GERMANY

| RANK IN EU-27	OVERALL SCORE
27TH	**0.495**

LEARNING PARTICIPATION AND OUTCOMES

RANK 16TH

- Participation in Lifelong Learning — **13TH**
- Educational Attainment & Participation — **18TH**
- Learning Outcomes — **8TH**

(axis: 0, 0.1, 0.2, 0.3, 0.4, 0.5, 0.6)

INSTITUTIONS AND POLICIES FOR DIGITAL LEARNING

RANK 27TH

- Governance & Implementation — **5TH**
- Educators & Schools — **27TH**
- Regulation & Funding — **26TH**
- Institutions & Policies — **24TH**

(axis: 0, 0.2, 0.4, 0.6, 0.8, 1.0, 1.2)
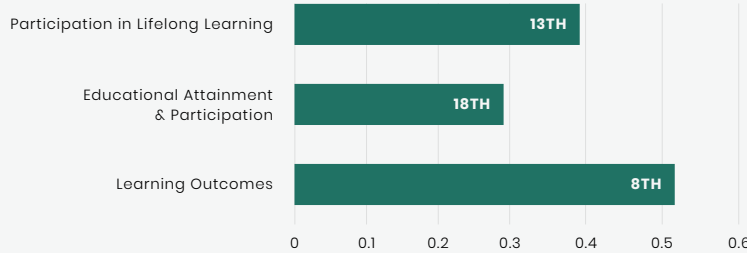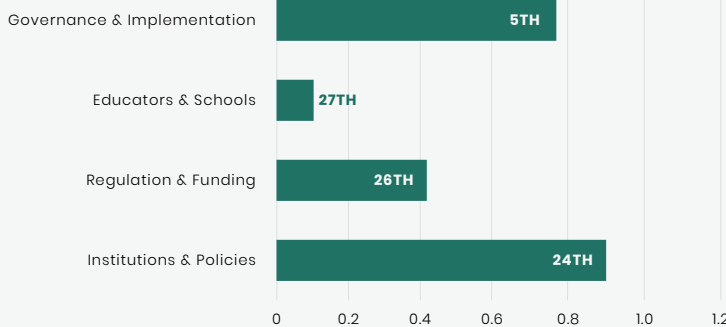
AVAILABILITY OF DIGITAL LEARNING

RANK 9TH

- Accessibility of Digital Learning — **7TH**
- Attitudes Towards Digitalisation — **19TH**

(axis: 0, 0.2, 0.4, 0.6, 0.8, 1.0, 1.2)
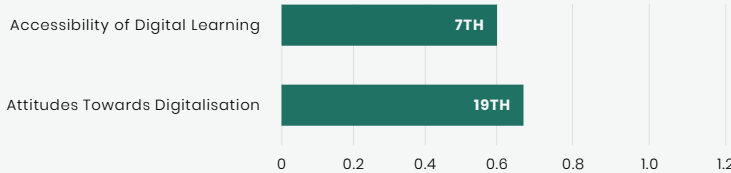
MAIN OBSERVATIONS

- While Germany has a strong economy and a fairly good education system, investment in digital infrastructure and programmes is sorely lacking.
- Germany ranks lowest in the EU overall, and also for institutions and policies for digital learning.
- Germans attitudes towards digital innovation are highly sceptical and some of the most negative in Europe.
- German schools and educators are not ready to prepare students with the necessary digital skills and competencies.

TAKEAWAYS:
WHAT CAN WE LEARN FROM THIS COUNTRY?

- Digitalisation is associated with rapid change; even industrial leaders can quickly fall behind without political focus and ambitious investments.
- Germany has problems at basic levels of digital infrastructure. For example, Germans pay more for their internet and mobile data than most Europeans, while receiving worse quality.
- German policymakers are aware of the importance of digitalisation, but efforts to date lack ambition. Modest efforts are insufficient, and political will is necessary for the next steps.

RECOMMENDATIONS

- The attitudes of German policymakers and citizens must adjust to the new economic realities.
- To have any chance of success, policymakers must ensure that programmes and investments in digitalisation respect the high expectations of Germans regarding data privacy. This should be explicitly communicated.
- The educators themselves require better digital education.
- Strict rules governing curricula in primary and secondary schools may be stifling new strategies for digital learning. Generally, outcome requirements remain inflexible.

KEY REFERENCES

Bundesministerium für Bildung und Forschung (2019), Wissenswertes zum Digitalpakt Schule [Elements to know on the School Digital Pact], Berlin.

Bertelsman Stiftung (2017), Monitor Digitale Bildung" [Digital Education Monitor], Gütersloh.

PHOTOGRAPHY: Markus Spiske on Unsplash.com

Grow with Google

CEPS