This report reflects the point of view of literacy professionals assembled in this network. It is still a work in progress since we continue to gather and update information on literacy in Romania up to the year 2015. The contents of this publication may be reproduced in part, except for commercial purposes, provided the extract is preceded by a reference to “ELINET”, followed by the date of publication of the document.

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A PERFORMANCE IN LITERACY
This section of the report draws on data from PIAAC the OECD’s Survey of Adult Skills, to describe the reading performance of adults in Denmark. Our focus is on low achievers, those who scored on the lower levels of the survey: Level 1 (scores from 176 points to fewer than 226 points) and below Level 1 (scores below 176 points).

**At Level 1,** adults can read relatively short digital or print continuous, non-continuous, or mixed texts to locate a single piece of information, which is identical to or synonymous with the information given in the question or directive. These texts contain little competing information. Adults performing at this level can complete simple forms, understand basic vocabulary, determine the meaning of sentences, and read continuous texts with a degree of fluency.

**Below Level 1,** individuals can read brief texts on familiar topics and locate a single piece of specific information identical in form to information in the question or directive. They are not required to understand the structure of sentences or paragraphs and only basic vocabulary knowledge is required.

In this report results are compared to the average of the 17 EU countries which took part in PIAAC.

## 1 Average Performance in Literacy

Denmark performs the same as the EU-17 average of 271 scoring also an average of 271.

**Table 1.1 Average Literacy Performance**

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>271</td>
<td>0.6</td>
</tr>
<tr>
<td>EU-17</td>
<td>271</td>
<td>-</td>
</tr>
</tbody>
</table>

*Significant differences between the country and EU-17 in **bold**

The lowest 10 percent of the Danish participants perform the same as the lowest 10 percent of the EU-17 average. On the other side, the best 10 percent of the Danish participants perform nearly the same as the best of the EU-17 average. Accordingly, the gap between top and bottom performers is 116 points in Denmark, similar to the EU-17 average of 117.

Table 1.2 presents the spread of literacy achievement of adults in Denmark and EU-17 countries.

**Table 1.2 Spread of Literacy Achievement**

<table>
<thead>
<tr>
<th></th>
<th>10th Percentile</th>
<th>Standard Error</th>
<th>90th Percentile</th>
<th>Standard Error</th>
<th><strong>Gap 10th-90th</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>210</td>
<td>1.51</td>
<td>326</td>
<td>1.19</td>
<td><strong>116</strong></td>
</tr>
<tr>
<td>EU-17</td>
<td>210</td>
<td>0.49</td>
<td>327</td>
<td>0.33</td>
<td><strong>117</strong></td>
</tr>
</tbody>
</table>

*Significant differences between the country and EU-17 in **bold**
2 Gaps - Low Literate Population

19% of the unemployed participants perform at or below Level 1. The proportion of adults performing at Level 1 or below is much bigger among men than among women. The proportion is bigger among those who live with a spouse or partner than among those living alone. A lot more non-native speakers perform on or below Level 1 than across EU-17 countries. Age seems to matter less than on average for EU-17 countries.

2.1 Language

Migration has no causal relation with literacy. What is significant however is the oral language competence of the migrant. As part of the survey, participants were asked if their native language is the same as the test language. 40% of those who said no scored at or below Level 1 compared to only 13% whose native language was the same as the test language. The comparable figures for the EU-17 average are 34% and 14%.

Table 2.1 Test language and Native Language at Level 1 or below

<table>
<thead>
<tr>
<th>Test language not same as native language</th>
<th>Std. Error</th>
<th>Test language same as native language</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>40 %</td>
<td>Std. Error</td>
<td>13 %</td>
</tr>
<tr>
<td>EU-17</td>
<td>34 %</td>
<td>0.79</td>
<td>14 %</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in bold

2.2 Age

The percentage of the Danish scoring at or below Level 1 increases with age: from about 11% among the younger age groups (from “24 or less” to 44 years old) to 25% among those aged 55 plus. The overall impression of these data show that in Denmark age seems to matter the same than on average across the EU-17 countries with exception of the age group of adults (35-44y). Within this group the proportion of those performing at Level 1 or below is significantly smaller than on EU-17 average.

Table 2.2 Age at Level 1 or below

<table>
<thead>
<tr>
<th>Age</th>
<th>Denmark</th>
<th>Std. Error</th>
<th>EU-17</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 or less</td>
<td>11 %</td>
<td>1.19</td>
<td>12 %</td>
<td>0.33</td>
</tr>
<tr>
<td>25-34</td>
<td>12 %</td>
<td>1.10</td>
<td>12 %</td>
<td>0.32</td>
</tr>
<tr>
<td>35-44</td>
<td>11 %</td>
<td>1.03</td>
<td>14 %</td>
<td>0.32</td>
</tr>
<tr>
<td>45-54</td>
<td>17 %</td>
<td>1.23</td>
<td>18 %</td>
<td>0.36</td>
</tr>
<tr>
<td>55 plus</td>
<td>25 %</td>
<td>1.13</td>
<td>25 %</td>
<td>0.41</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in bold
2.3 Gender

In the EU-17 average the sexes show nearly no significant differences, but in Denmark they do. 17% of men and 14% of women in Denmark scored at or below Level 1. Additionally, the comparison to EU-17 countries shows that the share of the Danish women at or below Level 1 is significant less than on average across EU-17 countries. The comparable figures for the EU-17 average are nearly 17% of men and 16% of women.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Std. Error</th>
<th>Female</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>17 %</td>
<td>0.77</td>
<td>14 %</td>
<td>0.77</td>
</tr>
<tr>
<td>EU-17</td>
<td>17 %</td>
<td>0.23</td>
<td>16 %</td>
<td>0.22</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

2.4 Family

In Denmark 15% of those living with spouse or partner scored at or below Level 1 compared to 13% of those living alone. The comparable figures for the EU-17 average are 16% and 15%.

<table>
<thead>
<tr>
<th>Living with spouse or partner</th>
<th>Percent</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark Yes</td>
<td>15 %</td>
<td>0.66</td>
</tr>
<tr>
<td>Denmark No</td>
<td>13 %</td>
<td>1.30</td>
</tr>
<tr>
<td>EU-17 Yes</td>
<td>16 %</td>
<td>0.21</td>
</tr>
<tr>
<td>EU-17 No</td>
<td>15 %</td>
<td>0.31</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

2.5 Employment

12% of the employed in Denmark perform at or below Level 1, as do 19% of the unemployed, and 27% of those who are out of the labour force. The international comparison reveals that in Denmark the unemployed participants are more literate, those out of the labour force less literate than on EU-17 average (19% vs. 22% - 27% vs. 24%).

<table>
<thead>
<tr>
<th>Employed</th>
<th>Std. Error</th>
<th>Unemployed</th>
<th>Std. Error</th>
<th>Out of the labour force</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>12 %</td>
<td>0.58</td>
<td>19 %</td>
<td>2.50</td>
<td>27 %</td>
</tr>
<tr>
<td>EU-17</td>
<td>13 %</td>
<td>0.19</td>
<td>22 %</td>
<td>0.80</td>
<td>24 %</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**
3 Skills Use

Participants in the Survey of Adult Skills were asked about their writing and reading at home, and at work, if employed. In the table below a higher score shows more frequent use.

Table 3 Literacy Skills Used At Home and At Work

<table>
<thead>
<tr>
<th>Writing Skills at Home</th>
<th>Writing Skills at Work</th>
<th>Reading Skills at Home</th>
<th>Reading Skills at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index of Use</td>
<td>Std. Error</td>
<td>Index of Use</td>
<td>Std. Error</td>
</tr>
<tr>
<td>Denmark</td>
<td>2.08</td>
<td>0.01</td>
<td>2.18</td>
</tr>
<tr>
<td>EU-17</td>
<td>1.99</td>
<td>0.00</td>
<td>2.02</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in bold

Adults in Denmark perform significantly better with regard to their use of writing skills at home than EU-17 average and differ significantly but negatively from the EU-17 average index of use of writing skills at work. Use of reading skills at home and at work also differ significantly and positively from the corresponding indexes of EU-17 average. These indexes reveal that adults in Denmark use their literacy skills much more often than on average across EU-17 countries, especially their reading skills at home.
4 Literacy Gaps

4.1 Parental Education

Table 4.1 presents the spread of literacy achievement by adults reporting their parents’ highest education level. Parental level of education is a significant factor in Denmark as in the rest of the EU countries that took part in PIAAC.

In Denmark there is a significant difference of 16 points between those reporting that neither parent attained upper secondary and those reporting that at least one parent attained secondary (253 vs. 269). Furthermore, those reporting that at least one parent completed tertiary level education perform significantly better than those whose parents attained secondary (290 vs. 269). The gap between those reporting lower parental education and those reporting higher parental education is a bit smaller than the EU-17 gap of 41, scoring a gap of 37. In EU-17 average there is the same pattern on a significantly higher level for the groups of higher parental education (253 vs. 277 vs. 294 – 253 vs. 269 vs. 290).

The overall impression of these data is that the higher the parental level of education the better the literacy performance.

<table>
<thead>
<tr>
<th></th>
<th>Lower Secondary or Below</th>
<th>At least one parent secondary/post-secondary</th>
<th>At least one parent Tertiary</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Std. Error</td>
<td>Std. Error</td>
<td>Std. Error</td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>253</td>
<td>269</td>
<td>290</td>
<td>37</td>
</tr>
<tr>
<td>EU-17</td>
<td>253</td>
<td>277</td>
<td>294</td>
<td>41</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

4.2 Books at Home

Table 4.2 shows the spread of achievement of adults by reported number of books at home. This is a common measure of cultural capital. In Denmark, 49% of adults report having fewer than 100 books at home. On average these achieve 256 points in PIAAC, 29 points worse than the Danish adults reporting that they have more than 100 books at home (256 vs. 285). This gap is smaller than the categories in EU-17 average (29 vs. 31). Distribution in Denmark of adults with few versus many books is nearly half-and-half, only two percentage points more adults report having more than 100 books at home. The share on average across the EU-17 countries is 40% vs. 60% and the other way around, those having fewer books are the majority. However, those Danish having fewer than 100 books perform significantly worse than the comparable EU-17 group (256 vs. 259), as do the ones with more than 100 books at home (285 vs. 290).
Table 4.2 Books at Home

<table>
<thead>
<tr>
<th>Country</th>
<th>Average score of those with less than 100 books</th>
<th>Percent of Population</th>
<th>Std. Error</th>
<th>Average score of those with more than 100 books</th>
<th>Percent of Population</th>
<th>Std. Error</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>256</td>
<td>49</td>
<td>0.88</td>
<td>285</td>
<td>51</td>
<td>0.89</td>
<td>29</td>
</tr>
<tr>
<td>EU-17</td>
<td>259</td>
<td>60</td>
<td>0.25</td>
<td>290</td>
<td>40</td>
<td>0.28</td>
<td>31</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

4.3 Language

In Denmark, there are 2 percentage points more adults reporting that the test language is *not* their native language than on average across EU-17 countries. These Danish adults, who don’t speak Danish as their native language, achieve significantly fewer points in the PIAAC test than those who report that their native language is the same as the test language (235 vs. 275).

Table 4.3 shows the spread of literacy achievement referring to the test language and adults’ native language.

Table 4.3 Native Language

<table>
<thead>
<tr>
<th>Language of the Test and Native Language</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same</td>
<td>Mean</td>
</tr>
<tr>
<td>Denmark</td>
<td>275</td>
</tr>
<tr>
<td>EU-17</td>
<td>274</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

The distribution in Denmark of native-speaking and non-native-speaking participants is similar to the EU-17 average. Those Danish participants whose native language is the *same* as the test language perform with one point difference significantly better than the EU-17 average (275 vs. 274). Those whose native language is *not the same* scored with 11 points difference significantly worse than the average across EU-17 countries (235 vs. 246). Accordingly, the Danish gap between the native and non-native speakers is 40 points, much larger than comparable EU-17 average (28 points).
5 Participation in Adult Education - Low Literate Population

In Denmark the rate of participation in formal or non-formal adult education by adults on Level 1 or below is significantly higher than on average across the OECD-Countries (44% vs. 31%).

Table 5.1 Participation Rates in Formal and Non-Formal Adult Education on Level 1 or below

<table>
<thead>
<tr>
<th></th>
<th>Participation Rate</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>44 %</td>
<td>1.7</td>
</tr>
<tr>
<td>OECD-Average*</td>
<td>31 %</td>
<td>0.5</td>
</tr>
</tbody>
</table>

*For technical reasons we report the OECD average here.

The non-formal education index incorporates participation in seminars and workshops, private lessons and open or e-learning formats. Table 5.2 shows the percentage of low literate and high literate adults participating in all four types of non-formal education.

Table 5.2 Percentages of Low and High Literate Adults Participating in Non-Formal Education and Training

<table>
<thead>
<tr>
<th></th>
<th>Open or distance education</th>
<th>Seminars or workshops</th>
<th>Private lessons</th>
<th>On the job training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1 or Below</td>
<td>Level 4/5</td>
<td>Level 1 or Below</td>
<td>Level 4/5</td>
</tr>
<tr>
<td>Denmark</td>
<td>6 %</td>
<td>18 %</td>
<td>10 %</td>
<td>47 %</td>
</tr>
<tr>
<td>OECD-Average*</td>
<td>6 %</td>
<td>16 %</td>
<td>9 %</td>
<td>37 %</td>
</tr>
</tbody>
</table>

*see above

Danish adults are most likely to participate in on the job training (organised by supervisors or similar facilitators). 19% of those performing at Level 1 or below and 46% of those performing on Level 4/5 participate in this type of Education and Training. There are also relatively high rates of participation in seminars or workshops (Level 1 or below: 10%, Level 4/5: 47%). Achieving 47%, there is a difference of 10 percentage points of adults on Level 4/5 compared to the average across OECD countries. Concerning private lessons, the differences between the Danish adults and the OECD average add up to 7 percentage points (Level 4/5) or 6 percentage points respectively (Level 1 or below). In open or distance education Danish adults participate similarly to the average in OECD countries.
B  LITERACY POLICY
1 Provision

1.1 What types of adult literacy provision are there? What do you consider to be adult literacy provision in your country?

Adult literacy provision is a part of the public education system in Denmark and is known as “preparatory education for adults” (FVU; in Danish, Forberedende Voksenundervisning). FVU is offered through adult education centres (VUC; in Danish, Voksenuddannelsescenter), of which there are 29 different centres with a number of regional satellite departments all over the country.

FVU is aimed at adult students (18 years old and over), with some exceptions (such as younger people in prisons or work place education).

FVU consists of two subjects:
- FVU-reading: four levels, each between 30-60 lessons (one lesson=60 minutes)
- FVU-math: two levels, each between 30-60 lessons.1

Other types of adult literacy provision are:
- Education for people with reading and writing disabilities (e.g. dyslexia)
- Danish language courses (for foreigners).

1.2 How is adult literacy provision funded?

Participation in FVU is financed by the state and is provided free of charge for all students.

1.3 Is there a statutory entitlement to literacy provision up to a certain level?

See question 1.1 and 1.2.

1.4 What is the rate of participation in adult learning, workplace training, and liberal adult education?

The most recent available data is from 2011/2012 (provided by the Ministry of Education).

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of students (2011/2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory education for adults (FVU)</td>
<td>39,525 1.1% of adults 16-65 years old</td>
</tr>
<tr>
<td>Education for people with reading and writing disabilities (dyslexia)</td>
<td>23,517 0.7% of adults 16-65 years old</td>
</tr>
<tr>
<td>Danish language courses (for foreigners)</td>
<td>72,141 14.7% of adults 16-65 years old, with a foreign background</td>
</tr>
</tbody>
</table>

Further information on VUC and FVU can be found at the website of the Ministry of Education: http://eng.uvm.dk/Fact-Sheets/Adult-education-and-continuing-training/The-General-Adult-Education-Programme.

Statistics Denmark.
1.5 Are studies available on factors that inhibit or prevent participation in literacy education and in using literacy outside educational contexts? If yes, what are the factors?

No, there are no such studies.

1.6 What progression routes are there from adult basic education courses to VET/HE courses?

The Adult Vocational Training programmes (AMU; in Danish, Arbejdsmarkedsuddannelser) consist of a diversity of different courses and programmes aimed at: 1) maintaining and improving the vocational skills and competences of the participants in accordance with the needs of the labour market, and 2) furthering competence development of the participants.

AMU-centres are committed to testing the needs of adult literacy training of the participants. There is close cooperation between AMU and VUC/FVU. AMU can provide FVU as well as shorter courses on reading and maths.3

1.7 Does a right to information, advice and guidance (IAG) regarding educational opportunities exist? If yes, who provides this IAG?

Yes, there is a right to advice and guidance, provided through different centres and sources:

- The VUC: The VUCs are obliged to provide free guidance for the student and to ensure that they are offered individual and collective guidance concerning completion of the education programme. The student can also receive educational as well as vocational guidance.
- The VEU-centres (in Danish, Voksen- og efteruddannelsescentre): The VEU-centres are centres for Adult Education and Continuing Training (established by law in 2010). There are 13 centres in total and they are funded partly by the state. VEU consist of a wide range of different schools and institutions for adults. The VEU provide free counselling for adults that can take place at the centres, by phone or by counsellors visiting work places. The VEU are obliged to be proactive in contacting companies, offering guidance and training.4
- Electronic counselling (E-vejledningen), UddannelsesGuiden (The Education Guide) and E-counselling are developed and financed by the Ministry of Education. The Board of IT and Learning, which is a body under the Ministry of Education, is responsible for the editorial content of the portal. E-vejledningen provides free electronic counselling on education and jobs through phone, SMS, email, chat and Facebook.5

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3 Further information on AMU can be found at the website of the Ministry of Education: http://eng.uvm.dk/Fact-Sheets/Adult-education-and-continuing-training/Adult-vocational-training.

4 Further information on VEU can be found at the website (in Danish only): http://www.veu-center.dk/.

5 Further information on E-counselling can be found at the website (mostly in Danish): https://www.ug.dk/eyejledning.
2 Quality monitoring

2.1 Is there an inspection service to monitor the quality of adult literacy providers (including classroom practice)?

The Ministry of Education has a unit working with quality and inspection. The unit does screening of the quality of FVU on the basis of statistical information.

The further responsibility of quality assurance is decentralised to each headmaster.

2.2 Are there national quality standards for the quality of adult literacy providers?

The quality of the adult literacy providers is ensured through the national standards of the education of the providers. To be a literacy teacher at FVU you have to complete a supplementary diploma degree consisting of special modules aimed at literacy teaching for adults (FVU-reading).*

2.3 Are there national benchmarks/standards for adult literacy performance? How are adults’ progress in reading and writing assessed/monitored?

The FVU-reading consists of four levels, each between 30-60 hours (one hour=60 minutes).

At the end of each level, there is a non-compulsory test. The result of the test is an indicator of the progress.

2.4 What accountability measures are in place for adult education providers?

The Ministry of Education has access to basic statistical data (admission, tests etc.) for all adult educational institutions.

3 Literacy curricula/reading instruction

3.1 Is there a national literacy curriculum framework for adults? How is this linked to school curricula?

Yes, there is a compulsory national curriculum on FVU-reading set by The Ministry of Education.

In connection to this, the Ministry provides a guide for FVU-reading elaborating the aims, learning objectives, suggestions for methodology and activities. Following the guide is non-compulsory.

3.2 What is the accepted methodology for the teaching of literacy to adults?

According to The Act on FVU § 8 in the ministerial order, the teaching should be characterised by the following (our translation):

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The teaching is organised in classes or flexibly and can include participants on several levels. The teaching is organised in cooperation between teachers and participants, so that it:

1) Is based on the experience and interests of the participants, including with regards to choices of subjects and teaching materials,
2) Makes visible the academic development of the participants according to the aims of each level, providing the participants with the possibility to choose and use the best suited strategies and methods, and
3) Enhances the motivation of the participants to work with the subjects outside the lessons.”

The guide for FVU-reading is aimed at informing and inspiring teachers further on the aims, content and methodology of the teaching. The introduction underlines the following regarding methodology:

- Teaching should be organised in accordance with the individual needs and skills of the student
- A substantial part of the FVU-teaching should be organised as individual teaching and reading and writing counselling, but it should also include group or class teaching as well as cooperation between students on writing exercises.
- The plan for each student should take into account the needs, wishes and interests of the student.
- There should be a clear connection between the teaching activities and the students’ use of reading, writing and communication outside the class room.

3.3 How do curricula and learning materials cater for diversity of learner groups and learning needs?

See 3.2

It is underlined that the teachers should use materials that are authentic for the students, like written materials that the students encounter in their everyday lives, including in their work place.

3.4 Is there a specific focus on literacy in VET provision for adults?

Yes. The AMU is obligated to offer participants the possibility to participate in a reading test. It is, however, not obligatory for the participants to take the test.

4 Screenings/assessments/support

4.1 How are adults with literacy needs identified?

They are identified through a standard test for adults provided by the Ministry of Education.

4.2 How are adults’ prior literacy knowledge and skills recognised and validated?

Students are admitted to a course through a meeting with a counsellor. The test result (see 4.1) and prior school experience are taken into account in the process of placing the students at the most suitable course level. An additional test (tool provided by the Ministry of Education) can be used in this process.
4.3 Are there any standard tests to assess literacy needs or learning progress in literacy programmes?

See 4.1. The students are tested before beginning a FVU reading course. The aim of the test is to investigate if a student belongs to the target group (the level of beginning is flexible, the test itself does not indicate the exact level, further testing or other investigation shows the level).

4.4 How are adults with dyslexia identified and supported?

They are identified through the standard test for adults (see 4.1). The test result can point at the possibility of dyslexia. Additional tests can then be used to further investigate the need of special courses for dyslexic adults. These courses are free and held in small classes at the same educational institutions.

5 Special support for second-language learners/migrants

5.1 Is there literacy provision for adult migrants whose home language is not the official language of the host country?

Yes. There is a special offer for adult migrants (Danish as a second language). This offer is free the first 3-5 years they live in Denmark. The courses are provided by municipal language centres. If a person loses the right to this kind of free course, the FVU have a free, special course aimed at this target group.

5.2 Who pays for this provision?

The courses are paid for by the local municipalities.

5.3 Does this provision employ specialist teachers?

Yes, the teachers are specially trained in teaching Danish as a second language.

5.4 Is there specialist provision for those who have poor literacy skills in their L1?

Yes.

5.5 Is there a separate national curriculum framework for this type of provision?

Yes. There are three different courses aimed at the student’s different objectives and skills. All three courses have their separate curriculum described by the Ministry of Education.

9 Further information can be found at the website of the Ministry of Education: http://eng.uvm.dk/Fact-Sheets/Danish-language-courses.
6 Reading environments to stimulate reading motivation

6.1 Are there schemes to promote reading and writing for pleasure among adults?

Yes, there are several such schemes, all around the country. Mostly these are anchored locally at libraries, but also through public schools where adults can be reached through their children.

The Ministry of Culture finances the campaign ‘Denmark Reads’ (‘Danmark Læser’) focusing, among other goals, on motivating adult readers\textsuperscript{10}.

6.2 Is there systematic cooperation with civil society – e.g. libraries, bookstores, literature institutions, theatres, media, newspapers, publishers etc. in reading and writing promotion for adults?

There are many examples of regional and local cooperation all around the country.

6.3 Are there family literacy programmes with a focus on supporting adult literacy?

The VUC and FVU can cooperate with public schools on targeting adults and families with specially tailored, free reading and writing courses.

7 Digital environments/use of technology in education

7.1 Is there a digital gap? How are adults supported in acquiring literacy and digital skills?

Addressing digital literacy is included in the FVU-reading courses.

There have been experiments with the development of a FVU-IT course, but this is currently stranded because of a political dispute on participant fees.

7.2 Which population groups are excluded from access to ICTs due to lack of literacy skills?

Denmark has a high percentage of access to computers and the Internet in homes. In 2012, 87% of all families had a computer in their home and 86% of these had access to internet. The access to computers and internet is highest among families with children (99%).

There is no gender difference when it comes to access to ICTs, but there is a difference when it comes to age (the older you get, the less likely are you to have access to a computer and the internet at home) and educational level (fewer families with short or no further education have access to a computer and the internet at home than families with higher education).\textsuperscript{11}.

\textsuperscript{10} http://www.danmarklaeser.dk/

\textsuperscript{11} Danmarks Statistik (in Danish): http://www.dst.dk/pukora/epub/upload/17443/itanv.pdf.
7.3 Are there any web-based or mobile-based programmes for adults to improve their literacy & numeracy skills?

Yes, through the platform of the Ministry of Education (EMU) and local initiatives anchored at VUCs etc.

7.4 What classroom resources (E-books, notebooks, internet, mobile phones...) are used to support the development of adults’ literacy?

The VUC/FVU/AMU all have access to multiple resources to support the development of adult literacy (mostly computers, notebooks and internet).

8 Teachers

8.1 What are the professional roles within adult literacy education?

- Institution leader
- Literacy teacher
- Counsellor

8.2 What is the status/reputation of teachers and other professionals who work in adult literacy education?

Generally, they have a good reputation. However, adult education professionals are a small group compared to larger education areas and probably not that visible in media, etc.

8.3 What are their working conditions?

Generally, they are good. The working conditions and salaries are negotiated and settled as a collective agreement for all teachers around the country.

8.4 How do salaries compare to the national average?

Salaries for teachers at FVU are comparable to teachers teaching in the Danish primary and lower secondary school (Folkeskole). They earn less than teachers in upper secondary school (Gymnasium).

9 Teacher education

9.1 What are the statutory qualification requirements for adult literacy teachers?

A supplementary diploma degree in FVU-reading.

9.2 Are there specialist qualification routes for adult literacy teachers?

The entry requirement for FVU-reading is a Bachelor degree plus a minimum two years of working experience. Exemptions from the requirements can be made if the applicant has corresponding qualifications; however, this does not apply to the two years of working experience.
9.3 What are the entry requirements for Initial Teacher Education for adult literacy teachers?

Entry requirements for Initial Teacher Training (qualifying for teaching in primary and lower secondary schools) are an exam from either the general upper secondary education provision of the Gymnasium, the higher preparatory examination or HF-programme, the higher commercial examination or HHX-programme or the higher technical examination or HTX-programme. There are also specific requirements with regard of the exam grades.

9.4 Who pays for initial teacher education?

The diploma in FVU-reading is most often paid for by the institution where you are employed as a teacher.

9.5 Is there a curriculum framework for adult literacy initial teacher training?

Yes, there is a curriculum for initial teacher training, set by the Ministry of Education.

9.6 Are there compulsory (or optional) language and literacy modules in all adult education ITE?

Yes.

9.7 What is the length of the required training?

The diploma for FVU-reading consists of two modules of 30 ECTS point each.

9.8 Are there quality standards for ITE?

Yes, there is a curriculum, set by the Ministry of Education.

9.9 Is there continuous professional development (in-service training) for teachers which focuses on literacy development?

In-service training is decentralised and the responsibility of each school/institution.

9.10 What is the take-up among teachers?

As the in-service training is decentralised and organised by each individual institution, it is not possible to comment on take-up.

9.11 Who delivers this training?

As the in-service training is decentralised and organised by each individual institution, it is not possible to generalise about this. There is, however, a strong tradition of networking, cooperation and ‘learning from each other’, both between teachers and schools/institutions.

9.12 How is it quality assured?

Again, as the training is decentralised, it is not possible to generalise.

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10 Policy-making

10.1 Who is involved in policy-making for adult literacy education?
Unions, cooperative networks, the Confederation of Danish Industry, VEU-centres, the regions responsible for employment, central campaigns etc.

10.2 How is inter-sectoral and inter-ministerial cooperation promoted and coordinated?
Inter-ministerial cooperation is coordinated through meetings between the Ministry of Employment, The Ministry of Culture and The Ministry of Education.

10.3 What financing mechanisms exist that facilitate inter-sectoral cooperation?
In order for schools and institutions to receive financing from the state, they are obliged to work together locally with inter-sectorial cooperation. This is handled differently according to local possibilities and traditions.

10.4 Which policies promote for the provision of broad and varied access to adult literacy education?
The national education policy and the national employment policy.

10.5 How are the motivation, interests and needs of adults taken into account in the policy-making processes?
The council of VEU (VEU-rådet) advises the Minister of Education on policies and initiatives. The council consists of representatives from the institutions, employers and employees.

10.6 Does government promote adult literacy in its lifelong learning policy?
Yes, very much, both through the Ministry of Education and the Ministry of Employment. Lifelong learning is present as a fundamental value and principle in both policy and discourse.