

KLETTGRUPPE

Education Provider



ERNST KLETT AKTIENGESELLSCHAFT

Rotebühlstraße 77
70178 Stuttgart, Germany

Tel.: +49 7 11 - 66 72 - 0
Fax: +49 7 11 - 66 72 - 20 68

info@klett-gruppe.de
www.klett-gruppe.de

»In our constellation of customers, people who are coming of age through education are the ones towards whom we must align our understanding of quality, regardless of whether they pay for it themselves. If we maintain this focus and make it our commercial and professional identity – if every single member of the Klett Group, irrespective of his or her position, knows that this is what we're striving for – we'll have established an ethos (...) that will truly set us apart.«

Dr. h. c. Michael Klett

Supervisory Board Chairman of Ernst Klett AG

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CHAPTER I: EMPLOYEES

» Looking at our everyday work, it's clear that our products give us a great deal of responsibility. And that's exactly what motivates me.«

Tom Schulz

*Key Account Manager International
Ernst Klett Verlag, Germany*

CO-WORKERS AND CO-THINKERS FOR AN IMPORTANT MISSION

Within the Klett Group, some 4,700 employees help ensure that we fulfil our mission as an educational organisation. The bond they share across various professions, hierarchies, and national borders is the aim to do everything possible for education.

In this sense, we demand much from our people, but we also help them reach their potential. After all, we know that a customer-focused mindset and approach are key to the quality of our portfolio. Delegation, personal responsibility, and the spirit of entrepreneurship are also indispensable, and they go hand-in-hand with our acceptance of mistakes – as long as we learn the lessons they offer. Employees of the Klett Group love what they do and are passionate and creative about coming up with new solutions. The drive to meet or even exceed customer expectations is another trait that ties them together.

Meanwhile, a friendly rapport among colleagues has become just as intrinsic to the members of the Klett Group as their commitment to excellence at every level.



»We're working to ensure that teachers see us as a partner in their pursuit of greater achievements in education.«

Nebojša Orlić
Managing Director
Novi Logos, Serbia

»In providing day-care services for small children, our primary focus is on maintaining a staff of educators who are both enthusiastic and highly skilled.«

Caroline Jäger
Managing Director
Seepferdchen Kita, Germany





»My traineeship is giving me insights into a wide range of areas in publishing, along with plenty of solid contacts in the industry.«

Carina Janas
Trainee
Ernst Klett Sprachen, Germany



»I want to learn something new every day and provide our decision-makers with the best information possible.«

Tobias Domke
Controlling Specialist
Deutsche Weiterbildungsgesellschaft, Germany

»Every year, we make sure that more than 25 million books reach their recipients on schedule.«

Herbert Richert
Managing Director
Stuttgarter Verlagskontor SVK, Germany



»Working at a trade publishing house, it's the unexpected and unpredictable that makes every day a new adventure.«

Katharina Wilts
Head of Press Department
Klett-Cotta Verlag, Germany





CHAPTER II: PUBLISHING HOUSES AND EDUCATIONAL MEDIA

»It's important that children leave school with a strong sense of self-esteem. Part of that involves making school a positive and successful experience.«

Elena Henkel
Primary school teacher
Bewegte Schule Köpenick
Berlin, Germany

PUBLISHING HOUSES FOR EDUCATIONAL MEDIA IN GERMANY, AUSTRIA AND SWITZERLAND

Teachers in Germany, Austria and Switzerland are facing major challenges, ranging from the promotion of early childhood education, early foreign-language teaching, the acquisition of skills instead of pure knowledge, the integration of digital teaching media, and inclusion to the restructuring of school systems, the widespread abolition of the secondary modern school (*Hauptschule*), the expansion of all-day schools, the introduction of core curricula, progressive enforcement of school autonomy, and the integration of refugee children.

Particularly today, our publishing houses are partners that teachers can rely on. Ernst Klett Verlag, along with the Österreichischer Bundesverlag publishing houses and Klett und Balmer in Switzerland, support them in their daily work by providing teaching and learning media for use in the classroom and at home.

We offer virtually every subject (as well as combinations thereof) for every year in the general-education system in both digital and printed formats. We also cover the particular characteristics of specific regions and school forms while meeting national guidelines in the form of education plans and competency grids. Our publishing houses in the German-speaking countries provide everything teachers need in terms of media and services for lesson planning and organisation, tools for testing and diagnostics, audiovisual products, and digital exercise components. Free regional events for teacher training and ongoing education further complement our portfolio, which ultimately enables students to achieve their annual goals and earn graduation certificates.

Our publishing houses coordinate and combine the latest findings from the realms of research and praxis. By working with teachers, editors, university professors, and media experts who apply their specialised knowledge in ensuring the best possible design and didactic quality for each specific type of media, they help provide optimal settings for success in the classroom.

A nice »Schultüte« – a paper or plastic cone filled with sweets – is a must for 62% of parents in Germany on their child's first day of school. While 24% of them put scissors to cardboard themselves, the remaining 76% purchase 5.1 million »Schultüten« each year. That's more than seven times the number of children starting school in Germany because it includes mini-cones that are used for decorations (and to make sure younger siblings don't feel left out).



»We know teachers and the everyday conditions in which they work. Our goal is to support them with practical, forward-thinking concepts.«

Tilo Knoche
Member of the Ernst Klett AG
Management Board



»Digital programmes make teaching easier and support motivation.«

Daniel Birmele
Private school teacher
Heisenberg-Gymnasium
Bruchsal, Germany



»To me, it's important to show every child their progress so that they associate learning with a positive feeling.«

Carolin Gedom-Meiering
Primary school teacher
Teltow-Grundschule
Berlin, Germany



»One of the biggest challenges for every teacher is to find high-quality teaching materials.«

María Martín Serrano
Language school teacher
Ojalá Madrid
Madrid, Spain



»The biggest challenge is to identify, embrace and develop students' talents.«

Lothar Braun
Commercial college teacher
Kaufmännische Schulen Offenburg
Offenburg, Germany



EDUCATIONAL PUBLISHING HOUSES IN EUROPE

Education and school systems in Europe differ greatly: in the structure of the school systems, in teacher training, and certainly in the financial support schools receive and how teaching materials are procured. Nevertheless, questions arise throughout Europe about the quality of instruction and how more might be accomplished in teaching and learning through the use of digital media.

From Poland to Greece and from the Netherlands to Spain, the Klett Group has established or acquired independent publishing houses involved in national education in 12 European countries over the last two decades. Along with local school, teaching and research experts, we develop teaching and learning materials in both digital and printed formats in accordance with national guidelines. Our customers can access locally developed programmes that are tailored to their precise requirements and offer essential support inside and outside the classroom.

The opportunities our employees have to share their professional experiences in various countries plays a decisive role in our constant effort to improve. All across Europe, the publishing houses of the Klett Group do their part to support successful teaching!

*The Klett Group's publishing houses in Europe:
12 countries. 2.5 million teachers. 30 million students.
6.6 million books sold.*



BROADENING HORIZONS THROUGH LANGUAGE LEARNING

All areas of life, in particular the working world, are being affected by the advance of globalisation. The requirements for international communication and job mobility are on the rise. At the same time, the various political, economic and social crises outside Europe are leading to unprecedented migration that is impacting large parts of the world. Meanwhile, the trends in economically induced migration within Europe also show no signs of slowing down.

Learning foreign languages is thus becoming an essential condition for the personal and professional existence of more and more people.

The language of globalisation is English. At the same time, however, the national languages spoken in large, economically powerful industrial and emerging countries are also becoming more and more important. The number of people learning French, Spanish, Russian and Chinese is increasing worldwide. More and more people in the European Union are also learning a second foreign European language. And the German language is enjoying a particularly dynamic upturn in the course of intra-European migration and the global stream of refugees.

Through their teaching and learning materials, the companies in the Klett Group support everyone learning or teaching a new language, and everyone using a language on a daily basis. The publishing houses Difusión (Barcelona), Éditions Maison des Langues (Paris), PONS and Ernst Klett Sprachen offer their customers appropriate programmes for these activities all around the world.



Most of the 7,000 languages spoken all over world are under threat of dying out. It is estimated that only about 100 languages will remain by the year 2200, which will presumably include Chinese, Hindi, English and Spanish because these are the languages most widely spoken today. French also has a good chance because the number of people speaking French is expected to almost triple to 700 million by 2050. But what about constructed languages like Sindarin, the elvish language created by J. R. R. Tolkien – do they stand a chance of survival?

SUPPORT FOR SCHOOLS AND KINDERGARTENS AT ALL LEVELS

The everyday lives of the people responsible for schools and kindergartens are complex: they have to plan the day, week, month and year; distribute resources; plan, conduct and follow up on lessons; prepare certificates; assign grades; and meet with parents. They have to stay abreast of the latest teaching methods. And last but not least, they have to devote themselves to each individual child and young person inside and outside the classroom – from both a professional and educational perspective.

This is why the Klett Group focuses in particular on providing professional support to teachers, educators, head teachers and day-care centre managers. The specialist publishing houses and service companies in the Group offer support for classrooms and beyond, from school organisation to teaching methodology. They take the pressure off and empower the people who really matter in the education system: those who ensure day after day that children and young people succeed in following their own learning path.

Through its magazines, the Friedrich Verlag publishing house has been a partner for teaching methodology and school development for decades. Those published by JUNGÖSTERREICH support children at day-care centres and schools. Meanwhile, RAABE Verlag is a leader in terms of its importance to teachers: the qualified materials it offers in practical loose-leaf folders include lesson planning and follow-up work, evaluation tests, resources to help develop ideas, as well as information and concrete solutions, such as software for lesson planning. In addition, digital applications for teaching and school management are available. AAP Lehrerfachverlage (Auer, AOL and Persen) offer fresh ideas for exciting and inspiring teaching in almost every subject and type of school, including over 5,000 copy templates and brochures. The online portals lehrerbuero.de and meinunterricht.de provide a wealth of professional information for digital use.



The education systems of Germany, Austria and Switzerland in figures: up to one million teachers, approximately 12 million students and around 45,000 schools providing general education. And that doesn't even include some 3,840 curricula in Germany, approximately 1,570 in Austria and around 1,370 in Switzerland.



»In my class,
the students are almost
always smiling.«

Slavoljub Milosavljevic
Primary school teacher
OŠ Čegar
Niš, Serbia



»The most important thing is
to show students that they
can have fun and enjoy
learning English.«

Michael Herrmann
Secondary school teacher
Otto-Hahn-Schule
Berlin-Neukölln, Germany

»My motto is »Make the best
of it!« Every student has their
strengths, even if they often
aren't aware of them.«

Christine Meißner
Evening school teacher
Abendgymnasium Prenzlauer Berg
Berlin, Germany



»It's fun working with
young people! There's
always something new,
so it's never boring.«

Gottfried Martin
Secondary school teacher
Hugo-Höfler-Realschule
Breisach am Rhein, Germany



A BASIS FOR CULTURE AND CIVILISATION

Culture is the sister of education, and both have the same aim: the civilisation of the world. Klett-Cotta Verlag is an integral part of the Klett Group in this respect. Literature and narrative historiography provide aesthetic enjoyment and create knowledge and reflective opportunities for readers who are grappling with the major issues of humanity and society. As the German publishing house of J. R. R. Tolkien's works, Klett-Cotta is particularly committed to the genre of literary fantasy. Its leadership in psychology, psychoanalysis, and psychotherapy also makes its efforts indispensable to the work of analysts and therapists.

Providing ideal complements to these offerings are Junfermann Verlag, one of the oldest publishing houses in Germany and a specialist in communication, coaching, counseling, and active approaches to life; and Schattauer, whose literature focuses on psychology, psychotherapy, psychosomatics, and psychiatry.

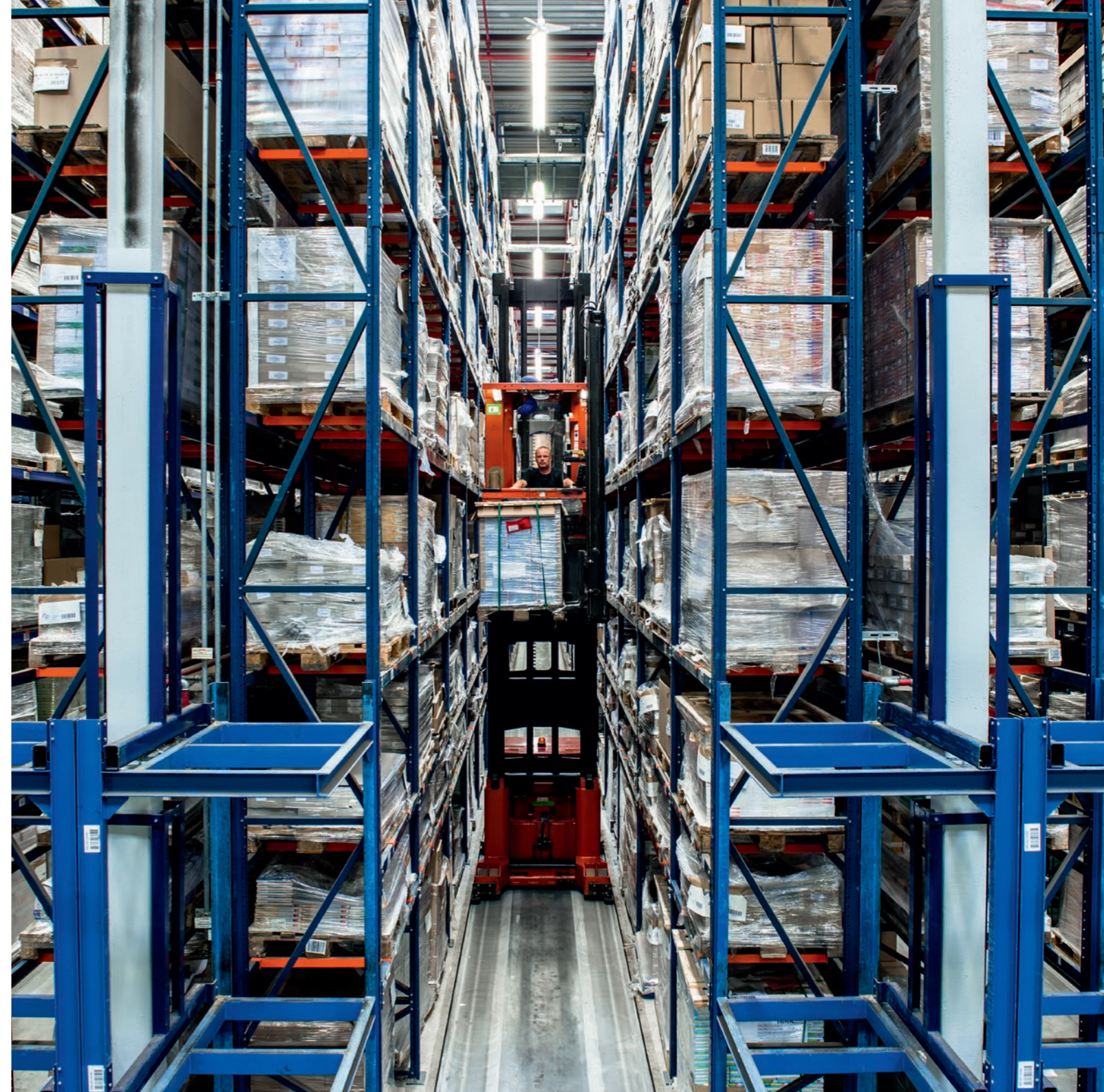
Below: Griffin design by Heinz Edelmann, 1977 · First German edition of »The Lord of the Rings« von J. R. R. Tolkien (Ernst Klett Verlag, Stuttgart, 1969; designed by Heinz Edelmann) · Marcel Jouhandeau: Das Leben und Sterben eines Hahns. Tiergeschichten (Cotta's Library of Modernity), 1st edition 1984 · Jeanne Van den Brouck: Handbuch für Kinder mit schwierigen Eltern (Klett-Cotta), 1st edition 1981 · Right: Illustration by Heinz Edelmann, 1997



WELL RECEIVED QUALITY

A product can only impress with its strengths and qualities if logistical requirements such as reliability, punctuality and flexibility are also fulfilled. The service companies in the Klett Group therefore play an important role in the success of our portfolio and the satisfaction of our customers. Logistics presents more and more new challenges in a market as dynamic as the education industry, where comprehensive solutions are in demand. This includes a modern infrastructure and optimum distribution channels. Sales support, along with commercial services and IT solutions, are other elements that come together to form an all-round package.

In the Klett Group, all logistical tasks and requirements are handled by Stuttgarter Verlagskontor (for Germany) and Balmer Bücherdienst (for Switzerland). This fosters independence, which in turn ensures tremendous benefits for all of our partners and customers. As a contact for the retail trade, institutions, and especially teachers, Stuttgarter Verlagskontor's local Klett stores (*Klett Treffpunkte*) also make it the right place to go for personal advice and sales.





CHAPTER III: ADULT AND CONTINUING EDUCATION

»For me, the most important thing is being able to learn at my own pace and access the material beforehand online whenever I like.«

Markus Patten

Distance-Learning Student of the Year 2017

CONTINUING EDUCATION FOR TODAY AND TOMORROW

The future always brings change – and the working world is poised to change with particular urgency. Very few of today's young adults will be able to pursue their career in the manner in which they learnt it right up until they retire. This is ushering in new requirements in 21st-century working life, where career success entails not only acquiring specific professional skills, but continually gaining new qualifications, as well. Tailor-made programmes for young adults and professionals that take into account the learner's circumstances and personal career goals both in terms of content and methodology are key to the development of successful CVs and the economy as a whole.

The Klett Group combines its distance-learning schools and attendance-based and distance-learning university programmes under the umbrella of Klett Erwachsenen- und Weiterbildungsgesellschaft. The adult education institutions in the Klett Group tailor their extensive offerings in the areas of education, economy, technology, health and personal development to the requirements of adults motivated to learn. Our distance-learning schools and distance-learning institutions of higher education target adults of all age groups who want to achieve their educational goals alongside their work. Klett's attendance-based universities are usually attended by young adults seeking academic qualifications directly after finishing school or their first apprenticeship.

Quality is the key benchmark for all adult and continuing education programmes. Recognition by the Central Office for Distance Learning (*ZFU*) and certifications that meet the applicable ISO and AZAV standards bear out the high quality of the distance-learning schools associated with Klett Erwachsenen- und Weiterbildungsgesellschaft. All our universities are state-approved and have been successfully accredited in accordance with the criteria of the Science Council (*Wissenschaftsrat*). Their wide range of study programmes is also constantly reviewed by renowned international agencies.



A leader in the German continuing education market: Over 100,000 people learn and study each year at the Klett Group's distance-learning schools, distance-learning institutions of higher education and attendance-based universities.

A WIDE RANGE OF METHODS TO MEET EVERY NEED

The breadth of demand for tailor-made programmes continues to grow. Customers who want to learn where and when they like prefer programmes that minimise required phases of attendance-based learning, which is where our distance-learning programmes come in.

For others, however, direct contact with lecturers and the chance to interact socially with fellow students in person is very important. These learners will find the setting they are looking for at the Klett Group's attendance-based institutions. For those who want to have both, we are also offering more and more mixed formats and blended learning concepts.

All the educational companies within Klett Erwachsenen- und Weiterbildungsgesellschaft invest in the development of learning management systems and provide learning content in digital formats, including videos, podcasts, simulations and e-learning modules. State-of-the-art methods are available to participants and students on their path to achieving a qualification and reaching their educational goals. Our mission is to ensure that everyone can accomplish their learning objectives regardless of the method they choose, and we go the extra mile to make this happen.

» We support adults seeking to continue their education by offering flexible, innovative study concepts that enable them to achieve their personal goals alongside their work and family life.«

—
Lothar Kleiner
*Member of the Ernst Klett AG
Management Board*



INTERVIEW WITH MARKUS PATTEN, DISTANCE-LEARNING STUDENT OF THE YEAR 2017

Markus Patten has completed three distance-learning courses at Studiengemeinschaft Darmstadt (SGD) since 2010, which has enabled him to build a new professional career. The professional association Forum DistancE-Learning presented him with the »Distance-Learning Student of the Year 2017« award for his commitment to continuing education.

Mr Patten, what led you to give distance learning a try?

Markus Patten: I had to give up my job as a process control electronics engineer in 2006 for health reasons. My former employer allowed me to transfer to a position in the commercial department that was less physically demanding. However, when I moved to Hunsrück after my recovery, my qualifications weren't up to par – albeit only on paper. I therefore decided to enrol in the »Certified Business Economist SGD« distance-learning course.

How did you proceed with your career at that point?

MP: I started working as an account manager for a supplier of prefabricated houses even before I completed the course. I was able to understand business interrelationships much better and help my colleagues and superiors in complex situations thanks to the course.

What made you decide to tackle another distance-learning course?

MP: As an account manager, I deal with enquiries from clients about their plans for building applications on a daily basis. Based on the assumption that learning how to draw up such plans would also help me read them properly, I signed up for the »CAD Construction Drawing« course at SGD. I now assist customers with everything related to construction management after their contracts have been signed.

And your third distance-learning degree?

MP: I like the construction industry, I enjoy learning and I've noticed how I've grown more confident in my job with professional expertise. That's why I decided to go for another course: »Specialist in Renewable Energies«. Since there are many job opportunities in the industry, I opted to become a »State-certified engineer in environmental protection technology with a focus on renewable energies« in 2017.

You have completed your distance-learning courses in record time – for example, »CAD Construction Drawing« in significantly less time than the specified 14 months. How have you managed this?

MP: For me, the most important thing is being able to learn at my own pace and access the material beforehand online whenever I like. I often studied in the evening and at weekends, as well. I make progress quickly because I learn quickly. Efficient learning is a matter of practice for me.

Do you have any tips for those trying to figure out if distance learning is right for them?

MP: You should figure out whether you're the right type of person for it. In other words, are you able to acquire knowledge independently with the aid of documents and the opportunities to obtain information that are available today? I would advise against it for anyone who wants a teacher to go over the learning material bit by bit. The ability to motivate yourself is also important, as you'll need to pick up your course books or log onto the online campus after a long day. Anyone who doesn't have an issue with these aspects can definitely opt for a distance-learning course.

The questions were asked by Karen Rehberger, who is responsible for corporate communications within the Klett Group.



CHAPTER IV: DAY-CARE CENTRES AND SCHOOLS

»Continuity is important to me, in terms of both the teachers and the transition to primary school.«

Constanze von Gültlingen-Schwebel
Mother

SOCIETY IS CHANGING, CHILDREN REMAIN THE FOCUS

The expectations parents place on educational institutions are high. They are often dependent on all-day programmes because of their jobs. Studies such as the Programme for International Student Assessments (PISA) have made them aware of the diverse qualitative aspects of education. Meanwhile, more and more parents expect educational institutions to not only educate, but practically raise their children, as well. Their focus is on the development of children and young people in many respects beyond cognitive performance, from developing social and foreign language skills to health, nutrition, and building a stable personality.

The crèches, day-care centres and schools in which the Klett Group is involved take this requirement seriously and complement the state education environment. In close cooperation with parents, municipalities and state supervisory authorities, they operate each institution within its own special profile in order to establish ideal conditions for successful education pathways.

We always strive to view young people as individuals. They should develop their talents and acquire the necessary academic skills. Here, developing children's curiosity is as much a concern to us as promoting empathy and resilience. Enabling them to make their own value-based decisions is just as important to us as encouraging them to act responsibly in social situations.

Crèches, day-care centres and schools understand their responsibilities as places to learn and grow; as places where children and young people are educated and brought up; and as places where the foundations are laid for successful journeys through life.

Regular evaluations of these institutions, the continuing education of teaching staff, systematic supervision and the continuous review and improvement of educational concepts are all part of the Klett Group's constant effort to ensure quality.



The educational institutions in the Klett Group: over 6,000 children in day-care and more than 4,000 school students.

CRÈCHES AND KINDERGARTENS

At crèches and day-care centres, the main focus is on ensuring that children up to the age of three feel safe and sound. It is therefore essential that children bond with their loving teachers.

The teachers in kindergartens encourage playful learning and the development of children's curiosity. They ensure that their charges are active indoors and outdoors and have healthy food to eat. The typical schedule alternates between phases of rest, concentration, and doing activities as a group.

Children can spend extra time developing their bilingual, musical or artistic skills depending on the profile of the respective institution.

Seepferdchen day-care centres specialise in children under the age of three. They offer a protected environment in which these little ones can start out in the world with loving support. At this tender age, a great deal of attention is paid to quality parental communication.

Kinderzentren Kunterbunt children's centres are a reliable partner for parents, companies and municipalities. They are completely tailored to the needs of children and offer them a high-quality programme for the entire day.

The teachers at Villa Luna day-care centres also pay close attention to each individual child, along with their interests and skills. They gently challenge and encourage the children from the earliest stages. Daily fun and games are complemented by special programmes to encourage creativity and explore the world of natural science.



»Seeing a child learn something new, practise it over and over, and suddenly have it mastered definitely gives you a sense of achievement.«

Hanna Atz
Day-care educator
Galileo Kindertagesstätte
Stuttgart, Germany

»The institution is just the right size to cater for the children in the best possible way.«

Karen Saemann-Luong
Mother



SCHOOLS

The schools in which the Klett Group is involved believe it is very important that no young person lag behind their academic potential, which is why they challenge and encourage each individual student. Education designed to foster openness and tolerance is just as important as showing young people how to interact politely with each other. All our schools are all-day schools that follow optimised lesson plans that make the most of not just each day, but of the entire school year.

Our schools in Germany are operated as private schools (*Ersatzschulen*) under the state school inspectorate. They adhere to the state education plans and competency grids and can thus offer state-recognised qualifications. These schools are also subject to the rule prohibiting the segregation of children based on their means, which is enshrined in the Basic Law of the Federal Republic of Germany.

Students at the Swiss International Schools in Switzerland, Germany and Brazil acquire native-level English skills through immersive learning. They can also take the International Baccalaureat in addition to the respective national qualification.

The Best Sabel schools in Berlin provide sound preparation for everyday life and work. They provide individuals with relevant support throughout their education, from the first small steps at day-care to the big transition into working life.

The Galileo primary school focuses in particular on supporting the development of learning starting from children's curiosity. This is also reflected in Galileo's guiding principle: »Discover – Explore – Develop«.



»I have the most fun playing in the playground and doing maths.«

Finn König
Primary school child

»I look forward to seeing my friends again after the school holidays.«

Niclas Leppin
Secondary school student







CHAPTER V: SOCIAL COMMITMENT

»The Klett Group and its employees are committed to ensuring successful integration.«

Philipp Haußmann

Spokesperson of the Management Board of Ernst Klett AG

TAKING RESPONSIBILITY. GETTING INVOLVED – OFFERING PERSPECTIVES

The Klett Group and the non-profit Klett Stiftung (Klett Foundation) assume responsibility as an active part of a civilised society. They use their educational expertise to support numerous projects and initiatives that contribute to the promotion of education, culture and science in Germany and abroad. These efforts stem from a conviction that education, culture and science play a significant role in opening up perspectives for individuals and society as a whole. Here, the Klett Group and the Klett Stiftung always work to establish long-term collaborations with committed partners in order to achieve a lasting effect.

The Klett Group has established a long-standing, intensive and trusting collaboration with Bundesverband Alphabetisierung und Grundbildung e.V. (German Association for Literacy and Basic Education), Verein Stuttgarter Leseohren e.V. (Stuttgart Reading Aloud Initiative) and the International Bach Academy Stuttgart. In addition, we support numerous individual projects, particularly in the promotion of reading and culture.

In light of the current refugee situation around the world, Klett is aiding those who have come to Germany in their linguistic and social integration. We develop and promote projects designed to facilitate the work of volunteers and the integration of residents as part of a long-term sponsorship with a Stuttgart-based organisation that provides refugee accommodations. We also offer internships and apprenticeships to refugees. The Klett Group's efforts in this area also include membership in the »Wir zusammen« initiative (www.wir-zusammen.de), which involves working with other companies to help foster integration into German society.

1st row: Stuttgart Music Festival 2017, Bach Academy / Holger Schneider · Language learning in the museum, Stuttgart State Gallery · Theatre production of »Pass.Worte. Wie Belal nach Deutschland kam« (How Belal came to Germany), LOKSTOFF! Theater im öffentlichen Raum e. V. ·

2nd row: Dictionary donation in 2015, Circle of Friends of the Refugee Housing Stuttgart-South · Social Day at the youth farm, Ernst Klett Sprachen GmbH · COMPASS – Integration guidelines for asylum seekers, Bürgerstiftung Stuttgart / Robert Thiele · *3rd row:* ALFA-Mobil, Bundesverband Alphabetisierung und Grundbildung e. V. · Reading aloud project, Leseohren e. V. / Robert Thiele · Klett Group employees at Stuttgart Run 2017, a charity run for the Stuttgart-based »Future 4 Kids« association, Klett / Heiner Wittmann





CHAPTER VI: LOOKING BACK – AND AHEAD

»A publishing house is an unequivocal reflection of the person responsible for it.«

From: »The Publisher's Profession«, a speech by Ernst Klett to Stuttgarter Privatstudiengesellschaft (Stuttgart Private Study Society), 1958.

FROM PRINTING HOUSE TO EDUCATION COMPANY

In 1897, Ernst Klett (Senior) acquired a printing house with an affiliated billposting institute and a small publishing house that specialised primarily in musicology. His sons Fritz and Ernst Klett led this company through the inflation that followed the First World War and brought it to fruition.

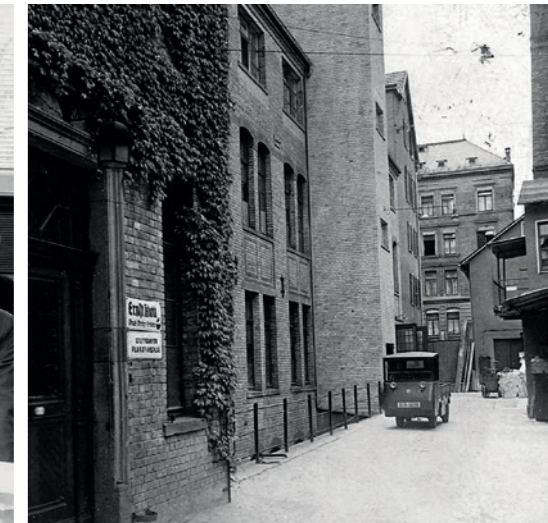
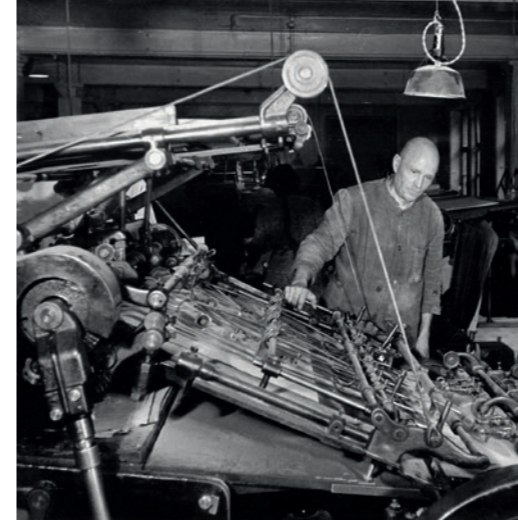
Its early acquisition of a publishing and printing licence after the Second World War shifted Klett's focus to its publishing house. In addition to being a general publishing house for fiction, non-fiction and psychoanalysis, the company established one of the largest German textbook publishing houses with an affiliated printing house.

The third generation, Roland, Michael and Thomas Klett, transformed the publishing house into the largest private provider for continuing education in the German-speaking market by expanding into attendance-based universities, distance-learning schools and distance-learning institutions of higher education. The general publishing house became Klett-Cotta in 1977; and the company would eventually part ways with the printing house.

Having expanded its interests abroad starting in the 1990s, the Klett Group now considers itself a European education company. Educational institutions ranging from crèches to grammar schools have complemented its educational portfolio for the last 10 years.

Today, the family-run business is a corporation run by the members of its Management Board: Philipp Haußmann, Lothar Kleiner and Tilo Knoche. Philipp Haußmann represents the fourth generation of the Klett business family.

Previous page 52–53: Thomas Klett, Roland Klett, Michael Klett (from left to right), 1977 · 1st row: Printing shop, large machine room, 1951 · German and language books from the 1970s · First new delivery van for the Ernst Klett printing house after the war, 1954 · 2nd row: Filing department, around 1980 · Klett local store (Treffpunkt Klett), 1972 · Building in Rotebühlstraße 77, Klett publishing house and printing house, around 1935 · 3rd row: Computer centre, 1974 · Book Fair, 1969 · The first records for use in classrooms, 1963 / Photos page 52–55: archive, Ernst Klett AG

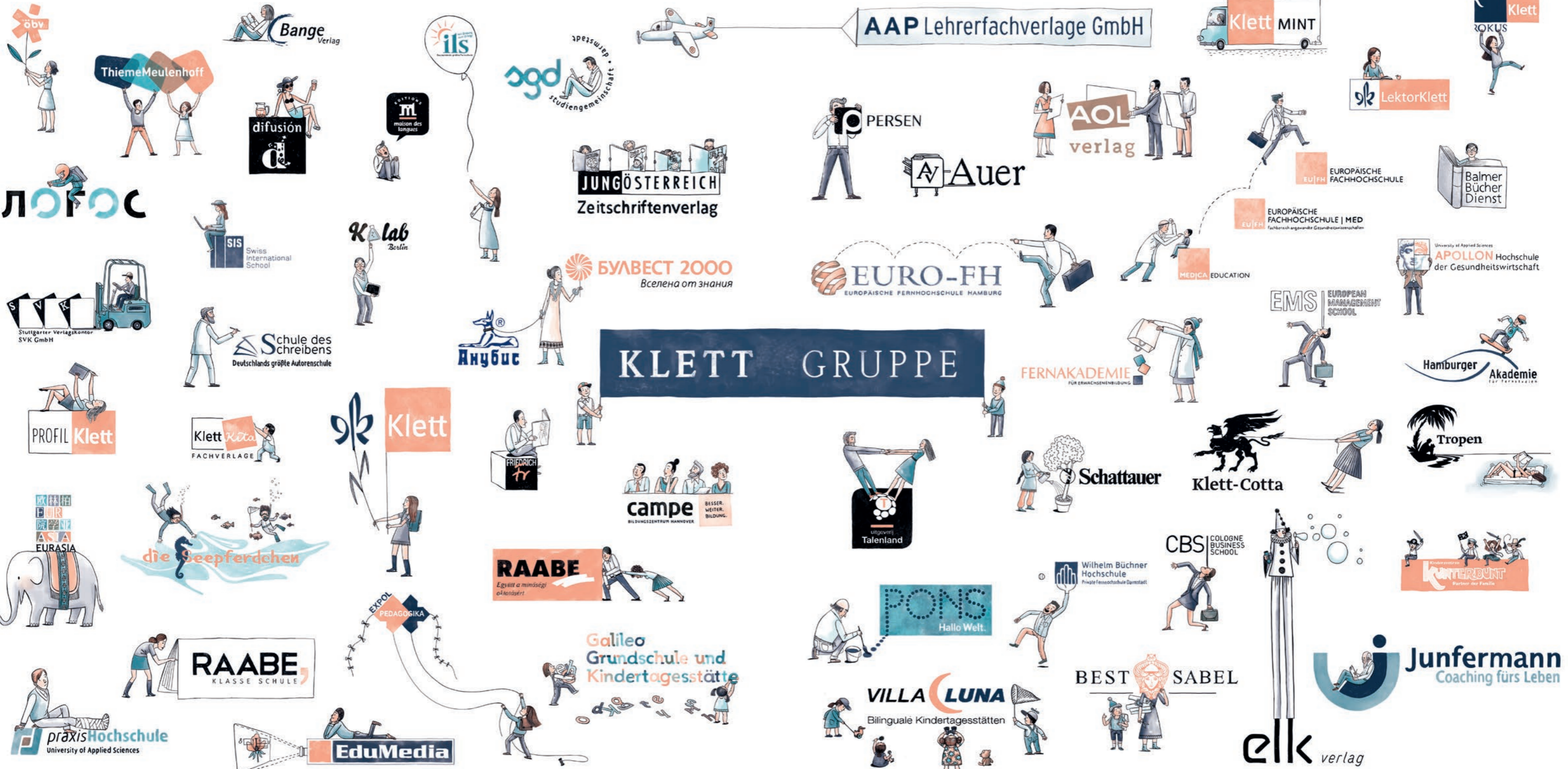


SHAPING THE FUTURE THROUGH EDUCATION

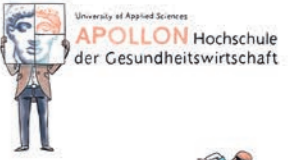
There is hardly anything more important for societies in the 21st century than education. Education is an essential prerequisite that enables individuals to succeed in their private and professional life. The quality of education a society provides also plays a decisive role in its economic future. And finally, education will determine whether our democratic societies are in a position to develop their liberal, open communities into places worth living in for as many people as possible, and whether they can definitively face up to the challenges and opponents of our open society.

The companies and employees that make up the Klett Group want to use their expertise, knowledge and passion to further education in all our areas of activity – to the benefit of each individual and our society as a whole.





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