MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile GERMANY		Resources; other usable datas
Context – educational system	**Overview**	In the Federal Republic of Germany, responsibility for the education system is determined by the federal structure of the State. According to the constitution, educational legislation and administration are primarily the responsibility of the 16 federal states and city states – *Länder, Stadtstaaten* - (in a system comprising the *Land* Ministries of Education, Cultural affairs and Science, the regional authorities *(Bezirksregierung/Oberschulamt)* and the schools' offices at local level *(Schulamt)).* This particularly applies to the school system, higher education and the adult education/continuing education sector. In the fields of education federal states/city states and the national level of federal government are working together only limitedly in particular forms, e.g. in the promotion of research, the financial assistance for special logistics at universities and extramural, in the legislation concerning the general framework for higher education and in the sector of educational planning at a higher level.. In the abscence of a national responsibility the "Standing Conference of the Ministers of Education and Cultural Affairs of the Federal States in the FRG" (Kultusministerkonferenz der Länder, KMK) is responsible for nationwide coordination and cooperation . School supervisory authorities in each *Land* are responsible for inspection and exercise academic, legal and staff supervision within the school system. Each school has a teachers' council responsible for educational matters, and a school council (comprising teachers, parents and pupils), which decides on school regulations. The relative powers of these councils vary between the *Länder.* Full-time education is compulsory from between the ages of 6 and 15 or 16 (depending on the *Land),* and part-time education is compulsory until the age of 18 for those who take part in the *Duales System* of vocational education afterwards.	ICT in German Curricula: Paradigms, Concepts and Programmes http://www.google.hu /?gws_rd=cr#q=ICT+ in+German+Curricula %3A+Paradigms%2C +Concepts+and+Prog rammes+Bremen https://webgate.ec.eu ropa.eu/fpfis/mwikis/e urydice/index.php?titl e=Countries
	Primary and lower secondary education	As a rule, in the year in which children reach the age of six, they are obliged to attend primary school. All pupils in Germany enter the Grundschule which in almost all Länder covers grades 1 to 4. Following the primary school stage, secondary education in the Länder is characterised by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible.	
	Upper secondary education	After a 4 year phase of primary education (normally age 6 to 10), lower secondary education starts with a 2 year *Orientierungsstufe* ('orientation phase'). T his may be carried out at the primary school or the secondary schools. After this, the pupils will attend one of the different schools for secondary education. The four main school types are *Gymnasium, Realschule, Hauptschule,* and *Gesamtschule.* All these four types offer lower secondary education *(Sekundarstufe I* - until age of 15 or 16). The *Hauptschule* or *Realschule* finish after this phase, both normally leading to vocational education afterwards. As regards initial training in the *dualen System* (the Dual System of vocational training at both the workplace and usually one and a half day per week at school), which involves by two-thirds of all young people, the training at the workplace is provided by the enterprises, and the school element by the *Länder.* The workplace activity follows nationally co-ordinated rules for training, while there are curricula for the school-based work which are adapted to these rules and established by the *Länder.* Vocational training in the workplace is supervised by public-law corporations (such as chambers of industry and commerce, chambers of craftsmanship, etc.). Upper secondary education *(Sekundarstufe II)* is mainly offered at the following school types: *Gymnasium, Berufliches Gymnasium, Fachgymnasium* and *Gesamtschule* and lasts until 16-19 years of age. The *Gesamtschule* is a type of school at lower secondary level offering several courses of education leading to different qualifications *(Hauptschulabschluß, Mittlerer Schulabschluß,* the latter serving as an entitlement to proceed to further secondary education at the *Gymnasiale Oberstufe).* It either takes the form of a co-operative *Gesamtschule* or an integrated *Gesamtschule.* In the co-operative type, pupils are taught in classes grouped according to the different qualifications available, whilst in the integrated type, pupils are set in courses grouped according to level of proficiency for a number of core subjects, but taught together as a year group for all other subjects. *Gesamtschulen* can also encompass the upper secondary level in the form of the Gymnasiale Oberstufe. The *Gymnasium* offers lower and upper secondary education, the latter qualifying for university studies. *Berufliches Gymnasium* and *Fachgymnasium* do basically the same, but is focussing on different vocations, so the typical careers afterwards would be studying to become engineers, managers etc. according to their respective orientation (e.g. techniques, agricultural economics, economy etc.).	

	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	There is no national curriculum, but every Federal State has its own strategies, initiatives, and specific guidelines on media education and media literacy. More recently diverse media education concepts have been developed to be integrated into educational plans, framework curricula and specific curricula of different subjects crossover – because media (and film) literacy education is not offered as a separate compulsory subject. Gemeinsame Wissenschaftskonferenz" (GWK) is responsible for cooperation in (some) questions of research promotion and financial assistance referring universities - without responsibilities concerning essential contents of media education, curriculum development etc. Much more important is the federation of ministries of education and cultural affairs)KMK), further down more about the new declaration of the KMK about media literacy education at school.	Medienbildung — (k)ein Unterrichtsfach? - Eine Expertise zum Stellenwert der Medienkompetenzförderung in Schulen; Universität Hamburg, Erziehungswissenschaft mit Schwerpunkt Medienpädagogik 2010; http://www.ma-hsh.de/cms/upload/downloads/Medienkompetenz/ma_hsh_studie_medienbildung_web.pdf
	resources	Approaches to Learning with Media and Media Literacy Education –Trends and Current Situation in Germany by Gerard Tulodziecki and Silke Grafe In: Journal of Media Literacy Education 4:1 (2012) 44 – 60 http://www.google.hu/#q=Approaches+to+Learning+with+Media+and+Media+Literacy+Education+–Trends+and+Current+Situation+in+Germany+by+Gerard+Tulodziecki+and+Silke+Grafe	
	Media literacy in education - from a historical view to the present situation	During the 1960s, the "building block concept" was influenced—mainly in West-Germany— by the adoption of Anglo-American approaches of programmed instruction and concepts for the development of teaching machines and other programmed instruction material, which were first connected with a behaviorist learning perspective. These approaches were partly adopted, partly criticized and improved within the so-called "system concept" in Germany. This concept is characterized by the attempt to encompass as many teaching and learning aspects as possible in order to arrive at a technology that is ultimately meant to take over teaching. As in the 1960s and early 1970s there was not only a lack of teachers, but also a need for some curricular innovations in Germany. These thoughts generally fell on fertile ground. However, in schools neither such teaching machines nor comprehensive programmed technology including programmed instructional material—for instance, television programmes, books, and worksheets— were able to succeed. Since the 1980s there has been a new educational development that can be distinguished from the other concepts and called "learning environment-concept". It is fundamentally important for this concept that learning is not just viewed as a process of imparting knowledge, skills, and abilities from a teacher or a teaching system to a learner. Learning should rather be understood as an active process of dealing with meaningful tasks in a learning environment.	

In the first decades of the 20th century, German considerations on media literacy education were initially associated with the mass distribution of certain print media that were considered valueless and were later associated with the dissemination of movies. They were based on the problem that children and adolescents needed to be protected against the possible dangers of such media, but that they should also be acquainted with valuable products.

The mentioned areas and fields also formed the conceptual basis for the guidelines "Media literacy education in school" by the "Commission for Educational Planning and Research Promotion of the states of the Federal Republic of Germany" (BLK 1995) and for the declaration of the "The Standing Conference of the Ministers of Education and Cultural Affairs of the Federal States in the Federal Republic of Germany" on 'Media Literacy Education in Schools' (KMK 1995). Furthermore they were subsequently fundamental for concepts of media literacy education at schools or frameworks of media literacy education in various German states (see, for example, Bavarian State Ministry of Education, Culture, Science, and Art 1996). By contrast, in the 2008 published "competency oriented approach to media literacy education at schools" by the "Conference Media Literacy Education of the Federal States" (Länderkonferenz MedienBildung, LKM) the following six areas of competence are mentioned (in an eclectic way): information, communication, presentation, production, analysis, and media society (LKM 2008). In cooperation with VISION KINO a joint paper on standards in film education was published - a similar structured film competence-based concept with four areas of competence: film analysis, approach to film, film production/presentation, and film in media society. In the "Expert Commission for media literacy education of the Federal Ministry for Education and Research" document, four areas of responsibility are described: information and knowledge, communication and cooperation, the search for identity and orientation, and digital realities and productive action.

In March 2009, important German institutions and organisations for media education from the fields of science and pedagogical practice founded the initiative "No Education Without Media!". (http://www.keine-bildung-ohne-medien.de/manifesto-on-media-education/) Main target of this ongoing initiative is toraise the public's awareness of the necessity for the widescale promotion of media literacy education in different areas of activity and to stimulate the dialogue with responsible parties from the fields of Education Politics and Education Administration on the central tasks and measures to be taken to reinforce media literacy promotion at a sustainable level within all educational areas.

The main targets of the initiative should be mentioned, but not details and announcements of the past conference

Replacing previous declarations from the 1990s and including above mentioned impulses in 2012 the Federation of Ministries of Education and Cultural Affairs in FRG has published a relevant declaration on „Media Literacy Education at School". This binding decision is outlinig the current role and growing importance of media education in media society, it's also naming relevant tasks and spheres of activity how to realise media related contents und topics at modern school. The importance of media literacy education is seen in:
- widespread promotion of innovative and sustainable learning/teaching processes
- enabling of autonomous, active and democratic participation in politics, culture and society
- contribution to formation of identity and personal/individual development
- contribution to formation of moral attitudes, ethical values and aesthetical judgements
- cultural role as a fundamental sort of visual literacy (esp. film and moving images)
- relevance for life long approach/use of media in order to handle them in a reasonable, creative and social responsible way

		- contribution to children's and youth protection against d angers and negative influences of media

Finally several action fields are mentioned, concerning the implementation of media literacy education, like
- curricula and educational schemes
- teacher training
- development of schools
- equipment and technical support
- educational media
- copyright law and data protection
- extra-school cooperation partners
- quality management and evaluation

Media literacy in the curriculum – recent view	

To support various subjects (esp. such as mother tongue, other languages like English and French, arts education, social and civic studies, history, ethics and religious education) all Federal States in Germany, more ore less, have included media literacy elements in educational schemes and specific curricula. So, in the present situation certain media-related contents and topics are part of the curriculum – but they can't be regarded as established standards for different academic subjects and areas of learning. Beyond all auspicious proceedings in curricular regulations and implementations in daily classroom practice media literacy education all too often seems to be „avoidable". Nevertheless, different cross-curricular guidelines more and more point out the importance of teaching about and with media in the classroom. You find media literacy components nearly across all school age ranges and school types – often in a selective way, but recently already more systematically in spiral and core curricula. In few instances media competences have become part of regular examinations, e.g. in the federal city state of Bremen, where Film as part of another subject (German) can be examined in school leaving examinations („Zentralabitur", equivalent to A-Levels). Some federal states have a media competences licence (middle level) in their school leaving examinations. In North-Rhine Westphalia and Hamburg e.g. pupils at primary or lower secondary level can obtain a so-called media pass („Medienpass") – a sort of non-compulsory certificate, which shall document children's level of competences in the field(s) of media, see: www.medienpass.nrw.de

However, despite of promising developments the analysis of relevant documents shows a very heterogeneous picture in the different federal states. In particular, weaknesses remain about the systematic integration and the liability of media literacy education (c.f. a summary: http://www.vision-loom.net/dokuwiki/ doku.php?id=sekundarstufe:arbeitsbereich). This picture is not unfamiliar in countries, where media literacy education is not a compulsory subject, but where concepts and ideas have to be developed to be integrated across the curriculum (e.g. Scheibe 2004). Current developments of compulsory core curricula, the demand to develop school curricula as
well as calls for an "all-day school" offer fundamental chances for media literacy education. However, one has to wait and see if they will be realized

eg: BERLIN; 9/10. school years
http://www.lisum.berlin-brandenburg.de/sixcms/media.php/bb2.a.5440.de/medienerziehung.pdf

	goal	content	pedagogical instructions	references to learning areas / subjects:	references to extra-curricular	media reference

			Dealing with media experiences	The student (s) can be determined independently influences of media on daily practice and discuss the data gathered look at their own life situation.	Media activities of young people Qualitative and quantitative method for media use research	The student (s) to plan and implement a systematically structured survey on media use by young people (eg at school). The results of the "case study" are represented by computer-assisted methods, and published in the form of an exhibition, a wall newspaper, an article or a CD-ROM.	Social Science, Information technology literacy, German, work science, computer science, mathematics	area "Field work" in schools, youth centers, "youth clubs"	Four weeks without television		
			Dealing with media products / institutions 1	The student (s) to test and evaluate the selected examples, the political, economic, technical conditions of media production / -rezeption/-verbreitung.	Broadcasting in the Federal Republic of Germany Propaganda films in totalitarian states (eg Nazi propaganda) New media and their influence on the professional / working environment (CIM, CAD, Jobs in the media industry) Social importance of data protection and copyright	To the exemplary teaching subject "broadcasting (radio and television) in the Federal Republic of Germany" can - spread over two school years - will cover topics such as - The political functions of the mass media in a democracy - The development of radio and television in the course of German history - The broadcasting technical development, their economic impact and their respective political conditions - The basics of the dual broadcasting system - Radio programs and future program - Media equipment and use - Effects of radio and television	German, global studies, history, art, work, teaching, technical information literacy	Company visits and internships Attending public / private broadcasters and newspaper editors	Reich Minister of Public Enlightenment and Propaganda, Dr. Joseph Goebbels speaks Art in the Third Reich New media - sectors		
			Dealing with media products / institutions 2	The student (s) are able to assess media deals to moral-ethical and aesthetic criteria and to relate to their media activities.	Assessment criteria for media (Media Aesthetics / Media Ethics) People images in the media.	On selected key issues (eg, by professional future of war and peace, how to deal with nature and the environment, the relationship between man and woman, according to the relationships between the generations ...) whose representation is examined in the media. Various media products are compared on the basis of	German, Social Studies	Public comment in print and broadcast media through letters to the editor / participate in discussions or posts on the Internet	War on TV With images against the Mafia Seniors in advertising The Lost Honor of Katharina Blum		

				personal criteria (pro-contra discussion).			
		Productive media work 1	The student (s) are able to decribe content / themes with the help of technical media differentiated into docu-mentary / fictional / experimental approach and to present targeted.	Media production from conception to realization to targeted presentation, First experiments of multimedia forms of expression and presentation	The student (s) Edit selected problem areas with the intention to appeal procedure is completed and specific target audiences specific effects. Select this different, their intentions appropriate media-specific means of expression. Examples: Print Media: Newspapers in Education; video spot: advertising of an environmental project; computer simulation: The world of tomorrow; video report: Me + You = We?. Project work on the Internet. The student (s) can be made with different versions of the presentation its trust. First experiences with the website design.	German, fine arts, social studies, world studies, history, foreign languages, teaching work	Contacts / cooperation / with theme / project-relevant social institutions / individuals, visiting the BVV, the House of Representatives, excursions to media organizations, regional and national presentations, participation in competitions, contacts with newspaper editors	
		Productive media work 2	The student (s) have ways to find individual media of expression and their products with the help of a professional partner (s) / facilities produce and publish.	- Differentiated uses of media - Knowledge of the regional media organizations - Treatment of multimedia techniques - Criteria of public presentation	The student (s) learn to find their intentions and to use modern means of expression. You learn the interaction of text, graphics, sounds, animations, video sequences including to make effective within an application on the computer. They acquire knowledge with regard to the production of a CD-ROM, the design of exhibitions, working in Sound-/Video-/Filmstudio, project work on the Internet. Website design.	German, fine arts, social studies, world studies, history, foreign languages, work science, information onstechnische basic education	Cooperation with media workshops with publishers, private and public broadcasters, with the Open Channel Berlin Regional and national presentation	
	Comments, annexes						
Ad Teacher profession development	In the Federal Republic of Germany, media literacy education seldom is a compulsory, often an elective field in different vocational trainings: in the training of kindergarten teachers, in the study of social pedagogy at technical colleges and universities, in educational sciences, in teacher						Approaches to Learning with Media and Media Literacy Education –

	education, and in other study programs as well (e.g., media studies). In the last years, there have been some remarkable, nevertheless selective reaching activities to implement media literacy education into teacher education programs. For example, after pilot tests in the second half of the 1990s, the Bertelsmann Foundation and the Heinz- Nixdorf Foundation supported the development of a high school network "teacher training and new media" in which seven universities were involved. One can assume that only a fraction of German's teacher education programs at universities offer lectures and courses dealing with media issues, especially as teacher training curricula and teacher training examination regulations demand dealing with media issues. Moreover, there are some universities that offer to set a major field of study in the field of media or offer an additional qualification certificate (Herzig and Grafe 2007). However, all in all, the present situation shows that the recent activities—including the involvement of approaches for the second phase of teacher education— are still not sufficient to secure that all future teachers acquire the necessary skills for teaching about and with media. Till now it lacks resources, substance, structure and obligation to provide an adequate number of teacher with basic media literacy qualifications – fundamental structural deficits, whereon e.g. above mentioned initiative „Keine Bildung ohne Medien!" persistently is drawing attention to. In addition, there is the attempt to develop— on the basis of recent discussions about pedagogical media literacy skills and goals for teacher education —a competency standard model for teacher education (Tulodziecki 2011b). In addition to the special activities in the field of teacher education, there were and still are extensive initiatives concerning continuing professional teacher education in the different federal states. Thus, practically every federal state has organized continuing teacher education programs for the introduction of computerbased media. In this context, to some extent, various materials have been developed (e.g. "Media Literacy in Schools and Teaching" http://thales.cs.upb.de:8080/ mksu). Furthermore the teacher training program "Intel—Teach to the Future" has to be mentioned, which was started under the auspices of the KMK president in 2000 and carried out to 2004. It yielded the projects "Intel ® Teaching" and "Intel ® Teaching – Interactive". Moreover, the platforms "Teachers- Online", "lo-net 2" and the education servers of the federal states offer useful material for teacher training on media use and media literacy education. Some federal states also offer the opportunity to use portfolios as a purposeful collection to exhibit and reflect efforts, progress, and achievements concerning skills in medialiteracy education in the first and second phase of teacher education, in professional development and other contexts.	
Out-of school-programmes and specialized networks for media educators	Increasingly cooperating with schools and educators there are many local/regional media education initiatives and projects which offer out-of-school media education programmes.Within all 16 federal states we have diverse institutions/networks operating in this way/field, you'll find these activities under http://www.bildungsserver.de/Landesbildungsserver-450.html Nationwide our education server ("Deutscher Bildungsserver") offers corresponding informations under the hint "media and education" ("Medien und Bildung") http://www.bildungsserver.de/Medien-und-Bildung-2675.html Especially in the fields of film, moving images and cinema media communication VISION KINO (see www.visionkino.de) as a public private partnership organization is engaged in nationwide networking.Among other activities VISION KINO e. g. offers accredited trainings for in-service teachers during the annually school film weeks at cinema, which take place in all 16 fedeal states. In cooperation with local institutions media education model projects for trainee teachers have been developped and implemented recently. Last not least VISION KINO and "Bundeszentrale für Politische Bildung" both are conducting the online film portal www.kinofenster.de - the portal offers ongoing actual informations and educational material around film literacy education.	