

The school system in Germany

Webinar: The Role of Multilevel Governance in the German Education System

Join our webinar exploring the multilevel aspects of European higher education governance in the German federal context

Date and time: Wed, 28 Jun 2023 5:00 PM - 6:30 PM AEST

Location: Online via [Microsoft Teams](#)

Registration is FREE [via Eventbrite](#)



Multilevel Governance (MLG) in the European Higher Education Area (EHEA): A Member State Perspective Featuring the German Dual Study Programs

Education is the competence of the Member States in the European Union; however, Article 6 of the Treaty on the Functioning of the European Union (TFEU) grants the EU ‘competence to carry out actions to support, coordinate or supplement the actions of the Member States’ in education and vocational training. Articles 165 and 166 TFEU set out the aims of such support. In the German model of federalism, education policy is one of the areas that is substantively a ‘Länder’ (federal states) competence, i.e. the Länder hold legislative and administrative power in the areas of early childhood, primary and secondary schooling, and most areas of higher education. Vocational education and training including national policy development and implementation, though, is the remit of the Federal Ministry of Education and Research (BMBF). There are also some areas of tertiary education that are part of the BMBF’s remit. Those include (financial) support for research, admission to tertiary study and academic degrees. Germany’s higher education system has been described as ‘a multi-level sub-polity’ with policy developed within a complex framework of processes and actors with differentiations at vertical, that is at EU, federal, and Länder level, and horizontal differentiation, i.e. at the education institution level. The increasingly popular so-called dual study program (‘*Duales Studium*’) in the German tertiary education sector, situated at the interface of higher and vocational education can serve as an illustration of multilevel governance in a complex space with a variety of actors. These programs combine theoretical academic knowledge with extensive practice-based components as an integral part of the overall degree program, thus leading to a broadening of the range of actors and objectives in policymaking and execution.

This webinar will explore the multilevel aspects of higher education governance after the Bologna reforms from a German perspective; it will also attempt to elucidate whether broadening the range of actors addresses the democratic deficit so often inherent in top-down governance processes, and whether/in which circumstances a governance approach that incorporates a variety of actors within and outside formal government structures is (more) efficient and effective.

Speaking to the topics under investigation are:

Professor Leo Goedegebuure, Honorary Professorial Fellow, The University of Melbourne, and Honorary Professor and co-director of the Gippsland Smart Specialisation Strategy project (RMIT University). Professor Goedegebuure interests include governance and management, at the systems and institutional level, system dynamics including large scale restructuring policies, university-industry relationships, and institutional mergers. Professor Goedegebuure has worked in across Europe and Australia and most of his work has a comparative focus, both within and outside of Europe.

Dr Lukas Graf is Head of the Swiss Observatory for Vocational Education and Training at the Swiss Federal University for Vocational Education and Training (SFUVET). His research interests are in the areas of contemporary challenges and developments related to education, training, skill formation, lifelong learning, social inequality, and policy reform. Dr Graf has worked across Europe and prior to joining SFUVET, he led the Educational Governance Team at Hertie School – The University of Governance in Berlin.

