

IV B / European and multilateral affairs

## **International Summit on the Teaching Profession (ISTP) 2025:**

### **Progress report on the national commitments of the Conference of Education Ministers, GEW and VBE for 2024/2025**

#### **1. The future of learning and the impact on teaching**

##### National commitment:

We support participative, action-oriented, reflective and discursive teaching and learning in schools in order to promote both cognitive learning processes and social-emotional learning and thus the development of future-oriented skills. Together, we are committed to increasing the attractiveness and social esteem of the teaching profession. The Länder are taking measures to train a sufficient number of excellently qualified teachers to meet the current challenges facing schools. At the same time, we are committed to providing needs-based, high-quality professional and specialist training and development opportunities for teachers, school leaders and other professionals working in schools. Necessary and sustainable structures need to be developed for this.

##### Implementation:

###### a) Standing Conference of Education Ministers (BMK)

- On 14/15 March 2024, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) adopted [measures in teacher training to](#) meet the continuing demand for teachers and to make teacher training more flexible and develop it further in a quality-oriented manner. The Länder are creating a joint framework for the qualification of single-subject teachers, a dual teacher training program and a Master's degree lateral entry (Master's degree for Bachelor's graduates in subjects with high teaching demand). These measures supplement the teacher training programs offered by the Länder in order to open up new target groups for teacher training. In addition, training will become more practice- and career-oriented by bringing studies and preparatory service closer together.
- On December 13, 2024, the KMK adopted an [orientation framework for the qualification of school principals](#). This guideline supports prospective school leaders

in meeting the variety of tasks and current challenges such as inclusion, digitalization and the diversity of the student body. It deals with tasks and objectives in the areas of school development, personnel management and development, health promotion, communication and networking as well as organization, administration, digitalization and legal questions. It uses examples to show how school leaders can pursue general goals in these areas of responsibility. In addition, the orientation framework indicates which priorities school leaders can set and how they can continuously professionalize themselves.

- In its [recommendation on education for sustainable development in schools](#) of 13 June 2024, the KMK shows how pupils can help shape classroom learning and everyday school life in an autonomous and self-organized way. Innovative learning and examination formats enable more autonomy and self-directed learning. They can contribute to personal development by incorporating their own living environment.
- On 15.03.2024, the KMK adopted the [revised recommendations for work in elementary school](#). The new agreement takes up current pedagogical, scientific and didactic findings in order to meet the challenges of a changing society and the changing needs of pupils. The focus is placed on good skills in reading, writing and arithmetic, as well as on the social-emotional development of children and the importance of multi-professional teams.

#### b) GEW and VBE

- The creation of sustainable structures for the expansion of needs-based and high-quality professional and specialist further education and training courses remains an important issue from a union perspective.

## **2. The role of technology in transforming education and training**

### National commitment:

In the course of far-reaching transformation processes in the education sector and the digitalization-related further development of education in our schools, teaching and learning processes can also be individualized through the pedagogically meaningful use of digital technologies. The Länder and the education unions GEW and VBE are working together to improve both the technical and personnel qualification requirements for the didactically sound use of digital teaching and learning environments. Based on the strategy "Education in the digital world" and the supplementary recommendation "Teaching and learning in the digital world" of the KMK, the Länder are focusing on underpinning future-oriented education and training with the necessary measures such as advice, digital equipment and content as well as IT administration. From a pedagogical perspective, the focus here should be on the further development

of teaching and learning, curricula, school and lesson development and adaptive learning with the help of AI-supported tools. In view of the considerable investment in the digitalization of education, which is the joint responsibility of the federal, Länder and local governments, the KMK, GEW and VBE believe that a continuation of the DigitalPakt Schule is essential.

In a culture of digitality, subjects need to be treated equally and education needs to be holistic. KMK, GEW and VBE emphasize that, in view of growing social challenges, democracy education and civic education must be strengthened in schools as well as in teacher training and in further and continuing education. KMK, GEW and VBE agree that the continuation of the joint dialog at national level is necessary in order to adequately accompany the ongoing processes, to include the pedagogical perspective and experiences of teachers and to achieve common strategies.

### **Implementation:**

#### a) BMK

- In a [joint declaration](#) dated December 13, 2024, the Federal Ministry of Education and Research and the BMK reaffirmed their determination to decisively advance digital education in Germany through the **new Digital Pact 2.0** with a total duration of six years. The federal and Länder governments are thus setting the course for further comprehensive digitalization of schools, which will continue to change the educational landscape in the long term. The Digital Pact 2.0 provides for a total investment of 5 billion euros, which will be contributed in equal parts by the federal and Länder governments. Taking into account their respective constitutional responsibilities, the federal and Länder governments intend to establish three lines of action that together will form the Digital Pact 2.0. The aim is to improve the digital infrastructure in schools, provide teachers with further training and promote the development of innovative teaching and learning methods.

#### b) GEW and VBE

- The two education unions GEW and VBE have been very active in campaigning for the digital pact to be extended. There is now an agreement paper on the extension of the Digital Pact, which the new federal government has yet to adopt. GEW and VBE have accompanied the difficult process of concluding an agreement paper with the aim of reaching an extension and preventing setbacks in digitalization.
- At the national level, VBE and GEW participate in the joint dialogue in the "National Education Dialogue" alliance. They actively contribute to promoting the dialogue structure between the KMK, the education unions and civil society.

- Furthermore, the joint exchange will continue within the framework of the semi-annual presidium meeting between the KMK, the education unions on changing key topics.

### 3. Partnerships to support lifelong learning

#### National commitment:

In view of the challenges and crises of our time, we are working together to ensure that children and young people in our schools grow up free of fear and violence and can develop according to their individual abilities. This is important for building positive self-concepts and creates fundamental skills for lifelong learning. In order to achieve these goals, cooperation with extracurricular partners and places of learning as well as the further expansion of multi-professional teams – especially in the context of all-day schools – and the necessary qualifications for school principals, teachers and other educational specialists are essential.

#### Implementation:

##### a) BMK

- The above-mentioned **KMK orientation framework** for the qualification of school principals supports prospective school principals in fulfilling their tasks, including activities that go beyond pedagogical work and school administration. This is because head teachers create an environment in which teachers and other educational staff can work well together as a multi-professional team.
- The above-mentioned **BMK recommendation for Sustainable Development in Schools** emphasizes that the participation and involvement of all school stakeholders – including parents – has a positive effect on the school community and school culture and strengthens democratic school development.
- Planned adoption in 2025: The aim of the **Global Development Orientation Framework (cooperation project between KMK and Federal Ministry for Economic Cooperation and Development (BMZ)) – Education for Sustainable Development (ESD) in the upper secondary school level (OR GOS)** is to promote the anchoring of ESD in school education as a whole and to provide conceptual support for educational administration, textbook publishers and those involved in the school education system as a reference framework for the development of educational plans and their implementation, for the training of teachers and for the design of corresponding further training courses.
- On October 12, 2023, the KMK adopted "[Recommendations for the further development of the pedagogical quality of all-day schools and other all-day ed-](#)

[ucation and care services for children of primary school age](#)". The twelve recommendations provide impetus for the further development of the quality of formal, non-formal and informal learning throughout the day and specify what pedagogical quality includes. For example, the guiding role of children in the design of services, the importance of well-being and positive pedagogical relationships, strong cooperation between professions and stakeholders based on a common understanding of education, the connection to the living environment and social space, as well as a needs-based room concept and healthy lunchtime meals are highlighted. The concrete implementation and design of the framework conditions are carried out by the Länder against the background of their specific structures.

b) GEW and VBE

- GEW and VBE are committed to the expansion of multi-professional teams in schools and educational institutions.