

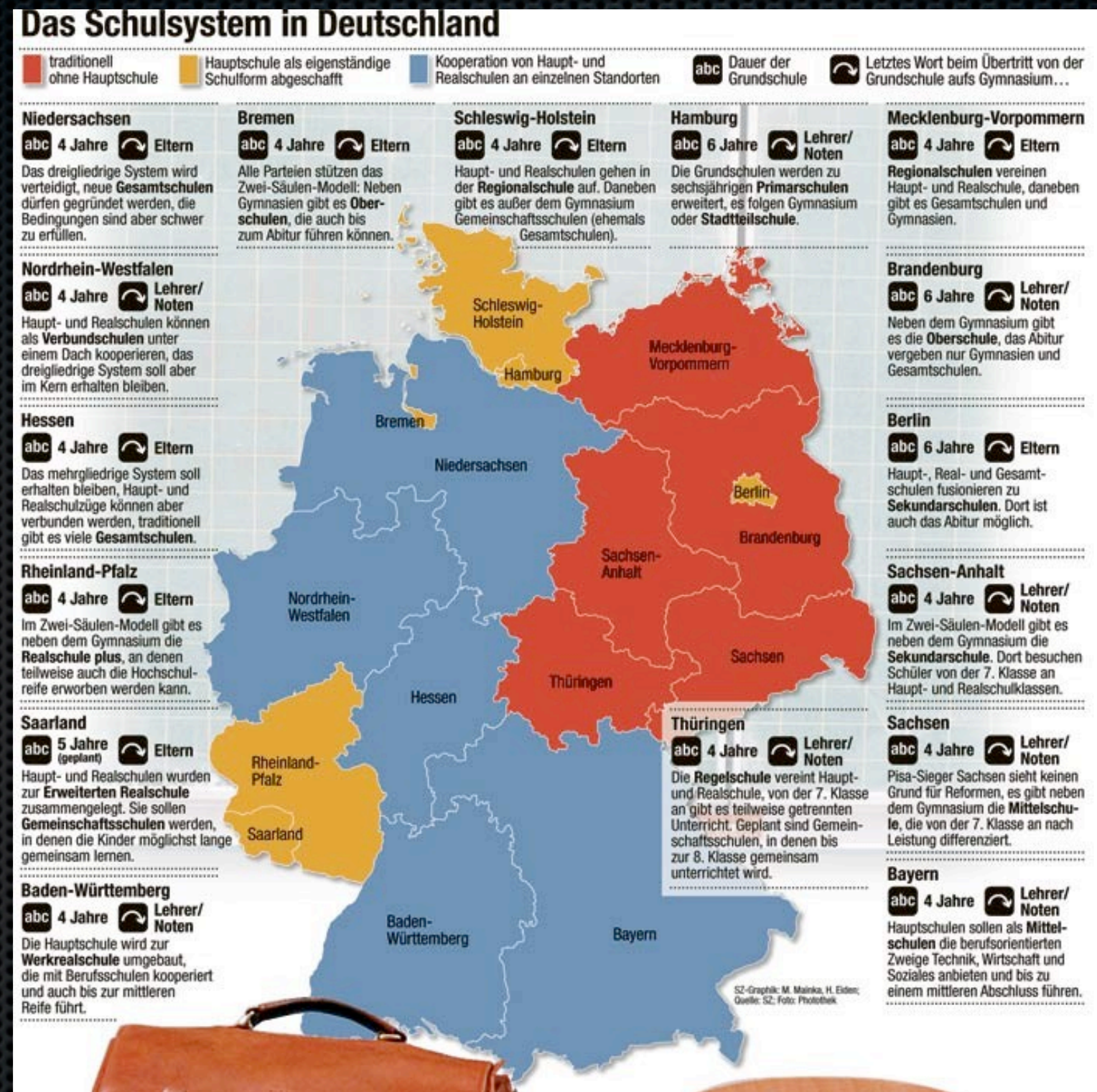


The School System in Lower Saxony

Germany is a Federal Republic, and School Policies are regulated by the 16 Laender.

Even though the Ministries agree on a lot of items, regional governments tend to leave their marks by creating special menus depending on local traditions and - of course - on who runs the country.

The map on the right illustrates just one aspect, namely the question „When do pupils switch from Primary Education to Secondary Education and who decides which type of school a child will attend?“



Germany



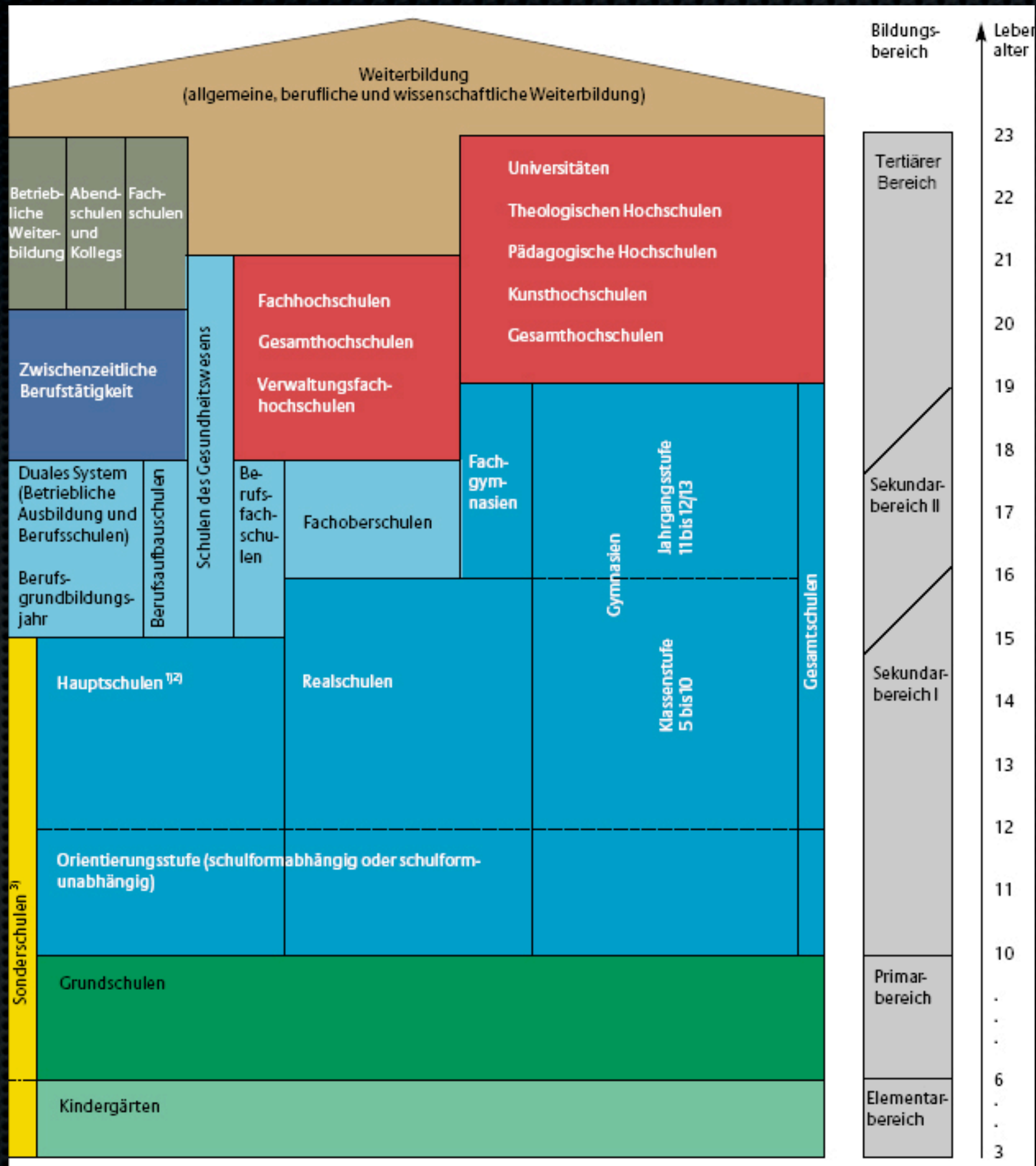
Lower Saxony

- ▶ Size: 48,000 km²
- ▶ Population: 8 Million (170/ km²)
- ▶ Schools: 3,000
- ▶ Teachers: 80,000
- ▶ Pupils: 900,000

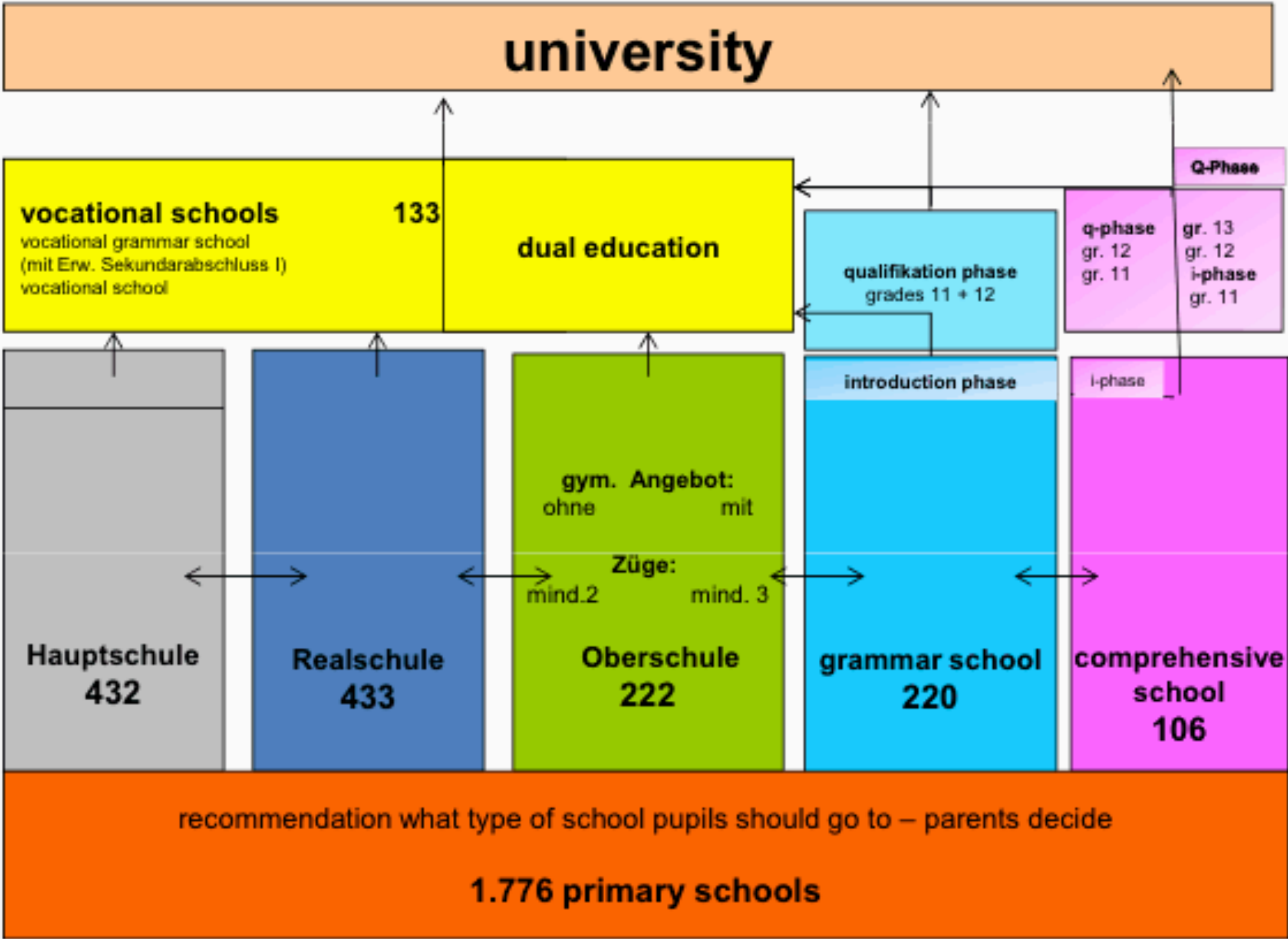


As far as Secondary Education is concerned, different types of schools offer different types of learners different ways into professional life.





- 13
- 12
- 11
- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1



▪ **Secondary School Qualifications:**

- Hauptschulabschluss (end of grade 9) > apprenticeship
- Sekundarabschluss I: Hauptschulabschluss (10) > apprenticeship
- Sekundarabschluss I: Realschulabschluss (10) > apprenticeship
- Erw. Sek.abschluss I: access to secondary school upper classes with Abitur
- University entrance qualification (Abitur, end of grades 12 or 13)



Niedersächsisches
Kultusministerium

administration of schools

ministry of education

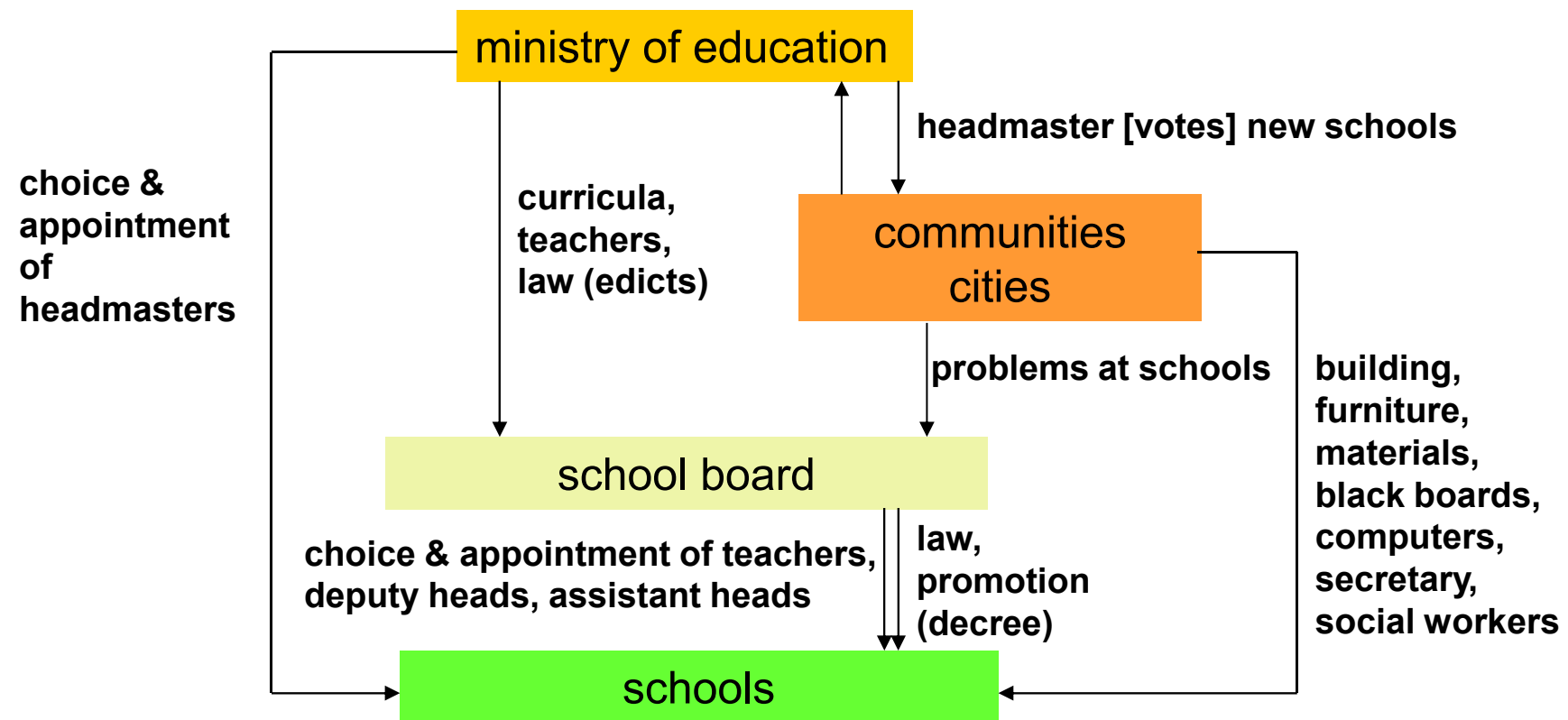
communities
cities

school board

schools



administration of schools



...and now some wonderful statistics:



**Niedersächsisches
Kultusministerium**

Some figures (state schools only):

01.08.2013

elementary schools*	1.746
Hauptschulen*	432
Realschulen*	433
grammar schools	220
schools for handicaped p.	330
Oberschulen (26 gym A.)	222
comprehensive schools	106

evening grammar schools +
colleges 9

* bei GHS, GHRS, HRS: Doppelzählung

01.08.2013

Teachers about 68.000
2002 : about 65.500

Pupils about 870.000
2002: about 950.000

actual supply with teachers
> 100 %

Schools in total: 2.800

plus 170 private schools



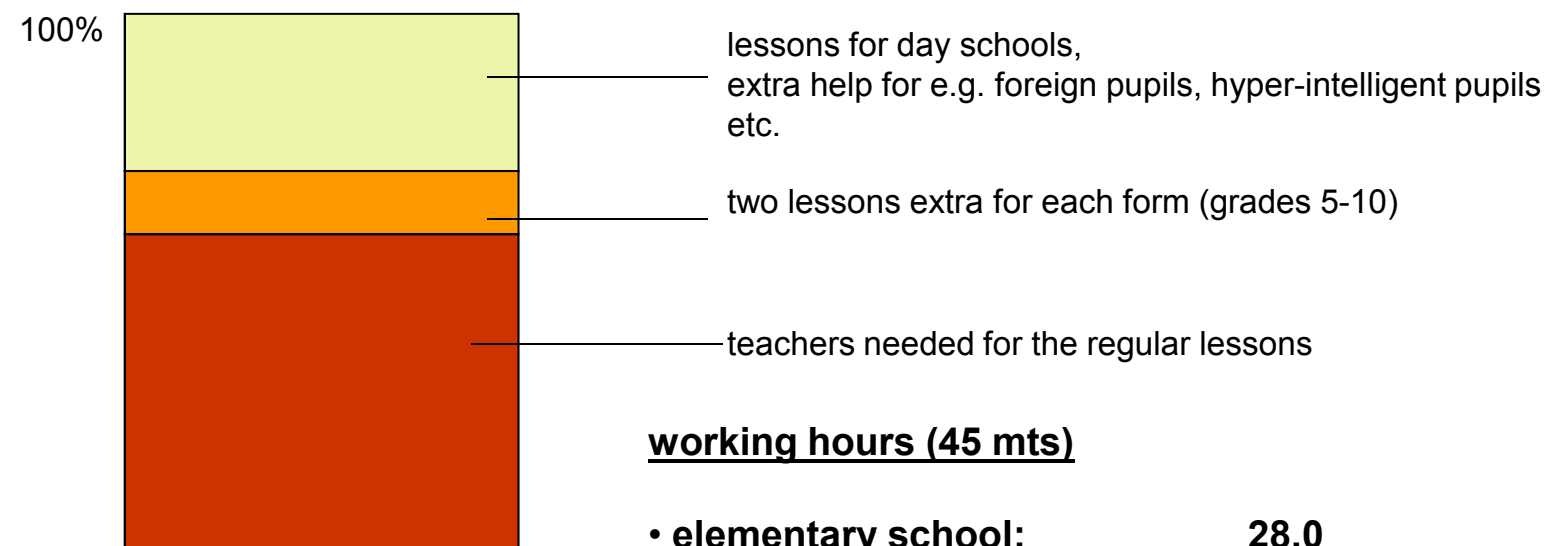
**Niedersächsisches
Kultusministerium**

Lessons per week and form + extracurricular activities

Grades	1	2	3	4		
elementary school	20	22	26	26		
Grades	5	6	7	8	9	10
Hauptschule	29	30	30	30	30	30
Realschule						
Oberschule						
comprehensive school						
grammar school	30	30	32	33	33	34
E-Phase	34					
Q-Phase	34					



supply with teachers' working hours (one school as an example)



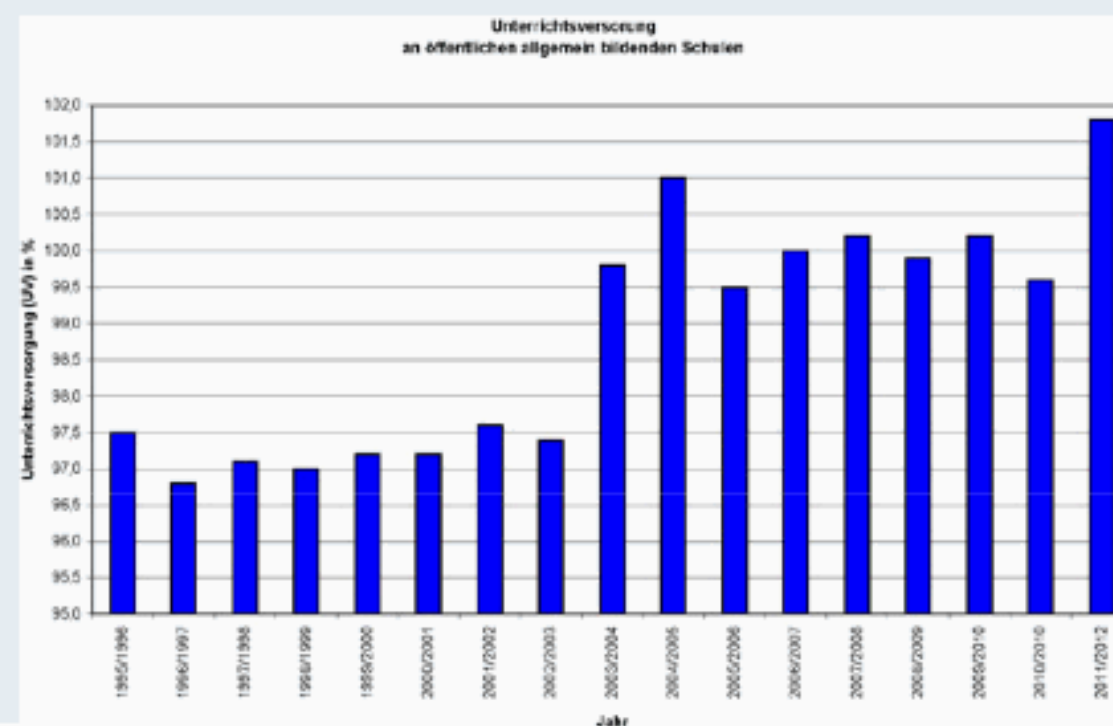
working hours (45 mts)

• elementary school:	28,0
• vocational school:	24,5
• school for handicaped p.:	26,5
• grammar school:	23,5 soon 24,5
• comprehensive school:	24,5
• Hauptschule:	27,5
• Realschule:	26,5
• Oberschule:	25,5



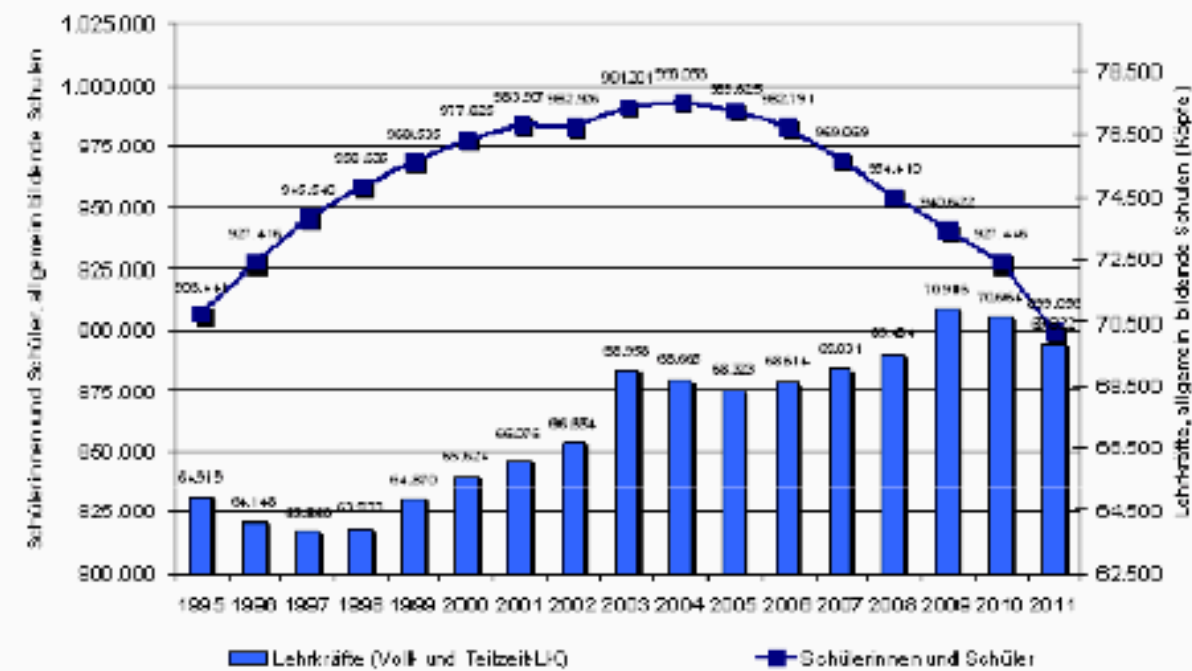
Unterrichtsversorgung: Überblick bis Schuljahr 2011/12

Schuljahr	%
1995/96	97,5
1996/97	96,8
1997/98	97,1
1998/99	97,0
1999/00	97,2
2000/01	97,2
2001/02	97,6
2002/03	97,4
2003/04	99,8
2004/05	101,0
2005/06	99,5
2006/07	100,0
2007/08	100,2
2008/09	99,9
2009/10	100,2
2010/11	100,6
2011/12	101,8





Pupils and Teachers - Development





main trends:

structure of our school system:

differentiated school system → „Zwei-Säulen“-model
grammar school-comprehensive s.

administration of our schools:

school board decision → many things can be decided by
schools themselves (deregulation)



Niedersächsisches
Kultusministerium

- education (lessons): → from teaching to learning,
- curricula → new types of tasks
from subject matters to competences
- kindergardens: → education aims
cooperation with elementary schools
- day structure:
morning school → day schools if the single school
requests that
→ pedagogic day structure possible

equipment:
blackboards

→ white- and smartboards,
laptop forms, etc.

diploma:

→ no diploma without final exams

comparable standards:

→ across federal states
tests and examination tasks

(2014: Nds, SH, MV, HH, SN, By in
German, Englisch und Mathematics)

main aims among other things: → reduction of the qota of pupils
staying down and of students
giving up their studies at university
increasing the quota of pupils

with

university entrance qualifications

actual main focus is on:

→ inclusion

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- 1) Olaf Uckermann / pixel point
- 2) Süddeutsche Zeitung
- 3-4) Niedersächsisches Institut für schulische
Qualitätsentwicklung (NLQ)
- 9-19) Niedersächsisches Kultusministerium

Thank you for your attention.