

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section V Adult literacy programmes. New practices and perspectives

Chair: Aydin Durgunoglu, University of Minnesota Duluth

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 24

LITERACY CHANGES LIVES.

Curriculum and professional development of financial literacy (CurVe II)

Presenter:

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Abstract:

CurVe II, a transfer, research and development project, has two main pillars. On the one hand, a curriculum for the field of financial literacy will be developed and tested scientifically. Financial literacy focuses on basic, existential and practical requirements of everyday life in contexts relating to money management and considers dimensions of knowledge, reading, writing and numeracy (Mania & Tröster, 2014)). Based on the competence descriptions from the CurVe-competence model and problem-oriented learning approaches, a didactic learning concept will be designed that includes learning aims and content, methodological and didactic principles, and concrete coursework materials.

On the other hand, pedagogical action in the field should be professionalised as a component of literacy and basic education. For this purpose, continuing education conceived during the CurVe project to sensitise and bring together multipliers working in the field of financial literacy should be enhanced, implemented on a national scale and evaluated.

One of the main challenges is the low participation in the field of (financial) literacy. An important question is how a higher participation can be achieved by awareness raising and networking with different stakeholders. Therefore, a concept for multipliers has been developed in order to provide access to basic skills. Between 2016 and 2018 eight workshops took place out throughout Germany with 166 participants. An evaluation has been carried out in two steps (Kirkpatrick & Kirkpatrick, 2010; Stufflebeam, 2002, 2007). The concept of the workshops and the results of the evaluation referring to the benefits and transfer will be presented.

References:

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2010). *Evaluating training programs: The four levels* (3rd ed.). San Francisco: Berrett-Koehler Publishers.

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Mania, E., & Tröster, M. (2014). Finanzielle Grundbildung - Ein Kompetenzmodell entsteht. *Hessische Blätter für Volksbildung*. (2), 136–145.

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Stufflebeam, D. L. (2007). Checkliste für das CIPP-Evaluationsmodell: Ein Instrument, um die Fünfte Version des CIPP-Modells auf langfristige Vorhaben anzuwenden. Zur Nutzung vorgesehen für Evaluatorinnen und Evaluatoren. Retrieved from [Checkliste_CIPP_Modell.pdf](#)

Bio Note:

Monika Tröster is a Research Associate at the German Institute for Adult Education-Leibniz Centre for Lifelong Learning in Bonn, Germany. She has a Teaching Degree for Secondary Schools, and has previously worked with adult prisoners with low literacy.