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Executive Board

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Member of the
Executive Board

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Vice-Chairwoman

Aart De Geus
Chairman

DEAR READERS,

Children and young people have a right to a high-quality education and to grow and develop in a nurturing environment. After all, they are the most important resource for ensuring society's future! Moreover, a democracy will only be resilient if its citizens are well educated and willing to get involved. The key to social participation is therefore an educational system that is both equitable and effective, one that introduces young people to political processes as early as possible and encourages their engagement.

The Bertelsmann Stiftung has long been committed to achieving this goal. This brochure provides a brief overview of our efforts in the area of youth and education: Through our projects and studies, we increase awareness among policy makers and the public regarding the need for reforms; in addition, we recommend feasible solutions for the challenges society faces.

The projects presented here have mostly been developed in a German context but are suitable for application in other political environments as well. In many cases, they have been adapted for use by international partners. More detailed information is available on each project's website as well as through the relevant project manager.

This brochure is a standing invitation to get in touch, join forces and learn from each other. Please do not hesitate to contact us.



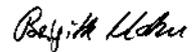
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Fair educational opportunities
for all children, right from the start





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laendermonitor.de

STATE BY STATE: MONITORING EARLY CHILDHOOD EDUCATION

Early access to high-quality education and to environments that promote learning provide children, regardless of their family background, with the best possible chances for developing and participating in society. The Monitoring Early Childhood Education project brings greater transparency to Germany's current system of early childhood education and care (ECEC).

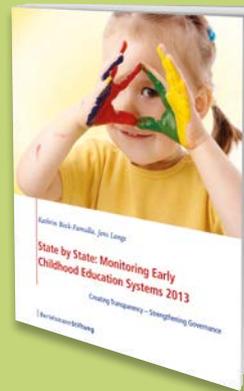
The project's report on ECEC resources and its Internet portal www.laendermonitor.de provide facts, figures and other relevant information on developments in Germany's 16 states relating to participation, investments and educational quality.



State by State:
Monitoring Early
Childhood Education
Systems 2013

338 pages, PDF,
free of charge

Download:
[bertelsmann-stiftung.
de/state-by-state](http://bertelsmann-stiftung.de/state-by-state)



Increasing civil engagement among children and young people

FOR CIVIL ENGAGEMENT AND DEMOCRACY—JUNGBEWEGT

Democracy requires individuals capable of proactively shaping today's world—and tomorrow's. A willingness to get involved and participate in democratic life does not develop on its own. It must be fostered in the young.

“jungbewegt” wants to increase political participation among children and young people, promote civic engagement in preschools and schools, and expand the number of after-school programs dedicated to democracy education. The project focuses on training school teachers in cooperation with a select group of university instructors and with preschool and youth center sponsors.



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jungbewegt.de



**Das Praxisbuch:
Mitentscheiden und
Mithandeln in der Kita**
Wie pädagogische
Fachkräfte Partizipation
und Engagement von
Kindern fördern

268 pages, softbound
€ 25
ISBN 978-3-86793-509-8



Policies that give all children a fair chance to participate

FAMILIES AND EDUCATION: CREATING CHILD-CENTERED POLICIES

Families are the first and most important environments for children to develop and learn in. Moreover, they influence children's educational biographies to an extraordinary degree. If all children are to have access to equitable educational opportunities, they must grow up in financially secure families, and families must receive support that reflects their specific needs.

This project develops approaches that effectively combat child poverty and make needs-based infrastructure available to families. In doing so, we focus on the interests, needs and rights of the children themselves. In addition, we examine how families interact with ECEC centers and schools, in order to reduce the barriers that lead to educational inequality.



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Focusing on the child

Creating a child-centered family policy that ensures education and participation for all

16 pages, PDF, free of charge

Download:

[bertelsmann-stiftung.de/
focusing-on-the-child](https://bertelsmann-stiftung.de/focusing-on-the-child)



A photograph of a woman with brown hair tied back, wearing a bright yellow raincoat, holding a young child. The child is wearing a grey hoodie with a blue hood and a yellow raincoat. They are standing in a grassy field with trees in the background. The text is overlaid on the left side of the image.

Federal standards for
all-day schools that promote
equitable learning opportunities



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STATE COMPARISONS OF ALL-DAY SCHOOLS

A relatively new development in Germany, all-day schools make it possible to provide students with individualized support, thus promoting equitable learning opportunities. Unfortunately, this is a goal that has yet to be achieved in practice: A Bertelsmann Stiftung study examining the time spent learning and staffing levels was the first to show that the quality of all-day schools varies considerably from state to state.

This study increases transparency about the actual resources available at schools requiring all-day attendance. We want to stimulate a discussion of which framework conditions—namely, how much pedagogical staff and learning time—are appropriate for equitable learning.



Die landesseitige Ausstattung gebundener Ganztagschulen mit personellen Ressourcen
Ein Bundesländervergleich

Bertelsmann Stiftung (ed.)
72 pages, PDF, free of charge

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High-quality inclusive schools in which educators provide all students with individualized learning opportunities



Inklusion kann gelingen!
Forschungsergebnisse
und Beispiele guter
schulischer Praxis

188 pages, softbound
€ 20
ISBN 978-3-86793-665-1



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LEARNING BETTER IN DIVERSITY

More than in almost any other country, educational success in Germany depends on the learner's background. Recognizing the diversity of the country's young people means acknowledging that they have different abilities, different needs and different ways of learning—all of which must be addressed in the classroom.

Together with the German Commission for UNESCO and Germany's Commissioner for Matters relating to Disabled Persons, we honor schools and other educational institutions with the Jakob Muth Award for their achievements in the area of inclusion. As the award's recipients demonstrate, despite the many challenges, inclusion is now a reality in many of Germany's schools.





Using music to promote language learning and social participation, and to improve educational opportunities, especially for young refugees



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[bertelsmann-stiftung.de/
musik-sprache-teilhabe](http://bertelsmann-stiftung.de/musik-sprache-teilhabe)



Mit Kindern Musik
entdecken

Musikalisches Experimentieren und Gestalten in der frühpädagogischen Bildungsarbeit

Johannes Beck-Neckermann
60 pages, softbound
€16
ISBN 978-3-86793-583-8



EXPERIENCING MUSIC—REALIZING POTENTIAL—CHANGING SOCIETY

Since it is a language without words, music can build a first bridge, promote contact and exchange, and foster a sense of belonging and community. Music education can provide effective responses to the challenges educational institutions now face: inclusion, equitability, participation and language learning. As an interdisciplinary element in all educational and learning processes, music provides positive learning experiences, supports the acquisition of language skills and promotes personal development. This is the point of departure for our Music, Language, Participation activities: If all young people, especially young refugees, are to experience social integration and educational success and are to participate socially and culturally, then adequate educational opportunities are required, as are ongoing language instruction and a heightened pedagogical awareness. To ensure educational professionals and practitioners have the necessary competencies, we are developing a training approach that is both modular and needs-based.





Creating a culture of welcome and an equitable system of migration



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ALL KIDS ARE VIPS

Using the motto “Diversity Is Our Strength,” we support children’s and young people’s engagement for promoting social integration in schools and society at large. Celebrity ambassadors of non-German heritage help us achieve that goal.



Bojana Pajic-Rickerts
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Ambassadors for the 2016 competition include Gerald Asamoah, Daniel Aminati, Bülent Ceylan, Culcha Candela, Maite Kelly, Tayfun Baydar, Rebecca Mir and the FanatiX. The competition’s patron is Aydan Özoguz, Germany’s Commissioner for Migration, Refugees and Integration.



allekidssindvips.de

The Bertelsmann Stiftung: Its values, its areas of activity and current megatrends as drivers of change

IMPROVING EDUCATION

Educational systems are only effective if they result in quality outcomes and offer all people the chance to succeed. We promote holistic attitudes toward education that make social participation and individual achievement possible, regardless of personal circumstances or social and ethnic background.

ADVANCING SOCIETIES

Everyone must take responsibility if society is to thrive. We promote inclusion, solidarity and diversity, while helping civil society, the private sector and government work together across traditional lines.

STRENGTHENING ECONOMIES

Globalization and knowledge-based societies bring prosperity—and problems. We want to ensure fair competition, economic participation, people-centered partnerships and a viable future for coming generations.

SHAPING DEMOCRACY

Democratic institutions are increasingly under pressure—globally, throughout Europe and within Germany. We are committed to helping achieve diverse democracies with high levels of transparency, citizen participation, balanced budgets and sustainable policy-making.

PROMOTING HEALTH

To overcome the new challenges it faces, Germany's health-care system needs stable funding, individuals capable of making informed choices and services that meet actual needs. We carry out projects designed to achieve those goals.

VITALIZING CULTURE

Culture is the foundation of communal life. Taking advantage of music's inherent potential, our projects promote social participation, tolerance and equitable opportunities as well as personal and professional development.



Facts and figures on education in Germany

EARLY CHILDHOOD EDUCATION



0 – 6 years

32.9%

of children under three are enrolled in early child education centers or daycare. (2015)

90%

of children three or over of non-German heritage are enrolled in early child education centers. (2015)

2.1 million

children are growing up in poverty—limiting their educational opportunities and social participation. (2015)

PRIMARY AND SECONDARY EDUCATION



6 – 16 years

VOCATIONAL EDUCATION AND TRAINING



16 years and older

13%

more children have been diagnosed as having special needs. (2013/14 vs. 2008/09)

3.9 hours

of additional learning time are available each week to students at top-level secondary schools in North Rhine-Westphalia requiring all-day attendance. (2016)

60%

of Germany's schools are all-day schools. (2014/15; 2002: 16%)

2013

was the first year more students enrolled in Germany's universities than in its vocational training programs.

58.9%

of Germany's businesses have never trained a young person of non-German heritage. (2015)

47.1%

of companies offering apprenticeships say that their experience training young people with special needs has been largely positive. (2014)

HIGHER EDUCATION



18 years and older

53.1%

of students completing secondary school enroll in an institution of higher education. (2013)

23%

of Germany's university students are of non-German heritage. (2013)

approx. € 1 million

more is earned by individuals with a university degree during their lifetime than those who have completed vocational training. (2016)

LIFELONG LEARNING



25 – 125 years

3 times

as many high-skilled employees take further education courses compared to low-skilled employees. (2016)

€ 890

was the average amount spent in Germany by participants who paid for further education courses. (2012)

41%

fewer funds have been made available for further education by public-sector institutions since 1995.

DIGITIZATION



62%

of the directors of vocational schools say that digital learning is of strategic importance. (2016)

€ 300,000

is what it costs annually to provide a typical school with mobile devices and wireless access for every student. (2015)

84%

of vocational education students say that teachers should "try new things using digital media more often." (2016)

Preparing young people well for the world of work

HANDBOOK ON CAREER GUIDANCE IN SCHOOLS

The job market is changing and new occupations, courses of study and degrees are constantly emerging. When young people make the wrong career choice, they often become frustrated and soon leave the vocational training program or university they are enrolled in. It is therefore crucial that they receive the necessary support while still in school.

Our handbook makes it possible for schools to develop their own approach to advising students on which future path is right for them. Moreover, the handbook presents a quality-management system that can be transferred across schools and countries. Consequently, the handbook was adopted in Spain in 2015.



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Leitfaden Berufsorientierung
Praxishandbuch zur
qualitätszentrierten
Berufs- und Studien-
orientierung an Schulen

180 pages, softbound
€ 20
ISBN 978-3-86793-660-6



Every young person should
have the chance to complete
vocational training



VOCATIONAL TRAINING— OPPORTUNITIES FOR EVERYONE

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laendermonitor-
berufsbildung.de

We are committed to helping reform Germany's system of vocational education and training (VET). We want training programs to become more flexible so they can reflect the diverse skills and needs of the country's young people. Moreover, everyone should have the opportunity to complete a VET program.

Our VET Monitor compares the state of vocational training programs in Germany's 16 states and provides relevant information for policy-making in this area.



**Apprenticeship
training in Spain—
a cost-effective
model for firms?**

92 pages, PDF,
free of charge

Download:
bertelsmann-stiftung.
de/apprenticeship-
training-in-spain



Comparing the quality of
higher education institutions
around the globe



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umultirank.org

INTERNATIONAL UNIVERSITY RANKING: U-MULTIRANK

U-Multirank, the multidimensional global ranking of institutions of higher education, was developed and made available for international use by the CHE Centre for Higher Education, an initiative of the Bertelsmann Stiftung and the German Rectors' Conference, and its international partners on behalf of the European Commission. It is based on the methodology used for the CHE University Ranking of German institutions.

The interactive English-language website provides information on more than 1,300 institutions of higher education in 90 countries. With 27,000 data entries at the institutional level and 66,000 at the departmental level, U-Multirank is the most comprehensive information system in the area of higher education.

Atypical students are becoming typical—and universities must get ready for them

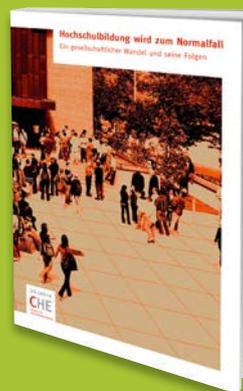
ATTENDING UNIVERSITY HAS BECOME NORMAL

Higher education is booming. In Germany, 2.6 million people are now studying at university. The number of people matriculating each year has almost doubled over the past two decades, as has the number of graduates. As a result, the diversity of students has grown. Today's incoming students are not only 19-year-olds who have recently completed their secondary education, they are also trained craftspeople, single mothers and managers participating in distant-learning programs.

One of CHE's publications examines how policy makers and universities can deal with the expansion of higher education. Regularly updated facts and figures further illustrate CHE's recommendations, which university administrators and others can use to address current trends.



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Hochschulbildung wird zum Normalfall
Ein gesellschaftlicher Wandel und seine Folgen

Download:
www.che.de/normalfall-studium



Higher education





Making use of non-formally and informally acquired skills



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[bertelsmann-stiftung.de/
competence-cards](http://bertelsmann-stiftung.de/competence-cards)



Competence Cards

Recognizing and utilizing the potential of people with migrant backgrounds

The cards can be ordered free of charge (while supplies last) at: bertelsmann-stiftung.de/competence-cards



EVALUATING OCCUPATIONAL EXPERTISE

In Germany, a formal educational degree is most often the key to professional and social advancement. Many people would therefore benefit if informally acquired skills were recognized. This would apply in particular to those individuals who have not completed their secondary education or a vocational training program but have many years of on-the-job experience. It applies as well to those whose occupational competencies were acquired abroad. In one of our projects we have therefore worked with organizations operating information centers for migrants to develop “competence cards” that help identify the potential which newcomers have to offer.

Together with the Federal Employment Agency, we also develop competency tests for refugees that assess their need for further training and the possibilities for integrating them into Germany’s labor market.





Reforming further education so that the competencies of low-skilled individuals can be identified, developed and formally recognized

FURTHER EDUCATION FOR ALL

Lifelong learning is a challenge—not only for individuals, but also for the entire educational and employment system. For example, Germany’s labor force currently includes 5.7 million people who do not have a recognized occupational qualification. These low-skilled workers are four times as likely to be unemployed and three times less likely to take part in further training than highly qualified individuals.

We therefore work with academic experts and practitioners to develop approaches for providing better educational counseling, for formally recognizing occupational skills and for offering further education that focuses on the learner.



When competences become occupational opportunities
How informal and non-formal learning can be recognised and used in Europe

80 pages, PDF, free of charge

Download:
[bertelsmann-stiftung.de/
competences](http://bertelsmann-stiftung.de/competences)



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A photograph showing a woman with dark hair in a ponytail, wearing a red top and a necklace, smiling as she looks at a laptop. A young boy with short brown hair, wearing a camouflage t-shirt, is also smiling and looking at the laptop. The scene is brightly lit, suggesting an indoor setting with large windows.

Assembling reliable
data on digital education
in Germany



DIGITAL EDUCATION MONITOR

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Germany's 1.34 million apprentices are much more open to digital applications than their teachers and trainers are. Vocational education students use digital media to learn at home much more often than they do when they are at school or their training site. At the latter locations, a significant number of students use only Wikipedia or other wikis; all other digital technologies are generally used by less than 20 percent.

The Bertelsmann Stiftung is using its Digital Education Monitor to create the first representative, empirical dataset on digitization in Germany's various educational sectors. The first issue appeared in 2016 and focused on the topic of vocational training.



Monitor Digitale Bildung
 Berufliche Ausbildung
 im digitalen Zeitalter

Bertelsmann Stiftung (ed.)
 48 pages, PDF, free of charge

Download:
digitalisierung-bildung.de

Improving educational opportunities through digital media





PARTICIPATING IN A DIGITIZED WORLD

Digital media can help overcome pedagogical challenges, thereby making educational opportunities more equitable. Together with partners, we create forums for systematic, shared learning in this area.



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forumbd.de

The Forum Education and Digitalisation facilitates dialogue among educational practitioners, policy makers and edtech leaders. Together with the Deutsche Telekom Stiftung, the Robert Bosch Stiftung and the Siemens Stiftung and assisted by the Mercator Stiftung, it promotes the implementation of strategic (school) development processes and identifies typical success factors.



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hochschulforumdigitalisierung.de

The German Forum for Higher Education in the Digital Age supports universities in embedding their ideas for good practice in efforts to further develop Germany's higher education landscape. Its initiators and sponsors are the CHE Centre for Higher Education, the German Rectors' Conference and Stifterverband für die Deutsche Wissenschaft, with additional support provided by Germany's Federal Ministry of Education and Research.

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