

A hand in a yellow sweater makes a peace sign against a white background, with a shadow cast behind it.

Turning knowledge into skill.

Our strategy



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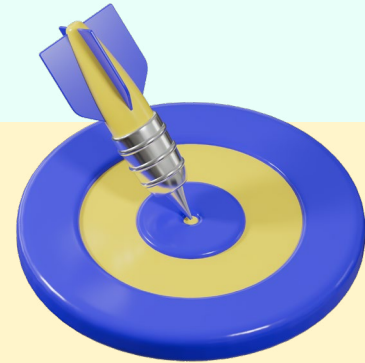
The German education system is facing major challenges, as evidenced by the PISA comparison in 2023 and other national and international education studies. The most pressing problems include unequal opportunities, a shortage of teachers, too many students who fail to demonstrate minimum levels of proficiency in German, mathematics, and science as well as overly complex structures with dispersed responsibilities. Deutsche Telekom Stiftung's work aims to help solve these problems and improve education for all children and adolescents in Germany.

New paths in STEM teaching and learning

We want to improve the teaching and learning of STEM (science, technology, engineering and mathematics) because the challenges in this area are enormous: There are simply too many students who fail to master basic STEM skills. The shortage of skilled workers in STEM fields is continuing to grow, too. We want to break new ground in STEM teaching and learning. Our goal is to make STEM education more accessible, engaging, and effective.

We are committed to making cross-curricular, interdisciplinary, and collaborative learning the norm. Specialized skills must be brought to bear in these overarching contexts. For this reason, specialized STEM education must contribute to the development of overarching concepts and collaborate with other disciplines to improve the quality of STEM teaching and learning.

As an education foundation, we see it as our task to support schools and their partners in shaping the culture of digitality. This includes the responsible use of artificial intelligence (AI). AI applications will significantly change the education system at all levels. They will serve as learning tutors for students and optimize individual learning processes. In addition, they will expand the diagnostic and support options available to teachers



Our vision

All children and adolescents in Germany have an opportunity to develop their individual potential, regardless of their background.

and free them from administrative tasks. We will therefore develop offerings for teaching and learning with and about AI and focus on assessment and testing with AI. We want to pay special attention to data- and AI-powered school and classroom development in STEM subjects.

It is important to us that children and young people can perceive their own agency and take responsibility for their learning and educational journey. This approach always works best when young people work on real-world STEM challenges and problems and develop creative solutions. "Making" is therefore an integrating cross-cutting theme for which we want to develop new offerings.

We also see the expansion of STEM to include creativity and the arts (also known as "STEAM") as a door opener for the development of STEM skills. We believe that this will make the subject more accessible to those who may have had difficulty with it in the past.

We are also preparing young people for the future by supporting teachers and learning facilitators in teaching research skills and source literacy as well as skills in dealing with generative AI. This allows us to address the growing risks posed by targeted disinformation. It is important to educate young people about these risks and help them safely navigate the digital world with confidence.

Opportunities for high and low achievers

We want to improve educational opportunities for children and teenagers in Germany and ensure that everyone can reach their full potential. In particular, we are committed to increasing the number of high-performing students and decreasing the number of low-performing students.

For example, the best performers are those who achieve the highest performance levels in national and international educational comparisons. The weakest performers include young people who do not achieve a minimum level of proficiency in mathematics and German.

We support primary and secondary schools to achieve this change. Our projects and programs to improve basic skills begin in elementary school. We pay particular attention to schools and their partners in challenging situations. In addition, we focus on collaborating with secondary schools on projects for high achievers.

School in the education ecosystem

We want to work with schools and their partners in the education ecosystem because children and adolescents engage in learning wherever they are. We see schools as organizational centers of education. We support schools that open to new ideas and develop and implement offerings on an equal footing with other educational stakeholders such as libraries, youth centers, museums, or school laboratories. Schools should be open to the working methods of other educational stakeholders, especially when it comes to organizing all-day schooling.

We want to contribute to a fundamental change in all-day schooling to enable children and young people to go further in their learning and look beyond the curriculum. In terms of content, we also see immense potential for STEM-related topics in all-day schooling.

Devise, distribute, embed

We want to work co-constructively with government educational agencies (including school boards and state institutes) as well as school operators. Our goal is to generate ideas with these and other partners for the development of tailor-made projects, products, and programs. We also take students' perspective into account during development. Our offerings, programs, and

Our mission

We are an education foundation aiming to improve the STEM skills of children and teenagers through our activities. For us, this includes operating in the culture of digitality and learning with and about artificial intelligence. We want to improve educational opportunities for young people and focus on increasing the number of high-achieving students and reducing the number of low-achieving students. We work with schools and their partners in the education ecosystem and champion a better environment in the entire education system.



projects are crafted directly for teachers and other educational facilitators. We design them in such a way that they can be distributed and embedded in the education system.

We want to be a partner and source of inspiration for education policy makers and administrators and are committed to improving the educational environment. As an education policy player, we set the agenda for topics that we believe should be part of the public and education policy debates and support our mission. We advocate for greater transparency in the German education system. This includes working on issues such as shared administrative responsibilities for schools and the decision-making powers of schools.

Operationally focused, scientifically sound, international in outlook

We take a practical and scientific approach to designing and implementing our offerings. In this process, we look to the state of the art in science and contribute to the advancement of knowledge. We collaborate with universities and other scientific institutions to develop evidence-based teaching concepts and translate scientific findings into practice.

We monitor national and international developments in our work. Countries in and outside Europe are already making good progress in areas such as equal opportunity, digitality, and the use of artificial intelligence. That is why we base our activities not only on international comparative studies, but also on examples of good practice abroad. We are particularly interested in ideas and innovations for the development of schools and teaching.

With this strategic focus, Deutsche Telekom Stiftung's work is primarily operational, i.e. we design and implement projects on our own or with partners. Partnerships are especially valuable to us wherever joining forces means we can have a greater impact on improving education.

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Cover photo: plainpicture/Lubitz + Dorner

Further information is available at:

telekom-stiftung.de/en