



University of Liege
Psychology and
Education

SURVEY OF SCHOOLS: ICT IN EDUCATION

COUNTRY PROFILE: GERMANY

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1. INTRODUCTION

ICT IN THE SCHOOL EDUCATION SYSTEM OF GERMANY

In the Federal Republic of Germany responsibility for the education system is divided between the Federation and the Länder. The scope of the Federal Government's responsibilities in the field of education is defined in the Basic Law (Grundgesetz). Unless the Basic Law awards legislative powers to the Federation, the Länder have the right to legislate. Within the education system, this applies to the school sector, the higher education sector, adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the Länder. Responsibility for teacher training rests with the Ministries of Education and Cultural Affairs of the Länder which regulate training through study regulations and examination regulations.¹

According to Eurydice's **Key Data on Learning and Innovation through ICT at school in Europe**², in Germany there are national strategies covering training measures in ICT in schools, e-inclusion, and e-skills development and research projects for ICT in schools, e-learning, and digital/media literacy. There are central steering documents for all ICT learning objectives³ at both primary and secondary education level, although knowledge of computer hardware and electronics, using mobile devices, developing programming skills, and using social media are only at secondary level. In primary and secondary schools ICT is taught as a general tool for other subjects/or as a tool for specific tasks in other subjects, and in addition in secondary schools ICT is included within technology as a subject, and also taught as a separate subject. Recommendations or suggestions and support are provided in all software areas⁴, and for hardware in the areas of computers, projectors or beamers, and DVDs, videos, TV, cameras, but support only is provided in the others hardware categories. According to official steering documents, students at all levels are expected to use ICT in all subjects in class and in addition at secondary level for complementary activities in all subjects, except mathematics and natural sciences. Teachers' use of ICT is encouraged less than students where is it only mentioned for natural sciences at secondary level. There are no central recommendations on the use of ICT in student assessment. Public-private partnerships for promoting the use of ICT are encouraged for private funding for hardware and software in schools, ICT training for teachers, and ICT training for pupils/students.

THE SURVEY OF SCHOOLS: ICT IN EDUCATION

In 2011, the European Commission Directorate General Communications Networks, Content and Technology⁵ launched the Survey of Schools: ICT in Education, the primary goal of which is to

¹ <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Home>

² http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/129EN.pdf, published in 2011, specifically the following tables and associated commentaries: A6, B6, B7, C2, C3, C4, C12 and E10

³ i.e. knowledge of computer hardware and electronics, using a computer, using mobile devices, using office applications, searching for information, using multimedia, developing programming skills, and using social media

⁴ from a range of hardware and software, i.e. computers, projectors or beamers, DVDs, videos, TV, cameras, mobile devices, e-book readers, smartboards, virtual learning environments; tutorial software, office applications, multimedia applications, digital learning games, communication software, digital resources

⁵ www.ec.europa.eu/dgs/connect/

benchmark countries' performance in terms of access, use and attitudes to ICT at grades 4, 8 and 11. The Survey of Schools is one of a series within the European Union's cross-sector benchmarking activities comparing national progress to Digital Agenda for Europe (DAE) and EU2020 goals. The Survey is funded by the European Commission Communications Networks, Content and Technology Directorate General and is a partnership between European Schoolnet and the Service d'Approches Quantitatives des faits éducatifs in the Department of Education of the University of Liège. The survey took place between January 2011 and May 2012, with data collection in autumn 2011, and covered 31 countries (the EU27, Croatia, Iceland, Norway and Turkey). In four countries (Germany, Iceland, Netherlands and the United Kingdom) the response rate was insufficient, making reliable analysis of the data impossible; therefore findings are based on data from 27 countries. This country profile should be read in conjunction with the Report of the Survey of Schools: ICT in Education (the 'main report').

The full report, country profiles, background information, questionnaires, tables, details of the methodology and the raw data are freely available at <https://ec.europa.eu/digital-agenda/en/pillar-6-enhancing-digital-literacy-skills-and-inclusion>. The authors may be contacted at essie-eu@eun.org and information about the survey is at <http://essie.eun.org>.

PARTICIPATION

For the Survey of Schools: ICT and Education, 300 schools in Germany were selected at random at each of four levels (grade 4, 8, 11 general and 11 vocational) and invited to participate in the survey. Fig. 1.1 shows the percentage of those schools in which at least one survey questionnaire was submitted, the EU average ranging from 35 to 40 percent depending on the grade. In Germany participation was very low at all grades and so no further analysis of those responses from 41 schools that were received was possible.

