KLETTGRUPPE

Education Provider

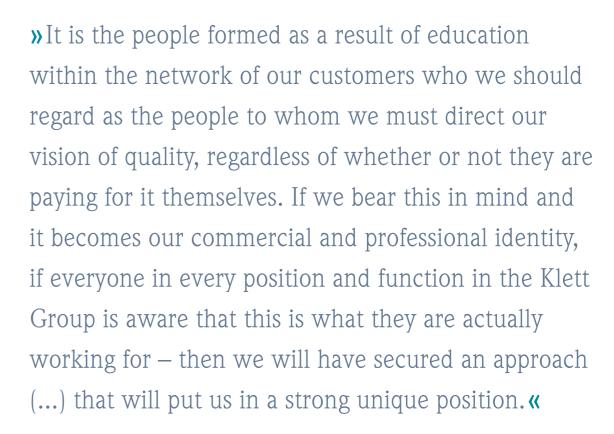
ERNST KLETT AKTIENGESELLSCHAFT

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





Dr. h. c. Michael Klett Supervisory Board Chairman of Ernst Klett AG

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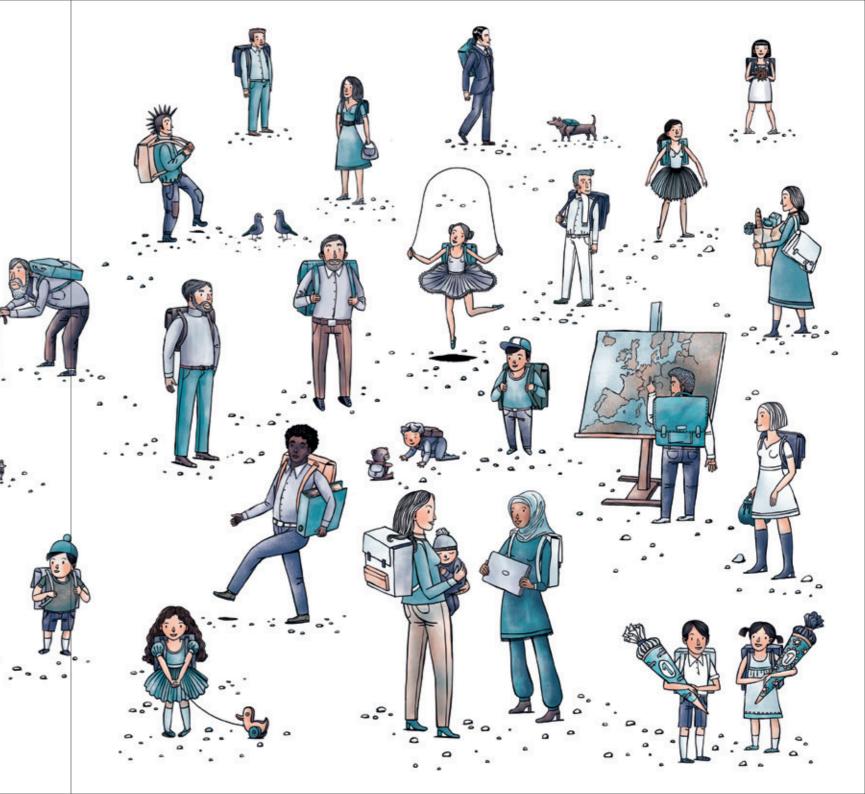
DEDICATED TO EDUCATION

Education is our mission. By promoting education, we want to create the conditions for people to develop their individual talents and abilities and to take responsibility for their own actions and the community. Every day, the approximately 60 companies of the Klett Group rise to the challenge of supporting everyone who is receiving education as a learner or who is involved in the diverse and complex education processes in our society as a teacher or lecturer. The quality of our products and services is the focus of our work. A decentralised organisational principle serves this goal: our companies in Germany and abroad are aware of their customers' requirements and develop the appropriate programmes.

Education is not a condition but a process: the development of every single person for a lifetime. A company that is dedicated to education takes this perspective into account. Its company management thinks and acts in the long-term. As a family-run business in its fourth generation and with over 100 years of experience, we consider ourselves to be in a special position to promote education.

For digital and printed educational media and materials for designing lessons; for attendance-based universities, distance-learning schools and specialist distance-learning higher education institutions; for crèches, kindergartens and schools – the following applies for everything that we do: We do our best to ensure that education will succeed.

The first written record of the word **peducation*(is found in the 1530s. It comes from the Latin word **peducate*((to educate, to train, to rear, to bring up) as well as the words **peducation*(and **peducationis*(, which signify **pringing up*(or **prearing*(. According to Wilhelm von Humboldt, the concept of education refers to the shaping of a person with respect to their **phumanity*(and their mental abilities.





CHAPTER I: EMPLOYEES

» We bear a high level of responsibility with our products, which is evident in everyday operations. And this is exactly what motivates me. «

Tom Schulz

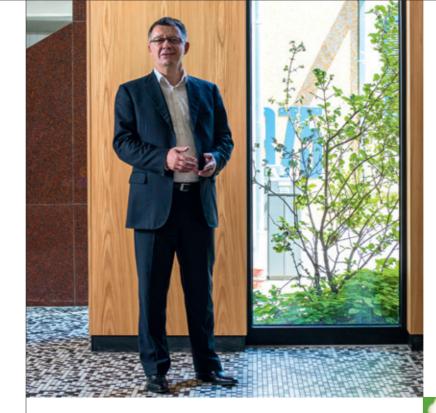
Key Account Manager International Ernst Klett Verlag, Germany

CO-WORKERS AND CO-THINKERS FOR AN IMPORTANT MISSION

Our approximately 4,700 employees ensure that the Klett Group fulfils its mission as an educational company. It is guided by a common goal across different professions, hierarchies and country borders: everything for education.

We encourage and support the employees in our companies. Customer-focused thinking and actions are decisive for the quality of our range. Delegation, self-responsibility and entrepreneurship are indispensable. A tolerance of errors, combined with the drive to learn from errors, is important to us. Employees of the Klett Group love their profession and are passionate and creative about finding new solutions. They are united by their drive to fulfil or even exceed customer expectations.

Friendly interaction with each other is a natural approach that has evolved in the company as well as a strong commitment to excellent service on all levels for companies in the Klett Group.



»Our primary focus is on the enthusiasm and the high quality of our educators when looking after small children.«

Caroline Jäger Managing Director Seepferdchen Kita, Germany »We are trying to ensure that teachers perceive us as their partner in their pursuit for higher achievements in education.«

Nebojša Orlić Managing Director Novi Logos, Serbia





»My traineeship allows me to gain an insight into a wide range of areas of publishing work and make good connections in the industry. «

Carina Janas

Trainee
Ernst Klett Sprachen, Germany

»We punctually send more than 25 million books a year on the right track.«

Herbert Richert

Managing Director

Stuttgarter Verlagskontor SVK, Germany



»The unexpected and unpredictable is precisely what makes the work in a trade publishing house extremely varied. «

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

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

Tobias DomkeEmployee Controlling
Deutsche Weiterbildungsgesellschaft, Germany



CHAPTER II: PUBLISHING HOUSES AND EDUCATIONAL MEDIA

»It is important that children leave school with a good feeling ofself-esteem. This is the case if school is associated with a positive experience and success. «

Elena Henkel

Teacher at »Bewegte Schule Köpenick« in Berlin, Germany Primary school

PUBLISHING HOUSES FOR EDUCATIONAL MEDIA IN GERMANY, AUSTRIA AND SWITZERLAND

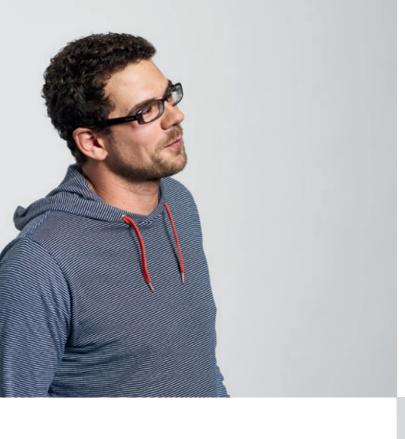
Teachers in Germany, Austria and Switzerland are facing major challenges: the promotion of early childhood education, early foreign language teaching, the acquisition of skills instead of pure knowledge, the integration of digital teaching media, inclusion; restructuring of the school systems and widespread 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.

Our publishing houses for educational media are a reliable partner for teachers, especially today. Ernst Klett Verlag as well as Österreichischer Bundesverlag publishing houses and Klett und Balmer in Switzerland support them in their daily work and provide them with teaching and learning media for use in the classroom and at home.

We offer virtually every subject and combined subjects – in digital and printed format – for all classes of schools providing a general education. We cover the relevant regional and school type-specific needs as well as the national guidelines in the form of education plans and competency tables. Our publishing houses for teaching media in German-speaking countries meet all the needs of teachers with media and services for lesson planning and organisation, with test and diagnostic instruments and with audio-visual products and digital exercise components. Free regional events for teacher training and continuing education also complement the range. Students achieve their annual goals and school leaving certificates through the use of our educational media.

Our publishing houses coordinate and combine up-to-date knowledge from research and practice. Teachers and editors, university professors and media experts ensure the best possible design, media-specific and didactic quality thanks to their specialist expertise. Our publishing houses work together with them to create the best conditions for successful teaching.

A nice »Schultüte«, a paper or plastic cone filled with sweets and given to children on their first day in school, is a must: this is important to 62% of parents in Germany for their child's first day. 24% of them reach for scissors and cardboard themselves. The remaining 76% purchase 5.1 million »Schultüte« cones each year. This is more than seven times the number of children starting school in Germany because this includes mini »Schultüte« cones for decorations and for smaller siblings. » We know the teachers and the conditions in which education is taught today on a daily basis. Our goal is to support them with practical and future-orientated concepts. « Tilo Knoche Member of the Ernst Klett AG Management Board



»Digital programmes make teaching easier and support motivation.«

Daniel Birmele
Teacher at »Heisenberg-Gymnasium«
in Bruchsal, Germany
Private school

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

María Martín Serrano Teacher at »Ojalá Madrid« in Madrid, Spain Language school



— Carolin Gerdom-Meiering

»It is important to me to show

so that they associate learning

with a positive feeling. «

every child their learning progress

Carolin Gerdom-Meiering
Teacher at »Teltow-Grundschule«
in Berlin, Germany
Primary school

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





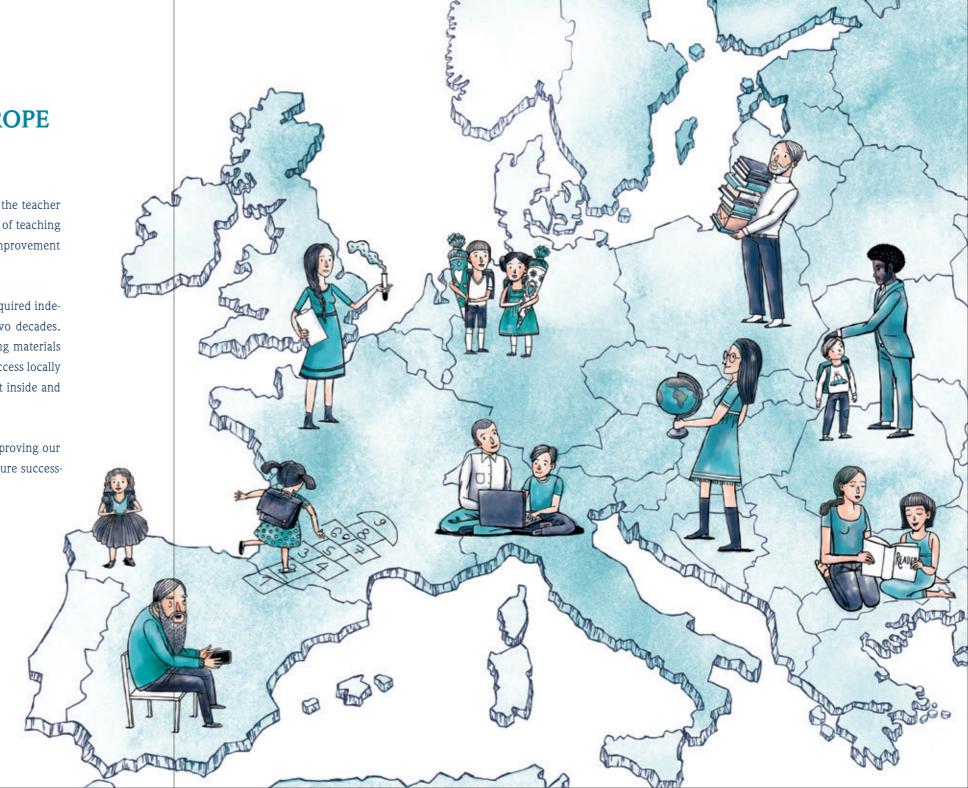
EDUCATIONAL PUBLISHING HOUSES IN EUROPE

Education and school systems in Europe differ greatly: in the structure of the school systems, in the teacher training and, last but not least, in the financial support for schools as well as in the procurement of teaching materials. Nevertheless, questions arise throughout Europe about the quality of teaching or the improvement of teaching and learning services through the use of digital media.

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

The professional exchange of employees across nations plays a decisive role in continuously improving our performance. The following also applies in Europe: the publishing houses of the Klett Group ensure successful teaching!

The business area of the Klett Group publishing houses in Europe: twelve countries. 2.5 million teachers. 30 million students. 6.6 million books sold.



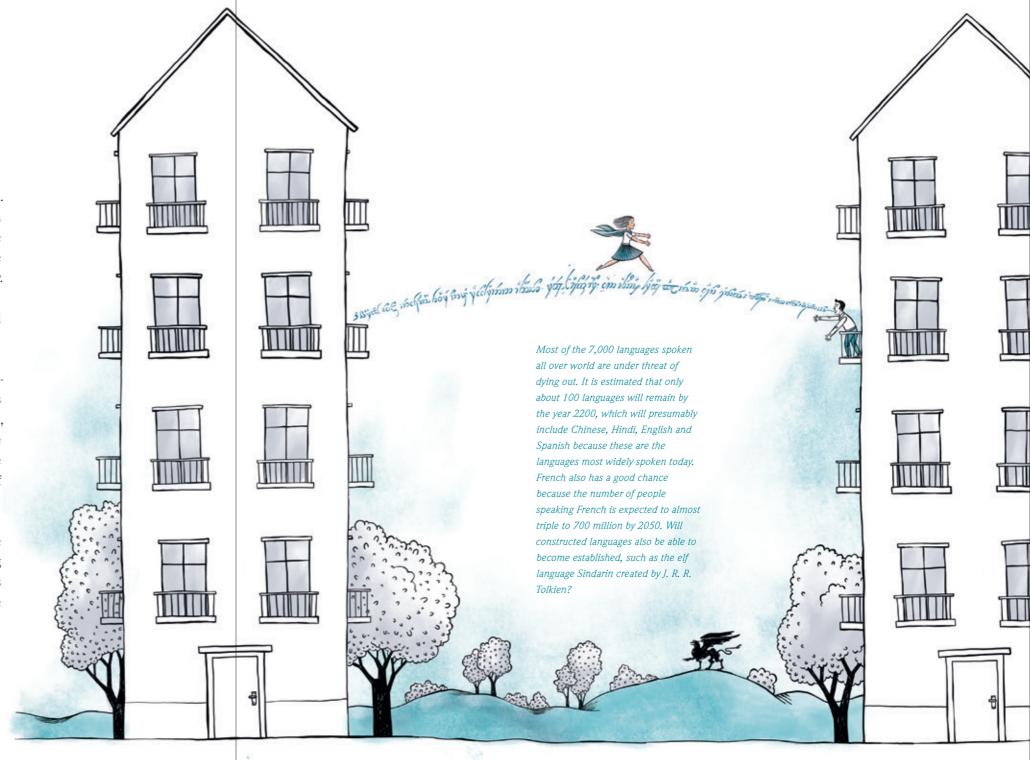
LANGUAGE LEARNING OPENS UP PERSPECTIVES

All areas of life, in particular the working world, are affected by progressive globalisation. The requirements for international communication and job mobility are constantly on the rise. At the same time, the various political, economic and social crises outside Europe lead to unprecedented migration that affects large parts of the world. The economically induced migration movements within Europe are not decreasing either.

The learning of foreign languages is therefore 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 the economically strong and large 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 are learning a second foreign European language within the European Union. And the German language is enjoying a particularly dynamic upturn in the course of intra-European migration and the global stream of refugees.

The companies in the Klett Group support everyone learning or teaching a language and everyone using a language on a daily basis with their teaching and learning materials. The publishing houses Difusión (Barcelona), Éditions Maison des Langues (Paris), PONS and Ernst Klett Sprachen offer their customers an appropriate programme for this worldwide.



SUPPORT FOR SCHOOLS AND KINDERGARTENS AT ALL LEVELS

The everyday life of the people responsible in schools and kindergartens is complex: they have to plan the day, week, month and year, distribute resources, plan, conduct and do follow-up work for lessons, prepare certificates, assign grades and meet with parents. They have to keep up-to-date with teaching methodology. And last but not least, they have to devote themselves to the individual child and young person inside and outside the classroom – from both a professional and educational perspective.

A special focus of the Klett Group is to provide professional support to teachers, educators, head teachers and day-care centre managers. The specialist publishing houses and service companies in the Group provide support inside and outside the classroom, from the school organisation to the teaching methodology. They take the pressure off and empower the people who really matter in the education system and who ensure day after day that children and young people successfully follow their own learning path.

Friedrich Verlag publishing house has been a partner for teaching methodology and school development for decades with its magazines. JUNGÖSTERREICH magazines support children in day-care centres and schools. RAABE Verlag publishing house is exemplary in its importance for teachers; qualified programmes in practical loose-leaf folders include lesson planning and follow-up work, evaluation tests, materials to help develop ideas and information and concrete solutions, such as software for lesson planning. In addition, digital applications for teaching and school management are available. AAP Lehrerfachverlage incorporating Auer, AOL and Persen publishing houses offer stimuli for exciting and inspiring teaching in almost every subject and type of school with over 5,000 copy templates and brochures. The lehrerbuero.de and meinunterricht.de internet portals provide a wealth of professional information for digital use.



The education systems of Germany, Austria and Switzerland (DACH countries) in figures: up to one million teachers, approximately twelve million students and around 45,000 schools providing a general education. And in addition: around 3,840 curricula in Germany, approximately 1,570 in Austria and around 1,370 in Switzerland.



» Most of the time the students in my class are smiling. «

Slavoljub Milosavljevic Teacher at »OŠ Čegar« in Niš, Serbia Primary school

» My motto is » Make the best of it«. Every student has their strengths, even if they are often not aware of them. «

Christine Meißner
Teacher at »Abendgymnasium Prenzlauer Berg«
in Berlin, Germany
Evening school



Michael Herrmann
Teacher at »Otto-Hahn-Schule«
in Berlin-Neukölln, Germany
Integrated secondary school

»The most important thing is

to show students that they

while learning English.«

can have fun and enjoyment

»It is fun working with young people. There is always something new. It is never boring. «

Gottfried Martin
Teacher at »Hugo-Höfler-Realschule«
in Breisach am Rhein, Germany
Secondary school



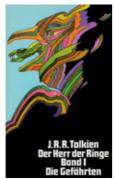
A BASIS FOR CULTURE AND CIVILISATION

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

Junfermann Verlag, one of the oldest publishing houses in Germany with a focus on communication, coaching, consultancy, an active approach to life and Schattauer with specialist literature for psychology, psychotherapy, psychosomatics and psychiatry ideally complement the portfolio.

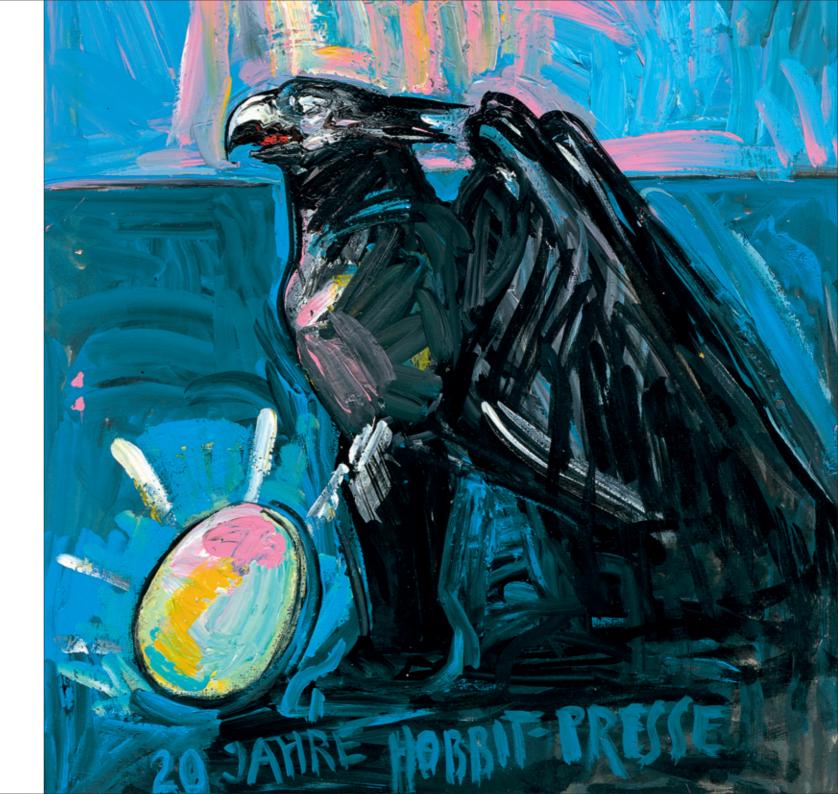
Below: Griffin design by Heinz Edelmann, 1977 · First German edition of »The Lord of the Rings« von J. R. R. Tolkien (Ernst Klett Verlag, Stuttgart, 1969; designed by Heinz Edelmann) · Marcel Jouhandeau: Das Leben und Sterben eines Hahns. Tiergeschichten. (Cotta's Library of Modernity), 1st edition 1984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







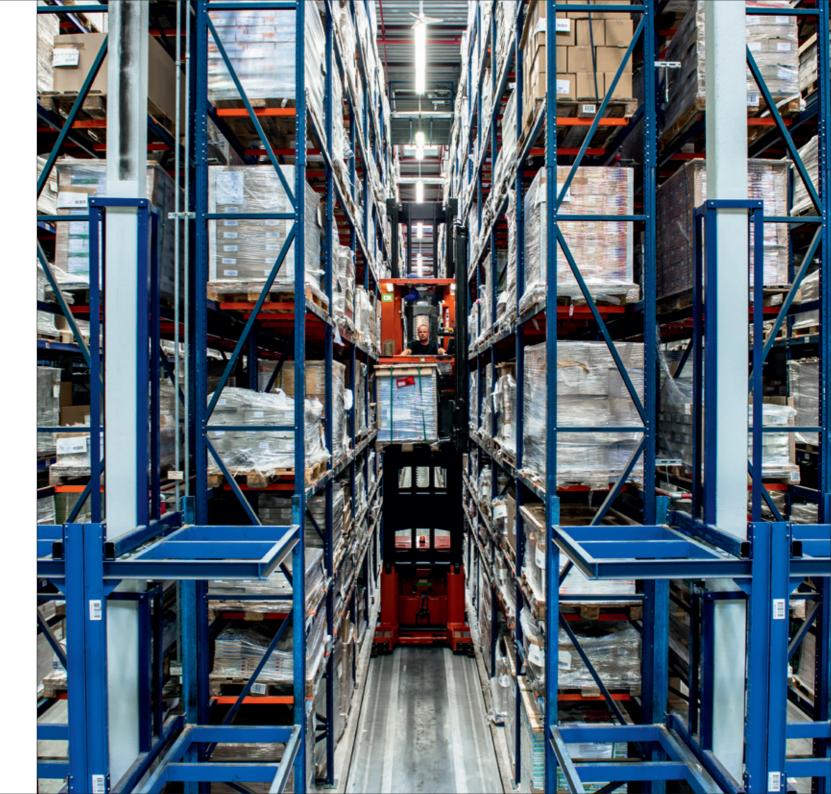




WELL RECEIVED QUALITY

A product can only impress with its strengths and qualities if the 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 the range and the satisfaction of customers. Logistics is faced with more and more new challenges in a dynamic market, such as the education industry – complete solutions are in demand. These include a modern infrastructure and optimum distribution channels. Sales support as well as commercial services and IT solutions are other elements of the all-round package.

All tasks and requirements affecting the logistics area are carried out in the Klett Group by Stuttgarter Verlagskontor for Germany and Balmer Bücherdienst for Switzerland. This creates independence and therefore promises enormous benefits for all partners and customers. As a contact for the retail trade, institutions and teachers in particular, Stuttgarter Verlagskontor is also a contact point for personal advice and sales with its local Klett stores (Klett Treffpunkte).



CHAPTER III: ADULT AND CONTINUING EDUCATION

The most important thing for me is that I can determine my own learning pace and call up the learning material at any time beforehand online.

Markus Patten

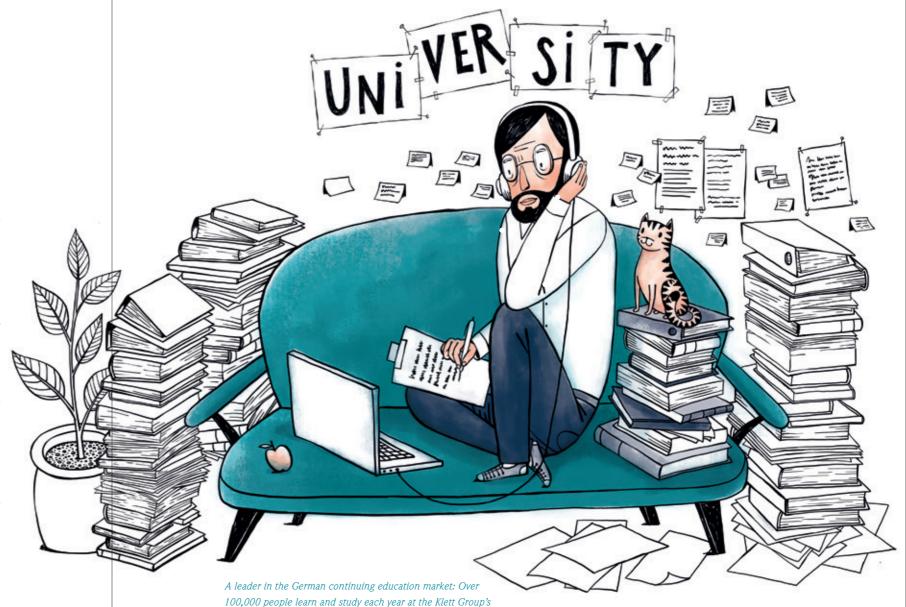
Distance-Learning Student of the Year 2017

CONTINUING EDUCATION FOR TODAY AND TOMORROW

The future means change – and the working world will change particularly quickly. 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 creates new requirements in the work biographies of the 21st century: success in your career also assumes specific professional skills that you have gained and the ability to acquire new skills. Tailor-made programmes for young adults and professionals, which take into account the learner's circumstances and their personal career goals both in terms of content and methodology, are key to the development of professionally successful CVs and the economy as a whole.

The Klett Group combines its distance-learning schools, 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 range 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 higher education institutions target adults of all age groups who want to achieve their educational goals alongside their work. Klett attendance-based universities are usually attended by young adults seeking an academic qualification directly after finishing school or after their first apprentice-ship.

Quality is the key benchmark for all adult and continuing education programmes. Approvals from the Central Office for Distance Learning (ZFU) and certifications in accordance with ISO and AZAV represent the high quality level of the distance-learning schools under the umbrella of Klett Erwachsenen- und Weiterbildungsgesellschaft, which promotes adult and continuing education. All universities are state-approved and have been successfully accredited in accordance with the criteria of the Science Council (Wissenschaftsrat). The wide range of study programmes is constantly reviewed by renowned and internationally active agencies.



distance-learning schools, distance-learning higher education

institutions and attendance-based universities.

METHOD DIVERSITY: THE RIGHT PROGRAMME FOR EVERY NEED

The demand for tailor-made programmes is becoming more and more diverse. Customers who want to learn at any time or place prefer programmes that, wherever possible, do not include phases of attendance-based learning. These learners use our distance-learning programmes.

However, the close contact with lecturers and the direct social interaction with fellow students is very important for many others. They find ideal conditions in the Klett Group attendance-based institutions. For those who want to have both, we are increasingly offering mixed formats and blended learning concepts.

All educational companies within Klett Erwachsenen- und Weiterbildungsgesellschaft invest in the development of learning management systems and provide learning content in digital format with videos, podcasts, simulations or e-learning modules. State-of-the-art methods are available to the participants and students on their path to achieving a successful qualification and reaching their educational goals. Our mission is to ensure that everyone achieves their learning goal: regardless of the method that the learners choose. For this, we do everything.



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 and has thereby built a new professional career. The Forum DistancE-Learning professional association honoured him with the »Distance-Learning Student of the Year 2017« award for his commitment to continuing education.

What was the trigger for you to opt for distance learning?

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, I had a skills gap – albeit only on paper. I therefore decided to enrol on the »Certified Business Economist SGD« (Geprüfter Betriebswirt SGD) distance-learning course.

How did you then proceed with your career?

MP: I started to work 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 now 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 building application plan enquiries from clients on a daily basis. Based on the motto »Anyone who can draw up building application plans is also able to read them properly«, I signed up for the »CAD Construction Drawing« (Bauzeichnen CAD) course at SGD. I now assist customers with all construction work administration after their contracts have been signed.

And your third distance-learning degree?

MP: I like the construction industry, I enjoy learning and realise how I become more confident in my job with professional expertise. This was the reason for me to do the third distance-learning course: »Specialist in Renewable Energies« (Fachkraft für erneuerbare Energien). Since there are many job opportunities in the industry, I started the course to become a »State-certified engineer in environmental protection technology with a focus on renewable energies« (Staatlich geprüfter Techniker Fachrichtung Umweltschutztechnik mit Schwerpunkt erneuerbare Energien) 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 do you manage this?

MP: The most important thing for me is that I can determine my own learning pace and call up the learning material at any time beforehand online. I often learnt in the evening and often at weekends as well. I progress rapidly because I learn quickly. Efficient learning is a matter of practice for me.

Do you have a tip for deciding on the following: »distance-learning course – yes or no«?

MP: You should check whether you are suited to distance learning. This means: am I able to acquire knowledge independently with the aid of documents and with the opportunities for obtaining 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 will need to pick up your course books or log onto the online campus after a long day. Anyone who can say yes to these points 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.



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

Constanze von Gültlingen-Schwebel Mother



SOCIETY IS CHANGING, CHILDREN REMAIN THE FOCUS

Parents' expectations of educational institutions are high. They are often dependent on all-day programmes because of their profession. Studies to measure qualitative educational aspects, such as the Programme for International Student Assessments (PISA) have made them aware of the diverse qualitative aspects of education. More and more parents expect educational institutions to not only educate but also bring up their children. Their focus is on the development of children and young people in every respect in addition to their cognitive performance: from developing social and foreign language skills, health and nutrition to 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. They operate institutions in close cooperation with the parents, municipalities and state supervisory authorities, each with special profiles so as to create the ideal conditions for successful education pathways.

We are always concerned with the individual child and the individual young person. They should develop their talents and acquire the necessary academic skills. Developing children's curiosity is as much a concern to us as promoting empathy and resilience. The ability to make their own value-based decisions is just as important to us as acting responsibly in social situations.

Crèches, day-care centres and schools understand their responsibilities as places to live and learn; 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 the institutions, the continuing education of teaching staff, systematic supervision and the continuous review and improvement of educational concepts ensure ongoing quality assurance.



CRÈCHES AND KINDERGARTENS

The focus in crèches and day-care centres is that children from the age of 0 to 3 years feel safe and comfortable. It is therefore essential that the child bonds with their loving teachers.

The teachers in kindergartens encourage playful learning and the development of the children's curiosity. They ensure that the children are active indoors and outdoors and that they eat healthily. The phases of rest and concentration alternate with the phases that children spend in a group during the course of the day.

The children can particularly develop their bilingual, musical or artistic skills depending on the profile of the respective institution.

Seepferdchen day-care centres specialise in the very young. They offer a protected environment for children under the age of three in particular, where the little ones can start out in the world with loving support. Communication with the parents is very well maintained particularly because the children are still so young.

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

The teachers in Villa Luna day-care centres also keep a close eye on the individual child with their interests and skills. They compassionately challenge and encourage the children from their earliest age. Daily play is complemented by special programmes to encourage creativity and to explore the world of natural sciences.



»A sense of achievement is when a child has learned something new, practised it often and is suddenly able to do it.«

Hanna Atz Teacher at Galileo Kindertagesstätte in 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 that it is very important that no child and no young person lags behind their academic performance potential. They challenge and encourage each individual student. Education designed to foster openness and tolerance is just as important as education on how to interact politely with each other. All schools are all-day schools with an optimum educational pattern to the school day and the entire school year: the schools make the most of the time available.

The schools in Germany are operated as private schools (Ersatzschulen) under the state schools inspectorate. They adhere to the state education plans and competency tables. The schools lead to state-recognised qualifications. The rule prohibiting the segregation of children according to their means enshrined in the Basic Law of the Federal Republic of Germany applies.

Students at the Swiss International Schools in Switzerland, Germany and Brazil acquire English language skills at native-speaker level fluency 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 through their education: from the first small steps in a day-care centre to the major step into their profession.

The Galileo primary school particularly supports the development of learning from the children's curiosity. »Discover – Research – Develop« was appropriately Galileo's guiding principle.



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

Finn KönigPrimary 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

OUT OF RESPONSIBILITY. WITH COMMITMENT AND TO OPEN UP 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 in Germany and abroad that contribute to the promotion of education, culture and science. This is based on the certainty that education, culture and science make a significant contribution to opening up perspectives for individuals and society as a whole. It always involves establishing a long-term collaboration 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 International Bach Academy Stuttgart. In addition, we promote numerous individual projects, particularly in the promotion of reading and culture.

In light of the current situation with the global migration of refugees, Klett supports refugees with their linguistic and social integration in Germany. We develop and promote projects that aim to facilitate the work of volunteers and the integration of residents within the framework of a long-term sponsorship with a Stuttgart-based organisation providing accommodation for refugees. We also offer internships and apprenticeships for refugees. With its commitment, the Klett Group has joined the »Wir zusammen« initiative (www.wir-zusammen.de). Together with other companies, we make a contribution to the integration in Germany.

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: REVIEW AND OUTLOOK

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

From: The profession of a publisher, a speech by Ernst Klett to Stuttgarter Privatstudiengesellschaft (Stuttgart Private Study Society), 1958.

FROM A PRINTING HOUSE TO AN EDUCATIONAL COMPANY

In 1897, Ernst Klett Senior acquired a printing house with an affiliated billposting institute and a small publishing house, primarily for musicological publications. His sons Fritz and Ernst Klett led this company through the inflation after the First World War and brought it to fruition.

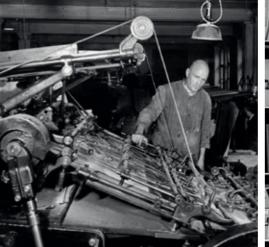
The early publishing and printing licence after the Second World War shifted the focus in favour of the publishing house. In addition to being a general publishing house for fiction, non-fiction and psychoanalysis, the company established one of the largest German textbook publishing houses with an affiliated 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 the educational opportunities, such as attendance-based universities, distance-learning schools and specialist distance-learning higher education institutions. The general publishing house became Klett-Cotta in 1977 and the company finally parted with the printing house.

The Klett Group increased its commitments abroad in the 1990s and regards itself as a European educational company today. Educational institutions ranging from crèches to grammar schools have complemented the educational portfolio for the last 10 years.

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

1st row: Printing shop, large machine room, 1951 · German and language books from the 1970s · First new delivery van for 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 p. 52–55: archive, Ernst Klett AG



















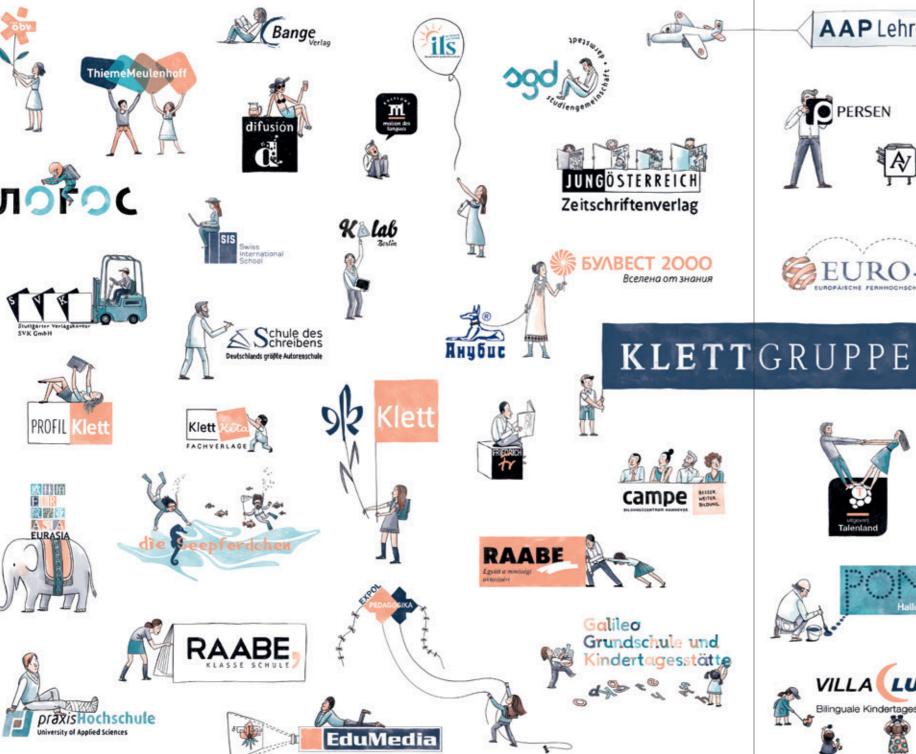
SHAPING THE FUTURE WITH EDUCATION

There is hardly anything more important for societies in the 21st century than education. Education is an essential prerequisite to allow individuals to succeed in their private and professional life. The quality of education in a society is decisive for its economic future. And last but not least, education will decide whether our democratic societies are in a position to develop their liberal, open communities into a place 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 Klett Group, their companies and employees want to use their expertise, knowledge and passion to contribute to boosting education wherever they are active: in the interests of each individual and our society as a whole.







AAP Lehrerfachverlage GmbH







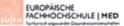






















VILLA LUNA





















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