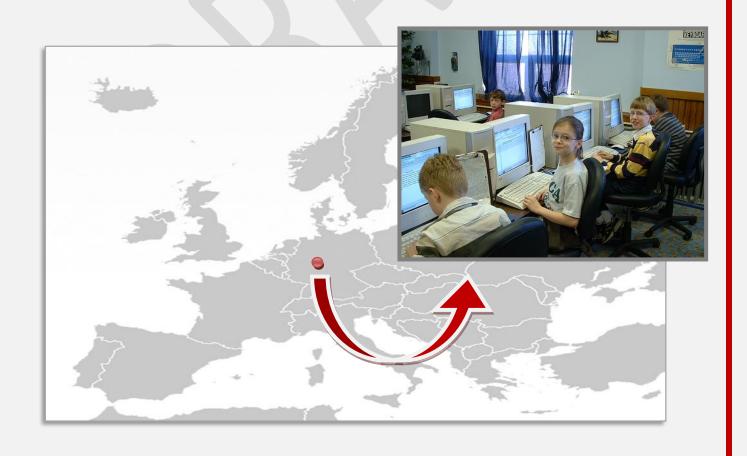# WP3. Formal Media Education

GERMANY

1. Education System

The German education system depends on the governments of each federal state, which are responsible for education. Decisions pertaining to national education are taken by the Standing Conference of the Ministers of Education and Cultural Affairs (Kulturministerkonferenz, KMK), in which all 16 federal states (Bundesländer) participate.

As preschool (3-6 years of age) is optional, compulsory education, which lasts eight years, begins in primary school or Grundschule (6-9 yrs). After that is junior secondary with four types of schools: Gymnasium (superior studies), Realschule (vocational high school), Hauptschule (lower level) and Gesamtschule (a new school that integrates all of the above). Senior secondary, which lasts three years, consists of *Gymnasium* and *Berufschule* with two options: specialized high school or dual apprenticeship system. For tertiary education there are universities, colleges and specialized colleges.

2. Policies in Media Literacy

With respect to policy development of media literacy each state should follow the national laws established by the KMK. However, they are free to supplement them with their own initiatives. Thus, each region implements media literacy differently.

> **Federal states must follow the policies as established by the KMK**

The Ministry of Education and Research launched a program in 2013 (Digitale Medien in der beruflichen Bildung) to promote the use of digital media and strengthen media literacy in vocational training.

3. Media Literacy and National Curricula

Media education is dealt with as an interdisciplinary, cross-curricular topic in German schools. The objectives set out in the declaration: "Media Education in School" (Medienbildung in der Schule) by the KMK establishes five key dimensions:

- The promotion of quality of teaching and learning through media.
- The potential for social and cultural participation.
- The identification and development of young people's idiosyncrasies.
- The forming of attitudes, orientation of ethical values and the development of aesthetic judgment.
- The necessary protection against the negative effects of the media and its use.

The KMK defines media education as being an "anchor activity within compulsory school education." It should be treated as a cross-curricular topic starting in primary school in all possible subjects.

As an example, in the curriculum of "Werkrealschule" of the federal state of Baden-Württemberg, media education is dealt with in the subject of Language and Ethics. In the state of Bavaria, the subject "IT," in both the Gymnasium and the Mittelschule, is taught, although the government is implementing a plan to optimize media education in schools. In Berlin, there is the elective subject "IT" in junior high school, but in the subject of German language, media studies is recommended in order to develop in students a critical view on its use and content.

4. Tools to measure the Level of Competencies

As regards the tools for measuring levels of media literacy among its people, there is no formal evaluation system; but technologies are used to evaluate students' knowledge with the objective of giving them personalized training.

5. Teacher Media Training

Media education appears in the curriculum from the earliest stages of the degree in Education, *Erziehungswissenschaft*, under the name *Medienbildung*. Teacher training in this field should be continuous and completed by the offer that each of the Ministries of Education and Cultural Affairs of the *Länder* gives in this field, including their regulatory media institutions (*Landesmedienanstalt*).

6. ICT in Schools

In Germany there are guidelines that set learning objectives in ICT in primary and secondary schools, although knowledge of hardware, programming, use of mobile devices and social media are given only in secondary school.

At both levels ICT is used as a tool in subjects and, in the case of secondary education, ICT is included as a topic in the subject "Technology." It is also a specific subject unto itself at secondary level.

All students must use new technologies in all subjects and complementary activities of all subjects except in Mathematics and Science. On the other hand, teachers are only required to use new technologies for Natural Science in high school.

The keys to the inclusion of ICT in German schools can be summarized as follows:

- Since the mid-90s the Federal Ministry of Education has been trying to make German schools adapt to the digital age.

- The initiatives undertaken, especially partnerships between the public and private sectors support the integration of ICT in education by: providing equipment, technical advice and training for teachers and students in ICT.

- The project that highlights the inclusion of ICT in schools was carried out in 1996 by the Federal Ministry for Education and Research in collaboration with Deutsche Telekom: "Schools Online" (*Schulen ans Netzt*). Its mission was to connect all German schools to the Internet by the end of 2001 and promote the acquisition of skills through the use of new media in the classroom.

- *Digital Germany 2015* agenda*.*

No current study on the use of the Internet and new technologies in the classroom by students and teachers was found; the last one was conducted in 2006 by Silke Grafe (*"Digitale Medien in der Schule. Standortbestimmung und Handlungsempfehlung für die Zukunft"*).

Annex. Country Key Features

(a)	**Languages**	German
	Population	81,147,265 (July 2013 est.)
	Major cities	BERLIN (capital) 3.438 million; Hamburg 1.786 million; Munich 1.349 million; Cologne 1.001 million (2009)
	Government type	Federal republic
	GDP (Purchasing Power Parity)	$3.123 trillion (2012 est.)
	GDP real growth rate	0.7% (2012 est.)
	GDP per capita (PPP)	$39,100 (2012 est.)
	GDP composition by sector	Agriculture: 0.8% Industry: 28.1% Services: 71.1% (2012 est.)
(b)	**GDP per head (PPS)**	120.0 (year 2011) (Index, EU27=100)

(c)	Year of EU entry	Founding member (1952)
	Currency	Member of the eurozone since 1999 (€)
	Schengen area	Member of the Schengen area since 1985
(d)	Pupils and students (ISCED levels 1-6) (1 000)	13.939,2 (year 2011)
	Pupils at ISCED level 1 (1 000)	2.989,7 (year 2011)
	Pupils at ISCED level 2 (1 000)	4.825,0 (year 2011)
	Pupils and students at ISCED level 3 (1 000)	2.725,8 (year 2011)
	Students at ISCED level 4 (1 000)	558,1 (year 2011)

Source: Original authorship, using data from:

(a) Central Intelligence Agency (2013). *The World Factbook 2013-14*. Washington, DC [Retrieved from: https://www.cia.gov/library/publications/the-world-factbook/index.html]
(b) European Commission (2012). *Country Fact Sheet: Germnay*. Directorate-General Regional Policy. Analysis Unit C3. European Commission [Retrieved from: http://ec.europa.eu/regional_policy/information/brochures/pages/country2012/index_en.cfm]
(c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]
(d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

📖 Sources

AUTHORING GROUP EDUCATIONAL REPORTING (2013). *Education in Germany 2012. An indicator-based report including an analysis of lifelong cultural learning. (Bildung in Deutschland 2012. Ein indikatorengestützter Bericht mit einer Analyse zur kulturellen Bildung im Lebenslauf)*. Bielefeld: Bertelsmann Verlag.
http://www.bildungsbericht.de/daten2012/summary12.pdf

Berlin. de (Bildung)
http://www.berlin.de/sen/bildung/unterricht/lehrplaene/

Bundeszentrale für politische Bildung

http://www.bpb.de/lernen/unterrichten/medienpaedagogik/

Deutscher Bildungs Server
http://www.bildungsserver.de/Medien-und-Bildung-2675.html

Deutsche Institut für Internationale Pädagogische Forschung
http://www.dipf.de/de/dipf-aktuell/aktuelles

EUROPEAN SCHOOLNET AND UNIVERSITY OF LIÈGE (2012). *Survey of Schools: ICT in Education. Country Profile: Germany.* Brussels: European Commission.
https://ec.europa.eu/digital-agenda/sites/digital-agenda/files/Germany%20country%20profile.pdf

Federal Ministry for Education and Research (BMBF)
http://www.bmbf.de/en/14389.php

Hans Bredow Institute for Media Research
http://www.hans-bredow-institut.de/

Kultusminister Konferenz (KMK)
http://www.kmk.org/bildung-schule.html

Medienanstalten
http://www.die-medienanstalten.de/themen/medienkompetenz.html

PÉREZ TORNERO, J.M. (2007). *Study on the Current Trends and Approaches of Media Literacy in Europe. Country profile GERMANY V4.0*. Brussels: European Commission.
http://ec.europa.eu/culture/media/media-content/media-literacy/studies/germany.pdf

Schulversuch "Auf dem Weg zur Medienschule"
http://medienundschule.inmv.de/wp/

Staatsinstitut für Schulqualität und Bildungsforschung München
http://www.isb.bayern.de/schulartuebergreifendes/medienbildung/

The Society for Media Education and Communication Culture (*Gesellschaft für Medienpädagogik und Kommunikationskultur GMK*)
http://www.gmk-net.de/