make it compulsory. The compulsory schooling in case of general education starts at the time of six years age of a child in the Federal Republic of Germany and the duration of this compulsory schooling is about nine years or ten years of full time schooling (it is ten years in the states-Berlin, Brandenburg, Bremen and Thüringen). As a rule, every child including disabled child is also required to complete their compulsory education

The German ECEC system is an integrated system that is under the auspices of the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (BMFSFJ). In Germany, the concepts Bildung (education), Betreuung (care) and Erziehung (upbringing) are deeply intertwined, and a holistic approach is always implemented in German ECEC services. Generally, children aged 0-2 attend crèches, called Krippen (according to ISCED 2011 this educational level can be classified as ISCED 01), children aged 3 to school entry attend Kindergarten (according to ISCED 2011 this educational level can be classified as ISCED 02). A large number of children attend mixed-age childcare centres, referred to as Kindertageseinrichtung mit Kindern aller Altersgruppen (children aged 0-6). Germany is among the few OECD countries (alongside Finland, Norway and Sweden) where there is a legal entitlement to ECEC (centre and home based) for all children aged from 1 to school entry. And some Länder offer free provision for certain age groups (OECD). In Germany, funding responsibilities are shared between states; regional (Länder) and local level (municipalities), whereas almost all other responsibilities are at the regional or local level. The OECD definition states that “the term early childhood education and care (ECEC) includes all arrangements providing care and education for children under compulsory school age, regardless of setting, funding, opening hours or programme content” (OECD, 2001).

Many Länder have integrated curriculum frameworks that cover both ECEC and primary school aged children, which may foster the quality of ECEC services across age groups. In pre-primary education (ISCED 02) there are about 10 children per state-recognized educator in Germany. In Germany, the preferred term to refer to a pre-primary teacher is a state-recognized educator (Erzieher/in). At the pre-primary level (ISCED 02), auxiliary staff (i.e. support staff for state-recognized educators in Germany) works directly with children. In Germany, there are on average 39 weeks of direct contact with children in pre-primary education. In Germany in 2013, 29% of 0-2 year-olds participated in some form of formal ECEC, such as centre based services, or other forms of organized/registered ECEC like family day care (Tagespflege) or pre-school classes (Vorklassen).

12.7 PRIMARY EDUCATION

The duration of the primary education in Germany is relatively short (from Grade 1 to 4) and it is four years in almost all the states. Primary school or elementary school in Germany is known as *Grundschule*. The very first term in German primary education starts around the beginning of September. From ages six to ten, children go through four years of school at a primary level. However, some primary schools and private institutions run for six years; that means your 5th-grade age would be 11 and a 6th-year student would be 12 years old.

The core objective of the German primary education is development of essential understanding, skills, abilities and key competences amongst pupils. Subjects taught in German primary schools are German language, mathematics, general studies, foreign language, art, handicrafts/textile design, music, sports, and religion/ethics. They also teach intercultural, mint, media, health, musical-aesthetic, sustainable development, and values education.

Learning objectives in primary schools are attained through engagement of pupils in planning, running, analyzing study subjects (lessons) in an adapted way, which goes along with their knowledge, interest, curiosity and concerns. Students are also encouraged to take part in organizing initiatives and interdisciplinary projects of the school.

Primary school textbooks in Germany, used as study reference, have to be approved the respective Ministry. People suffering long-term or permanent illness or physical incapacity who couldn't attend primary education lessons they may well receive such education at their homes.

Moreover Germany offers special primary education scheme for children of the professional travelers, who cannot attend regular primary education. Schools like School for Children of Professional Travelers "*Schule für die kinder beruflich Reisender*" offer separate education for such group of children, during the period they're not traveling.

12.8 SECONDARY EDUCATION

The secondary education in Germany can be divided into two parts- lower secondary and upper secondary. The lower secondary level of education in Germany starts at the grade 5 (at the age of 10) in most of the states and ends at grade 9/10. It is called 'Sekundarstufe-I'. On the other hand, upper secondary level of education which is called 'Sekundarstufe-II' starts from grade 11 to 12/13 in most of the states in Germany. Variety of educational programmes and different categories of schools exist at the lower as well as upper secondary level of education in Germany:

1. **Hauptschule-** This type of school provides basic general education; normally covers lower secondary level grades 5 to 9/10 and leads to vocational education and training. The introduction of the term 'Hauptschule' was the result of the 'agreement of hamburg' of the KMK in 1964 and replaced the upper Volksschule which had been the main school type for the vast majority of children mainly from the lower classes. Next to the Realschule and the Gymnasium the Hauptschule is supposed to be the third main pillar of secondary schooling.
2. **Realschule-** This type of school provides extensive education which leads to vocational education. It is general secondary school; normally covers grades 5 to 10); the curriculum is quite similar to the Hauptschule mostly targeted towards the labour market and offers vocational orientation. By offering a second optional foreign language to its pupils the Realschule leaving certificate does not only qualify for vocational training but may also qualify depending on the final grades achieved, for the upper secondary phase of the Gymnasium or various types of vocational upper secondary schools.
3. **Gymnasium-** This is an advanced secondary school which provides in-depth education. It provides lower and upper secondary education from grade 5 to grade 12 or 13 and covers lower and upper secondary school phase. It got high reputation and popularity in Germany as it offers the direct path into higher education after successful completion

of the Abitur.

4. **Gesamtschule-** This is a comprehensive and integrated type of school from grade 5 to 12/13 which provides lower as well as upper secondary education; provides various types of programmes (unified) in one school. This type of schools was initially introduced as part of an educational experiment in all the West German lander in the mid-1960s. In 1982, KMK declared the recognition of Gesamtschule leaving certificate and thus accepted the type formally as lower secondary school in Germany.
5. **Alternative schools-** This type of school is normally non-government schools for example- religious-affiliated schools and Free Waldorf-schools, and
6. **Special education schools-** This type school- 'Sonderschulen/ Förderschulen' provide special education for special child.

After completing the lower secondary education in Germany, pupils with age of 15 or 16 can take admission in any one of three main types of upper secondary schools: (1) in Gymnasium (advanced academic school); (2) in Berufsoberschule, Fachoberschule which provide full-time vocational secondary education; and (3) in Berufsschule where general education is combined with practical based workplace training.

In general, the aims and objectives of secondary education of Germany may be grouped into five main areas:

a) Individual: Harmonious development of individual potential and character.
b) Social, cultural and promoting values: To develop a fair society, to recognise the cultural as well as linguistic diversity of society; to create proper values; to promote democracy or citizenship education
c) Knowledge, skills, standards: raising standards; stimulating skills and creativity; preparation for the information society;
d) Economic: To enhance employability, productivity and enhancing the national economy;
e) Extending learning: To raise participation in post-secondary education; preparing for lifelong learning (Greenaway, 2000) .

The secondary education system of Germany is strikingly different as its Secondary education consists of lower secondary level (in German language called- Sekundarstufe I) and upper secondary level (in German language it is called as Sekundarstufe II). Secondary level education offers three types of education-

i) general education,

ii) a combination of general and vocational education, and

iii) only vocational education

As per an agreement in the month of December, 1993 which was also amended in the month of June, 2006 by the Standing Conference of the Ministers of Education and Cultural Affairs of the states of Germany, the lower secondary schools should try to achieve the following goals-

- To enhance the intellectual, emotional and physical development of students i.e. the all round development of the pupil, encouraging them to be an independent person and capable to take personal, social and political responsibility
- To provide academic instructions so that they can achieve age related conceptual knowledge;
- To enhance the degree of specialization keeping in view with students abilities and inclinations towards a certain subject or topic.

The secondary education system in Germany is rather complex, as a multi tracked secondary school level is a distinctive feature of the German education system. Following the primary school which is attended by all children, there are in addition to the numerous special (needs) schools.

In Germany, upper secondary level of education helps a student to achieve a qualification which is termed as 'higher education entrance qualification'. Principal aim of learning in the upper level of education at the school 'Gymnasium' (one type of upper secondary school) is to attain the degree 'Allgemeine Hochschulreife' (General University Entrance Qualification) which entitles a student to enter in higher education and also enables to carry out a course of vocational education. There is no such school board in Germany governing the school education as in India. In Germany, it is the responsibility of the state government, specifically the

responsibility of the Ministry of Education of the state for framing regulations governing the secondary education of the country. All the 16 states of Germany are bound to act in accordance with predefined standard of education which essentially stipulates objectives of education of the country at different levels. The whole country has adopted the subject-centric curriculum approach at the secondary level with special emphasis on learner-centred tasks in delivering instruction at the class.

Regarding the different categories of schools in Germany and also different types of courses in lower secondary (Sekundarbereich I) level of education, in 2012, the 'Kultusministerkonferenz' (conference of the Ministers of education of different states in Germany) formulated a framework schedule related to the curriculum for grades 5 to 10 about certain important core subjects. These core courses are German (language), Mathematics, the first foreign language, natural and social sciences. Arts, Music as well as Sports are also among the other compulsory or optional subjects offered at the lower level of secondary education. In Germany, second foreign language is obligatory subject at Gymnasium (special type of secondary school) for the grades or classes 7 to 10. But, in other kind of schools in Germany, the subject of second foreign language has been presented in most of states as an optional subject at lower secondary level. In lower as well as upper secondary levels of education in Germany, the emphasis on natural sciences as well as education in technical subjects (MINT subjects-Mathematics, Information Technology, Natural Science and also Technology) is currently getting more importance.

At the upper secondary level of 'Gymnasium' (one type of advanced secondary school in Germany comparable to Grammar school of UK), the total school year is divided up into a one-year of introductory phase and a two-years of qualification phase. At the upper secondary level, subjects are grouped together under three main areas. These three main compulsory areas are listed below:

- Languages, art and also literature (for example- German, foreign languages, fine art, music etc.)
- Social sciences (geography, elements of history, fundamental of

philosophy, social studies, economics etc.)

- Natural sciences and Mathematics and also elements of Technology (subjects like- Mathematics, Chemistry, Biology, Physics, Information Technology etc.)

Each of the three subject areas is present up to the 'qualification phase' and so ultimately in the final examination called 'Abitur' (final examination after grade 12). Religious education is also mandatory subject at the upper secondary level of education in Germany. In Germany, about two-third of the young population undergoes vocational education and training for two or three years in dual (workplace and school) system of the secondary education.

12.9 HIGHER EDUCATION

After 13years of schooling in secondary education, a student appeared in Abitur and joined in any course of higher education at Universities. In Germany, number of students possessing the requisite academic interest and competence to persue higher education is comparatively small. After taking the amount of instruction prescribed by law, in a minimum period of 4 years, students appears in a carrier examination of the state (called state examination), by which he or she may go to the profession. Germany is renowned for its excellent higher education system. German degree courses include a wide range of subjects, with some courses taught in English. Tuition fees are not charged at Germany's public universities, even for international students. This, coupled with an excellent reputation for offering world-leading technical degrees, is why Germany is such a popular choice with international students.

Higher education institutions or Universities are the state institutions, have the right to self administration within the framework of the law. There are three main types of university in the German Higher Education System. These are:

- Academic Universities
- Universities of Applied Sciences
- Specialist colleges of Art, Music, or Film.

Universities in Germany are either public or private. Public universities represent the majority of institutions and are heavily subsidized by the government, which means they do not charge tuition fees. Of the private (fee-paying) universities in Germany, the vast majority are Universities of Applied Sciences.

German universities tend to place a high importance on research and academic freedom. Technical degrees are also an important aspect of the German university landscape.

There are two semesters in Germany: a winter semester (October to March) and a summer semester (April to September).

12.10 TEACHER EDUCATION

The organization of teacher education in Germany is closely linked to the organization and the school system. The model of teacher training in Germany is not uniform in the whole country. It is regulated by the respective state by their own legislations. The Ministries of Education of the state has the responsibility for conducting effective initial training for the all aspirant school teachers. The state regulates and supervises initial training of the teachers by certain study regulations and also by proper examination regulations. The minimum qualification for entry in initial teacher training courses in Germany is the Higher Education Entrance Qualification (in German language- „Hochschulreife), which is obtained after completing 12 or 13 years of schooling and upon successfully qualifying the Abitur examination.

In Germany, initial teacher training is divided basically into two phases:

(1) Studies in the university, colleges of education, colleges of art and music or equivalent institution of higher education;

(2) The preparatory service which provides pedagogic or practical training in training schools or in special teachers training institutes (Studienseminare).

At the end of the first segment of the training, an examination is taken and it is called ‘First State Examination’. In the second phase of teachers

training (i.e. in preparatory service), the aspirant teacher aspirants have to attend and also to deliver instruction in a school under the regulation of a guiding teacher-educator. During this second segment of teachers training courses, the aspirant teachers have to qualify a number of examinations about pedagogy and teaching methods of their individual subject. The second phase of the training ends with an examination called the 'Second State Examination'. To qualify in this examination is a prerequisite for ultimate recruitment in the teaching profession.

The duration of the training courses for teaching careers in different types of schools in Germany is different. The tenure of the first phase of initial teachers training to join in a lower secondary school is 3.5–4.5 years (varies state wise) at the university and the duration of its second phase is further 18-24 months (also varies state wise) of practical and pedagogic training in the training school. To become an upper secondary school teacher, this initial teachers training lasts for at least 4.5 years of study at university, with additional at least 24 months of practical training in training schools. The duration of the first and second phase of training courses depends on the particular state of Germany.

In-service teachers training is also an important aspect of the training programme for the teaching profession in Germany. In-service teacher training is organized in the state at three levels-central, regional and local. Many universities or higher education institutions provide follow-up and supplementary training courses for the existing in-service teachers in Germany. This training programme usually organized in the form of different seminars, conferences, and study groups, educational trips etc.

Most of the German school teachers have the status of civil servants. By the 'Act on Civil Service Law Reform' adopted by the Parliament in Germany, the element "pay-for-performance" has been introduced and in the new career paths of public servants, there are no promotion based on seniority but on performance.



CHECK YOUR PROGRESS

Q 5: What are the different types of universities in Germany?

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12.11 LET US SUM UP

In this unit we have discussed the following matters:

- Germany, a member of the European Union; officially known as the Federal Republic of Germany, has a strong education system, renowned in the world because of its well organized and highly accessible education to all students.
- The Federalism becomes the historically grown regional structure of Germany. The entire education system in Germany can be symbolized by its social and ideological pluralism in addition to the principle of federalism adopted by the country.
- Historically, on German culture, Lutheranism had a powerful influence in educational environment. In Germany, Martin Luther immensely encouraged for obligatory schooling so that all people in the country could be capable of reading and understanding the Bible.
- Since the 1990s, after re-unification, the responsibility for the entire education system in Germany is determined by the federal structure of the state. The Federation and the Länder (states) thus mutually agreed to cooperate in development of education system of Germany.
- Germany, being a part of western culture and so nurturing on naturalistic or pragmatic view of philosophy, gives more importance on development of vocational skills among the students
- In Germany, funding of education is the responsibility of the Land

(state) and the local authorities.

- Teaching foreign language and religious education in Germany is an integral as well as essential component of fundamental general education.
- The compulsory schooling in case of general education starts at the time of six years age of a child in the Federal Republic of Germany and the duration of this compulsory schooling is about nine years or ten years of full time schooling.
- Many Länder have integrated curriculum frameworks that cover both ECEC and primary school aged children, which may foster the quality of ECEC services across age groups



12.12 FURTHER READING

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2) Biswas, A., & Aggarwal, J.C. (1972). Comparative Education. New Delhi, India: Arya Book Depot.
3) Rai B.C. (2012), Comparative Education, Prakashan Kendra, Lucknow.
4) Srivastava S.K. (2015), Comparative Education, Anmol Publications PVT. LTD., New Delhi.



12.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Since 1949, Germany is a democratic and social state.

Ans to Q No 2: After the ending of First World War In the period from 1933 to 1945, during the Nazi era, significant changes were occurred in the

education system of Germany. Teaching and also learning of Nazi ideologies was purposefully introduced to the education system; however, the basic or elementary education system was unchanged.

Ans to Q No 3: Two features of German education system are-

- In Germany there are four levels of administrations of education- Central level, State level, Local level and Institutional level. In Germany, there is no such board controlling the school education system. The Minister of Education and Cultural Affairs of the respective state of Germany are solely responsible for framing curriculum of the school education in broader perspectives.
- In Germany, general education and also vocational training enjoy high status in the society as well as financial and administrative support.

Ans to Q No 4: The segments are-

1. Early childhood education
2. Primary education
3. Secondary education
4. Tertiary education
5. Continuing education.

Ans to Q No 5: There are three main types of university in the German Higher Education System. These are:

- Academic Universities
- Universities of Applied Sciences
- Specialist colleges of Art, Music, or Film.



12.14 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What are the four level of administration of education in Germany?

Q 2: What is the purpose of secondary education in Germany?

Q 3: Who is the responsible authority for framing curriculum?

Q 4: Mention two main characterstics of education system of Germany in terms of Governance?

Q 5: What are the five main segments of education system in the federal republic of Germany?

Q 6: What is the duration of primary education in Germany?

Q 7: What is Grundschule?

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss the educational administration system in Germany.

Q 2: Write a note on school education system in Germany.

Q 3: Briefly explain the teacher education system in Germany. Make a comparative note with teacher education in India.

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