LITERACY IN GERMANY

COUNTRY REPORT
ADULTS

March 2016

Main authors

A Performance in Literacy:

Professor Anke Grotluschen, Klaus Buddeberg, Sophie Koch (*University of Hamburg*)

B Literacy Policy:

Monika Tröster, Beate Bowien-Jansen, Dr. Veronika Zimmer (*Deutsches Institut für Erwachsenenbildung – Leibniz-Zentrum für Lebenslanges Lernen e.V. / German Institute for Adult Education – Leibniz Centre for Lifelong Learning*)

Report edited by Jenny Litster and David Mallows (*UCL Institute of Education*)

Coordinator of the ELINET-Project

University of Cologne

Prof. Dr. Christine Garbe
Institut für Deutsche Sprache und Literatur

Richard-Strauss-Str. 2
50931 Köln – Cologne
Germany

christine.garbe@uni-koeln.de

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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 Germany. 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.

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

1 Average Performance in Literacy

Germany performs slightly, but significantly worse than the EU-17 average of 271, scoring an average of 270.

Table 1.1 Average Literacy Performance

	Average	Standard Error
Germany	**270**	0.9
EU-17	271	-

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

The lowest 10 percent of German participants perform significantly worse than the lowest 10 percent of the EU-17 average. On the other side, the best 10 percent of German participants perform slightly but not significantly better than the best of the EU-17 average. Accordingly, the gap between top and bottom performers is 122 points in Germany, wider than the EU-17 average of 117.

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

Table 1.2 Spread of Literacy Achievement

	10th Percentile	Standard Error	90th Percentile	Standard Error	Gap 10th-90th
Germany	**206**	2.03	328	1.46	**122**
EU-17	210	0.49	327	0.33	**117**

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

2 Gaps - Low Literate Population

2.1 Language

Migration has no causal relation with literacy in PIAAC. 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. 41% of Germans with a different native language scored at or below Level 1 compared to only 15% 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

	Test language **not same** as native language	Std. Error	Test language **same** as native language	Std. Error
Germany	**41 %**	2.84	15 %	0.77
EU-17	34 %	0.79	14 %	0.17

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

2.2 Age

The percentage of Germans scoring at or below Level 1 increases with age: from 13% among the age group 24 and below to 24% among those aged 55 plus. The overall impression of these data shows that in Germany, age seems to matter a bit less than in other countries. In the age group of young adults (24y or less) the share of Level 1 or below performers is lowest (13%).

Table 2.2 Age at Level 1 or below

Age	Germany	Std. Error	EU-17	Std. Error
24 or less	13 %	1.46	12 %	0.33
25-34	14 %	1.38	12 %	0.32
35-44	15%	1.32	14 %	0.32
45-54	**21 %**	1.48	18 %	0.36
55 plus	24 %	2.17	25 %	0.41

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

2.3 Gender

In the EU-17 average there are no significant differences between men and women, but in Germany there are. 17% of men and 19% of women scored at or below Level 1. The comparable figures for the EU-17 average are nearly 17% of men and 16% of women.

Table 2.3 Gender at Level 1 or below

	Male	Std. Error	**Female**	Std. Error
Germany	17 %	1.04	**19 %**	1.11
EU-17	17 %	0.23	16 %	0.22

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

2.4 Family

In Germany 17% of those living with spouse or partner scored at or below Level 1 compared to 18% of those living alone. The comparable figures for the EU-17 average are 16% and 15%.

Table 2.4 Living with spouse or partner among those who scored at Level 1 or below

	Living with spouse or partner	**Percent**	Std. Error
Germany	Yes	17 %	0.93
	No	**18 %**	1.51
EU-17	Yes	16 %	0.21
	No	15 %	0.31

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

2.5 Employment

15% of the employed in Germany perform at or below Level 1, as do 28% of the unemployed, and 27% who are out of the labour force. The international comparison reveals that in Germany unemployed participants and those out of the labour force are less literate than the EU-17 average (28% vs. 22% - 27% vs. 24%).

Table 2.5 Employment at Level 1 or below

	Employed	Std. Error	**Unemployed**	Std. Error	**Out of the labour force**	Std. Error
Germany	**15 %**	0.79	**28 %**	3.73	**27 %**	1.82
EU-17	13 %	0.19	22 %	0.80	24 %	0.36

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

	Writing Skills				Reading Skills			
	at Home		at Work		at Home		at Work	
	Index of Use	Std. Error	Index of Use	Std. Error	Index of Use	Std. Error	Index of Use	Std. Error
Germany	**2.15**	0.01	**2.05**	0.02	**2.28**	0.02	**2.09**	0.02
EU-17	1.99	0.00	1.95	0.00	2.02	0.00	1.97	0.00

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

With regard to their use of *reading skills at home* adults in Germany perform significantly better than EU-17 average. They also differ significantly and positively from the EU-17 average for use of *reading skills at work*. Use of *writing skills at home* and *at work* also differ significantly and positively from the corresponding EU-17 average, demonstrating that adults in Germany use their literacy skills 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 Germany as in the rest of the EU countries that took part in PIAAC.

In Germany there is a significant difference of 32 points between those reporting that neither parent attained upper secondary and those reporting that at least one parent attained secondary education (236 vs. 268). Furthermore, those reporting that at least one parent completed tertiary level education perform significantly better than those whose parents attained secondary (289 vs. 268). The gap between those reporting lower parental education and those reporting higher parental education (53) is much wider than the EU-17 gap (41).

These results suggest that the higher the parental level of education the better the literacy performance.

Table 4.1 Literacy Proficiency by Parents´ Education

	Lower Secondary or Below	Std. Error	At least one parent secondary/ post-secondary	Std. Error	At least one parent Tertiary	Std. Error	Gap
Germany	**236**	2.87	**268**	1.20	**289**	1.36	**53**
EU-17	253	0.38	277	0.32	294	0.44	**41**

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 (a common measure of cultural capital). In Germany, 58% of adults report having fewer than 100 books at home. On average these achieve 256 points in PIAAC, 34 points worse than the German adults reporting that they have more than 100 books at home (256 vs. 290). This gap is wider than the EU-17 average (34 vs. 31). Distribution on average across the EU-17 countries is similar. However, those Germans with fewer than 100 books perform significantly worse than the comparable EU-17 group (256 vs. 259).

Table 4.2 Books at Home

	Average score of those with **fewer than 100 books**	Percent of Population	Std. Error	Average score of those with **more than 100 books**	Percent of Population	Std. Error	Gap
Germany	**256**	58	1.05	290	42	1.20	**34**
EU-17	259	60	0.25	290	40	0.28	**31**

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

4.3 Language

In Germany, there are 3 percent points more adults reporting that the test language is not their native language than on average across EU-17 countries. These adults, who don´t speak German 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 (238 vs. 274).

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

Table 4.3 Native Language

	Language of the Test and Native Language						Gap
	Same			Not Same			
	Mean	Std. Error	%	Mean	Std. Error	%	
Germany	274	0.96	88	**238**	2.28	12	**36**
EU-17	274	0.19	91	246	0.91	9	**28**

The distribution in Germany of native-speaking and non-native-speaking participants is similar to the EU-17 average. Those German participants whose native language is the *same* as the test language perform on the same score as does the EU-17 average (274). Those whose native language is *not the same* scored *significantly worse* than the average across EU-17 countries (238 vs. 246). Accordingly, the German gap between the native and non-native speakers is 36 points, much larger than the comparable EU-17 average (28 points).

5 Participation in Adult Education - Low Literate Population

In Germany the rate of participation in formal or non-formal adult education by adults at Level 1 or below is the same as on average across the OECD-Countries (31%).

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

	Participation Rate	Standard Error
Germany	31 %	2.1
OECD-Average*	31 %	0.5

*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

	Open or distance education		Seminars or workshops		Private lessons		On the job training	
	Level 1 or Below	Level 4/5	Level 1 or Below	Level 4/5	Level 1 or Below	Level 4/5	Level 1 or Below	Level 4/5
Germany	-	11 %	9 %	40 %	7 %	16 %	17 %	48 %
OECD-Average*	6 %	16 %	9 %	37 %	8 %	17 %	17 %	42 %

*see above

Adults in Germany performing at Level 1 or below are less likely to participate in all four types of non-formal education than those performing at level 4/5. For seminars or workshops and private lessons the pattern is similar to the EU-17 average. In open or distance education German adults participate less often than average in EU-17 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?

The area of adult basic education has been an educational focus in Germany since the 1970s. As simple workplace practices began to be replaced by new technologies, and unemployment increased rapidly, the problems caused by low literacy skills among the adult population became more apparent. In order to not lose out in the employment market, many people were faced with having to deal with their problems in reading and writing. This led to the creation of the first literacy courses at various educational institutions, as well as educational initiatives.

In Germany, instead of "literacy provision", the term "Learning reading and writing" is used, with 1-4 used to refer to different levels from beginner to advanced.

Standard course offerings now also include "Numeracy", "Writing on the PC", or "Internet Competence". With respect to the subject of communication, there are courses like "Making Myself Understood – Asserting Myself", "Listening – Speaking – Reading" or "Dealing with Officials with Confidence". "English in the Area of Basic Education" has also established itself. Additional courses along more creative lines include open reading and writing workshops, writing days and creative writing, or yoga and writing. Educational holidays as well as summer courses and also writing days or writing weekends – some with childcare – have been offered at some institutions for several years. In addition to the relevant topics, creative writing has become especially important (see Tröster, 2011).

1.2 How is adult literacy provision funded?

Although the field of literacy and basic education has been developing continuously since the 1980s, there is no nationwide regulation to provide courses. Based on the federal structure in the Federal Republic of Germany, the areas of responsibility of the federal and state governments are clearly delineated. The Federal Ministry of Education and Research is only able to fund innovative research projects in the area of basic education and literacy. This has happened repeatedly from the beginning of the literacy work to the present, but there is no substitute available for the appropriate general conditions. The federal states and municipalities are responsible for the creation of an infrastructure and the implementation of promising project results. This means that the course offerings, general conditions and infrastructure in the respective states are different (Tröster, 2005).

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

No, there is no statutory entitlement to literacy provision for adults.

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

Statistics on participation in Germany are based on data gathered by Adult Education Centres (Volkshochschul-Statistik). In 2013 the rate of participation in the area "Basic education/school-leaving-qualification" was 30.652.[1]

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[1] Huntemann,H. & Reichart, E. (2014). Volkshochschul-Statistik. 52. Folge, Arbeitsjahr 2014, p. 30), available at http://www.die-bonn.de/id/31096 , accessed on 11.10.2015.

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?

The "Studie zum Umfeld funktionaler Analphabetinnen und Analphabeten" (Study of the Environment of Functionally Illiterate Adults) started in May 2013 (ends April 2016) and is connected to the leo.-Level-One Study, which states 7.5 million functionally illiterate adults in Germany aged between 18 and 64 years. This study focuses on the support environment and networks that those with low literacy skills need. It seeks to understand whether those who know adults with poor literacy can act as multipliers[2] and build bridges to further education. The study is run by the University of Hamburg and includes qualitative and quantitative strands. First results show that although functionally illiterate people get different kinds of support in various degrees from their environment, they very seldom transfer to the adult education system.[3]

Alpha-Panel is the short name of "Verbleibsstudie zur biographischen Entwicklung ehemaliger Teilnehmer/-innen an Alphabetisierungskursen – Interdependenzen von Schriftsprachkompetenz und Aspekten der Lebensbewältigung" (*Study of former participants in literacy courses - interdependencies of written language competencies and coping with life*) and was run by the Adult Education Association DVV in cooperation with the Universities of Berlin, Chemnitz, Frankfurt a.M., Hamburg and Hannover and the following results were published in 2010:

- In the area of the adult education centres (VHS) there are about 8500- 9000 literacy learners (first language) in every term. There are no results from the adult education system in general.
- These population numbers are a snapshot only and not indicative of longer trends.
- The majority of learners were the same persons, registered in every term.
- One third of the participants are new ones.
- The literacy courses of the Adult Education centres can reach only about 11,500 participants a year.
- This number of participants has stayed constant for the last 15 years. No growth can be found and the real number of participants is small compared to the estimated total number of functionally illiterate adults.
- The participants of the courses offered by the Adult Education Centres seem to be a special part of the total number of all the persons concerned. Specific statements about the structure, competences, background of education, etc. could not be made. Further results were expected from the leo. - Level-One Study.

The study Sapfa "Sensibilisierung von Arbeitnehmern für das Problem des funktionalen Analphabetismus in Unternehmen" (*Awareness raising among Employees of literacy problems in companies*) is run by the Stiftung Lesen (Foundation Reading) and researches the vocational environment, especially the industries of hotel and catering; construction; cleaning; transport; manufacturing; storage; gardening; retail, caretakers. In essence, the research is a qualitative

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[2] Multipliers are people who know adults with low literacy who can support their learning. They may, for example, be a colleague, a good friend, or a family member, but also social worker, or volunteers.
[3] Universität Hamburg. Das mitwissende Umfeld funktionaler Analphabetinnen und Analphabeten, available at: http://blogs.epb.uni-hamburg.de/umfeldstudie/ (accessed November 24, 2014); Alphabund. Umfeldstudie – Studie zum mitwissenden Umfeld funktionaler Analphabetinnen und Analphabeten, available at: http://www.alphabund.de/1865.php, accessed on 11.10.2015.

exploration of the climate of the enterprises in relation to the problem of literacy and their handling of employees with poor literacy.

Findings from this study show that, contrary to what is often assumed, the literacy problem is not in general a taboo. Functional illiteracy causes additional strain and related costs. The limits of workplace literacy should be worked out and used as a capability. Access, forms and strategies of addressing affected people should be developed in specific ways.

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

In Germany we do have "second-chance education". Basic skills learning measures can be a start for further trainings or courses which lead e.g. to a school leaving certificate.

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

In Germany a right to advice and guidance regarding educational opportunities does not exist. Guidance and advice for further education is required and it is an actual political issue. It is one of eight focal points of development in the "Strategy for Lifelong Learning in Germany" ("Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland")[4] and it is one requirement of the Circle of Innovation for further education (BMBF) (Innovationskreis Weiterbildung) but in reality, there is a gap in advice and guidance regarding educational opportunities and there is no right, in none of the Rights of Further Education of the Bundesländer. Providing this advice differs from region to region and mostly it depends on special projects, for example "Lernende Region" or "Lernen vor Ort" and it is always difficult to finance. In the area of vocational education (it underlies the legislation of the state and not the Länder) the Arbeitsagentur is dominating in advice and guidance.[5]

2 Quality monitoring

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

There is no inspection service to monitor the quality of adult literacy providers in Germany.

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

Quality assurance and development of the provisions of all kinds of adult education establishments are issues that have grown in importance over many years. From 1976 on, when the law to protect the quality of distance learning was signed, until today, a continuous and steady development of the essence and concept of quality in the field of Adult Education has taken place. The concept of quality

[4] BLK (2004). Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland. In: Materialien zur Bildungsplanung und zur Forschungsförderung, Heft 115, Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung. Bonn.
[5] Gnahs, D. (2012). Umsetzungsbarrieren und Umsetzungswege – Weiterbildungsberatung zwischen Wertschätzung und Unterfinanzierung. In: Gewerkschaft Erziehung und Wissenschaft (GEW), Österreichischer Gewerkschaftsbund (ÖGB), Zwiazek Nauczycielstwa Polskiego (ZNP) (eds.). Umsetzungstrategien für Weiterbildungsberatung, available at: http://www.forum-beratung.de/cms/upload/Vorhaben_dritter/Guidance_Dialogue_Umsetzungsstrategien_Weiterbildungsberatung_Handreichung_3.pdf, accessed on 11.10.2015.

was also caught up in the in the wave of professionalisation in the 1970s and 1980s. Increased efforts were made towards improvement of quality on all educational levels (macro-, meso-, and micro-didactic).

Quality standards are set e.g. by statutory rules in the continuing education laws of the Länder. These laws include quality standards as presumptions for any financial support.

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

There are no national benchmarks or standards for adult literacy performance. The progress of adults in reading and writing is monitored individually by teachers on literacy courses.

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

The quality standards set in the rules/laws of the Länder - the federal states - recommend some financial support, but there are no general or nationwide accountability measures. It differs from Länder to Länder, because of the federalism nature of the education system in Germany.

3 Literacy curricula/reading instruction

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

There is no national literacy curriculum for adults in Germany, but in 2012 the German Adult Education Association (Deutscher Volkshochschulverband-DVV) started to develop a "Rahmencurriculum" (framework curriculum) and the part for reading and writing was presented in October 2014. Based on the "Alpha-Levels" the curriculum is meant to support the trainers/teachers. The Alpha-Levels were also basic for the leo.- Level One Study, which was the first to calculate the real number of functionally illiterate people in Germany. Therefore they are well known, have authority and they are suitable as a basic principle for the curriculum. The materials for the teachers/trainers include: an introduction in the basics of German orthography, a summary of the rules of German orthography, a frame curriculum with a description of competence levels and a guideline for lessons including four levels of basic language competences according to the Alpha-Level.[6].

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

There is no accepted methodology for teaching of literacy to adults in general but there are – due to experiences in the field since 1980 – certain agreements. The main principles are empowerment of learners, learner centred approaches, focusing on daily life situations and learning counselling.

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[6] (DVV (2014). DVV-Rahmencurriculum Schreiben, available at http://www.grundbildung.de/fileadmin/redaktion/ pdf/Unterricht/Schreiben/Rahmencurriculum/Rahmencurriculum_Schreiben_komplett.pdf, accessed on 11.10.2015.

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

There are specific learning conditions in order to support the diversity of learner groups and learning needs e.g. small groups (up to eight learners), learning counselling, and individual support. Learning materials are diverse in order to meet different learning needs.

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

From 2007 -2012 the Federal Ministry of Education and Research (BMBF) funded the programme "Research and Development for Literacy and Adult Basic Education", a core area of which focused on workplace literacy. Since 2012 there has been a specific BMBF-Programme "Workplace orientated Literacy and Adult Basic Education" (duration 2012-2015). Since 2007 there have been projects and programmes of workplace literacy.[7]

4 Screenings/assessments/support

4.1 How are adults with literacy needs identified?

There are several approaches and attempts for identifying adults with literacy needs – see e.g. the studies mentioned under 1.5.

Furthermore there are multipliers in public bodies, authorities or social services who are able to approach potential learners. In addition, friends, colleagues, neighbours of family members who are aware of the needs are important in order to inform and advise about literacy courses.

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

There is no special tool to recognise and validate adults' literacy knowledge and skills. But data on knowledge and skills can be gathered by the ProfilPASS, an instrument to recognise key competences in addition to professional skills based on self-reflection and self-evaluation. This tool is often used by people in vocational or private situations of transition or change. It helps to describe their position and to frame goals. This ProfilPASS is accompanied by special training and advice and guidance.[8]

4.3 Are there any standard tests to assess literacy needs or learning progress in literacy programmes?

The project lea.-Literalitätsentwicklung von Arbeitskräften (development of literacy in the workforce) was funded by the BMBF and completed in 2010. A workplace oriented diagnostic instrument for adult literacy was developed. The project considers young people, looking for profession/vocation, educationally disadvantaged adults, people who need support in special needs education, diagnostic and analysis of competences (in vocational areas), self-, peer- and e-assessment. They developed items and exercises based on the alpha-levels to measure competences.[9]

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[7] For further information, see www.alphabund.de/, accessed on 11.10.2015.
[8] Bosche, B. & Seusing B. (2014). Der ProfilPASS in Unternehmen. Ein Leitfaden für die Praxis, available at http://www.die-bonn.de/doks/2014-kompetenz-01.pdf , accessed on 11.10.2015.
[9] Universität Hamburg & Universität Bremen. Die lea.- Diagnostik, available at http://blogs.epb.uni-hamburg.de/lea/die-lea-diagnostik/ , accessed on 11.10.2015.

4.4 How are adults with dyslexia identified and supported?

There are no systematic measures to identify and support adults with dyslexia. For those looking for support and guidance there is for example a federal association, the "Bundesverband Legasthenie und Dyskalkulie e. V.".[10]

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?

The integration course consists of a language course and an orientation course. The language course comprises a total of 600 lessons on the general integration course, and up to 900 lessons on special courses.[11]

The language course covers important aspects of everyday life, e.g.
- shopping/trade/consumption
- housing
- health and hygiene/human body
- work and career
- continuing and further education
- educating and raising children
- leisure time and social interaction
- media and media use.

The orientation course takes 60 hours to complete. The orientation course includes content such as:
- the German legal system, history and culture
- rights and obligations in Germany
- ways of co-existing in society
- important values in German society, e.g. freedom of worship, tolerance and equal rights.

Special types of course: People learn best when grouped with others who are in the same situation. This is also true for integration courses. This is why special integration courses are also available in addition to the General Integration Course.
- Integration course including literacy skills
- Integration course for women
- Integration course for parents
- Integration course for young adults
- Catch-up course
- Intensive course (BAMF; see Zimmer, 2013)

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[10] For further information, see http://www.bvl-legasthenie.de/ , accessed on 11.10.2015.
[11] Zimmer, 2013; Herre, P. (2013). Inclusive education and intercultural opening. LLine. Issue 3/2013. http://www.lline.fi/en/article/policy/1332013/inclusive-education-and-intercultural-opening, accessed on 11.10.2015.

"German for professional purposes: The ESF-BAMF programme: As part of its ESF-BAMF programme, the Federal Office for Migration and Refugees (BAMF) offers courses in "German for professional purposes" free of charge to people with an immigrant background. The courses combine *German lessons, professional qualifications* and the option of finding out more about a trade or profession through *work placements*." (BAMF)

5.2 Who pays for this provision?

"The participants must pay €1,20 for every lesson of the integration course (Contribution to costs). The remainder of the cost is covered by the Federal Office for Migration and Refugees. If the participants receive unemployment benefit II (*Arbeitslosengeld II*) or social assistance (*Sozialhilfe*), they can apply for exemption from the costs." (BAMF)

5.3 Does this provision employ specialist teachers?

Only teachers who have been specially trained may teach on integration courses. They are accredited by the Federal Office for Migration and Refugees.

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

Special types of courses: Integration course including literacy skills

"As part of ESF-BAMF programme, the Federal Office for Migration and Refugees (BAMF) offers courses in 'German for professional purposes' free of charge to people with an immigrant background. The courses combine *German lessons, professional qualifications* and the option of finding out more about a trade or profession through *work placements*."[12]

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

"On a literacy course...
- attendees learn during the 960 lessons that they too can successfully learn to read and write (if they fulfil certain conditions, a further 300 lessons are also available).
- learning takes place in small groups. This means that the teacher has more time for each attendee.
- the participants learn what helps them to learn, as well as learning how to help themselves and each other to make progress.
- the attendees find out more about themselves and discover that they can also play an active role in society.
- attendees learn how to use a textbook so that they can attend other German courses later or can continue to learn alone." (BAMF)[13]

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[12] (BAMF (Bundesministerium für Migration und Flüchtlinge) (Federal Office for Migration and Refugees) (2013). Integration courses – what are they?, available at http://www.bamf.de/EN/Willkommen/DeutschLernen/ Integrationskurse/integrationskurse-node.html, accessed on 11.10.2015.

[13] For further information, see Zimmer, V. (2013). Anspruch und Wirklichkeit von Integrationskursen im Lichte erwachsenenpädagogischer Forschung [Expectations and reality of integration courses in light of adult education research] available at http://d-nb.info/1031390162/34, accessed on 11.10.2015.

6 Reading environments to stimulate reading motivation

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

Reading promotion for adults usually addresses people with low literacy. But there are schemes that promote reading for pleasure for adults similar to the schemes that promote reading for pleasure for children and adolescents. Bookshops, libraries and local cultural institutions host a lot of events like reading and literature festivals. However these events tend to attract those who already enjoy reading.

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

Local events like Münchner Bücherschau[14], Poetenfest (Erlangen)[15], Blätterrauschen (Nürnberg)[16], LesArt (Fürth)[17] or even Leipzig liest (Leipziger Buchmesse) are often hosted by local reading networks. These networks consist of public libraries, cultural institutions, bookshops and publishing houses. Events like #bookupDE incorporate social media as an important part of addressing people and reporting about the event.[18]

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

"Vorlesen in Familien" is an early literacy and social programme of the Phantastische Bibliothek Wetzlar. Trained volunteer reading helpers visit families (most of them with a migrant background or on social welfare) in their home, reading to and with them. They counsel parents and help children with special educational needs. Parents with low literacy are attracted by the picture books with less text.[19]

The Stiftung Lesen (Reading Foundation) starts with "Lesestart" another campaign in the area of family literacy (this is the German adaption of the UK's "Bookstart" programme). Parents get support to improve their children's reading for pleasure. In a lot of projects and events they can get training in how to read to their children and they get useful information about quality criteria of children's books.[20]

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[14] http://www.muenchner-buecherschau.de , accessed on 11.10.2015.

[15] http://www.poetenfest-erlangen.de , accessed on 11.10.2015.

[16] http://www.kulturkellerei.de/kulturkellerei/programm.htm , accessed on 11.10.2015.

[17] http://www.fuerth.de/Home/Leben-in-Fuerth/kultur/LESEN/LESEN-2014.aspx, accessed on 11.10.2015.

[18] Bücherkinder. Leben – Lesen – Lachen. Kunterbuntes Leben zwischen Buchdeckeln und Familie, available at http://lesenlebenlachen.de/2014/07/was-ist-eigentlich-ein-bookup , accessed on 11.10.2015.

[19] Phantastische Bibliothek Wetzlar. Vorlesen in Familien. http://www.phantastik.eu/bildung/vorlesen-in-familien , accessed on 11.10.2015.

[20] Stiftung Lesen. Lesestart. Die Meilensteinen für das Lesen. http://www.lesestart.de , accessed on 11.10.2015.

7 Digital environments/use of technology in education

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

Nearly ten years ago the first attempts were made in Germany to establish New Technologies in the context of Adult Basic Education (Literacy, Numeracy and German as second language). Digital skills are connected with literacy and numeracy and together they are necessary to cope with everyday life.

Over the past decade a number of projects and developments have implemented new technologies in adult literacy delivery, but in Germany there is no comprehensive, unified and general learning-offer to train media competences, except the learning portal of the German Adult Education Association (DVV) "Ich-will-lernen.de" (I-want-to-learn).

The use of new media and/or the internet depends on the initiative and resources of the local adult education centres and so there are often digital gaps, because the digital equipment as well as the teachers' qualification and competences in e-learning delivery are missing.

Adult learners can improve their digital skills in combination with literacy/numeracy competences by using a learning portal, learning games, special learning software in various learning arrangements, most recommended is the use of blended learning.[21]

7.2 Which population groups are excluded from access to ICTs?

To date, specific research on exclusion from access to ICTs has not taken place in Germany. Statistical surveys like Eurostat report that in 2011 80% of the German population had internet access. This number is slowly increasing; in 2013 it was nearly 84% (Eurostat, 2011; 2013).

Although teachers and trainers often attest that ICT is of most appeal to young people, the real experience in the projects shows that older people are also very interested in training and increasing media literacy.

7.3 Are there any web-based programmes for adults to improve their literacy & numeracy skills?

There is one web-based programme in adult literacy delivery in Germany, the learning portal "Ich-will-lernen.de" [I-want-to-learn] run by the German Adult Education Association (DVV). It was launched at the end of 2004. There are various applications of this platform, it can be used to support face-to-face-learning lessons as blended learning, but it can also be used individually and anonymously. The development and expansion of this e-learning-portal has gone further, and today it includes numeracy delivery and financial literacy delivery. It provides free learning materials to increase the users' literacy skills and basic education and offers exercises to promote the learners' employability and ability to obtain a school leaving certificate. In August 2013 the new portal "Ich-will-Deutsch-lernen.de" [I want

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[21] See Tröster, M. (ed.) (2005). Neue Medien bewegen die Grundbildung: Lernprogramme - Konzepte - Erfahrungen. Bonn: Deutsches Institut für Erwachsenenbildung, available at http://www.die-bonn.de/esprid/dokumente/doc-2005/troester05_01.pdf , accessed on 11.10.2015.

to learn German] was launched to support the learning of German as second language (Kellershohn/Wilhelm 2006).

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

Some of the bigger adult education centres have special computer-rooms and are well equipped with new technologies and internet access. But there are also a lot of smaller institutions, which have not got the necessary resources.

The Adult Education Centre of Braunschweig, for example, has established portable learning arrangements to address and focus on target groups of learners who would not enrol on traditional courses in the adult education centres. Using new technology in literacy can build bridges to learners, who are traditionally harder to reach because they do not join either literacy delivery or traditional computer courses. Working with new technology is fun and the learning success is motivating, so this can be the first step to more education and increased social participation and inclusion. They have been successful in offering PC-Learning for young mothers at the primary school their children visit. Most of them are educationally disadvantaged and they could train their computer competences as well as literacy and numeracy (Hock 2011, (Schneider/ Schuster 2011).

The use of mobile devices in learning is becoming more important, because nearly 96% of the world's population is using mobile phones. So mobile phones and other mobile devices affect and change the daily life communication. It is necessary to make use of the learners' media competences and to train them for their literacy learning and language learning. One project using mobile devices is in progress:"DAZ – Alphabetisierung" [German as second language delivery in combination with literacy]. Mobile devices offer a lot of advantages like maximal flexibility, addressing various channels of perception and as an authentic communication tool. They are multifunctional, variously usable ("all in one") and easy to handle. If the financial resources of the learning centres do not allow the necessary equipment, it is possible to offer a "bring-your-own-device", a very cost effective alternative for the institution (Feick/ Nestler 2014).

8 Teachers

8.1 What are the professional roles within adult education?

There are different roles, and different competences are needed. Professionals in the field of adult education have to organise/manage, to facilitate, to teach and to counsel.

In comparison to school teachers, the profession of adult educators is not very well recognised.

8.2 What are their working conditions?

See 8.4.

8.3 How do salaries compare to the national average?

The net income of employees is 1,680 Euro per month on average. In comparison to that professionals in adult education earn less: 1,320 Euro (Martin/Langemeyerb 2014).

In evaluating the income of personnel in continuing education, it must be taken into account that 74% are self-employed. A mere 14 % are employees subject to social insurance contributions, 10% are volunteers and 3% are in different forms of employment including civil servants.[22] Based on this structure, most studies dealing with teachers' wages in continuing education cover the income of freelancers. An overview of incomes in the field of education and continuing education (which is not representative) is given by the mediafon database.[23] Mediafon is a trade union advice centre for self-employed workers. The last analysis summarises 186 single fees from 2010 and 100 fees from 2011. As in previous years, most fees (64%) are not higher than 20 Euros per unit (45 minutes). Only 19.6% of the fees were higher than 25 Euros per unit.

It is important to mention that the freelancers are not paid for preparing lessons, and have to pay their own insurances, absence due to illness and holiday. Therefore, many freelancers in the continuing education sector are in a very precarious financial situation. In the last few years, this has been a subject of debate in Germany with calls for a minimum wage for the further education sector.

8.4   What are the statutory qualification requirements?

There are no statutory qualification requirements.

8.5   What are the entry requirements for ITE?

There is no ITE as such.

9   Teacher education

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

There are no statutory qualification requirements for adult literacy teachers.

9.2   Are there specialist qualification routes for adult literacy teachers?

There are several initiatives and options for adult literacy teachers.

The "Master of Arts in Adult Literacy Development and Basic Education", offered by the University of Education Weingarten, is the first academic-based qualification (further education) in adult literacy and basic skills in Germany. It contains part-time studies (4 semesters) including attendance-based lessons and individual learning.

The admission requirements for this course are:

- A first degree in teaching or a degree in pedagogy, psychology, sociology or social pedagogy/social work (with a minimum of 240 ECTS).
- Relevant working experience in the area of adult literacy development and basic education or related areas (with a minimum duration of one year)

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[22] WSF 2005, p. 14; available at http://www.bmbf.de/pubRD/berufliche_und_soziale_lage_von_lehrenden _in_weiterbildungseinrichtungen.pdf , accessed on 11.10.2015.

[23] For further information, see www.mediafon.de , accessed on 11.10.2015.

Modules are offered in the following five competence areas: basics in adult literacy development and basic education; adult education; professional and diagnostic competences; competences of guidance, and networking and scientific work. The course incurs fees of 1,000 € per semester.

Modules "Basic Qualification Adult Literacy / ProGrundbildung (Basic Education)"
- Module 1: Approaches in literacy and basic skills
- Module 2: Supporting literacy development
- Module 3: Heterogeneous groups
- Module 4: Guiding and supporting learning processes
- Module 5: Digital media [new, optional module]
- Module 6: Supporting numeracy development and economic basic education [new, optional module]
- (Peer consulting and reflection of practice) [no longer offered]
- (Thesis and colloquium) [no longer compulsory]

In addition, there are single qualifications mainly offered by the Länder Associations of Adult Education Colleges [Landesverbände der Volkshochschulen], The Federal Literacy Association [Bundesverband Alphabetisierung und Grundbildung e.V.] and adult education colleges.

9.3 What are the entry requirements for Initial Teacher Education?

See 9.6.

9.4 Who pays for training?

There are different ways of funding:
- The government finances different projects to enhance the professionalism of educators/facilitators in adult literacy education and in basic skills.
- The Länder Associations of Adult Education Colleges [Landesverbände der Volkshochschulen] pay (partially) for trainings.
- Organisations of adult education pay (partially) for trainings.
- Teachers pay for their training partially or in total.

9.5 Is there a curriculum for initial teacher training?

There are no national curricula.

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

There are optional modules.

9.7 What is the length of the required training?

There is no required training.

9.8 Is there a curriculum / quality standards?

There are no curriculum or quality standards.

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

There is no continuous professional development.

9.10 What is the take-up among teachers?

N/A.

9.11 Who delivers this training?

N/A.

9.12 How is quality assured?

N/A.

10 Policy-making

10.1 Who is involved in policy-making for adult literacy education?

Based on the federal structure in the Federal Republic of Germany, the areas of responsibility of the federal and state governments are clearly delineated. The Federal Ministry of Education and Research is only able to fund innovative research projects in the area of basic education and literacy. This has happened repeatedly from the beginning of the literacy work to the present, but there is no substitute available for the appropriate general conditions. The states and municipalities are responsible for the creation of an infrastructure and the implementation of promising project results (see 1.1.)

In Germany we do have a "National Strategy for Literacy and Basic Skills" initiated by the Federal Ministry of Education and Research (BMBF) and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in 2011. The federal government and the federal states are supported by stakeholders and relevant players in the field. This strategy includes elements of workplace literacy.[24] The initiative is very successful because the federal states are very engaged.[25]

From 2007 -2012 the Federal Ministry of Education and Research (BMBF) funded the programme "Research and Development for Literacy and Adult Basic Education" and a core area was about workplace literacy. Since 2012 there is a specific BMBF Programme "Workplace orientated Literacy and Adult Basic Education" (duration 2012-2015). Since 2007 there have been projects and programmes of workplace literacy.[26]

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[24] Bundesministerium für Bildung und Forschung (BMBF) (2012). Vereinbarung über eine gemeinsame nationale Strategie für Alphabetisierung und Grundbildung Erwachsener in Deutschland 2012 – 2016, available at http://www.bmbf.de/pubRD/NEU_strategiepapier_nationale_alphabetisierung.pdf, accessed on 11.10.2015).

[25] Kultusministerkonferenz. Berichterstattung der Länder über die im Rahmen der Nationalen Strategie zur Alphabetisierung und Grundbildung Erwachsener in Deutschland 2012 – 2016 ergriffenen Maßnahmen, available at http://www.kmk.org/fileadmin/pdf/Bildung/AllgWeiterbildung/ Nationale_Strategie_Alphabetisierung-Bericht_2012.pdf , accessed on 11.10.2015.

[26] For further information, see www._www.alphabund.de/ , accessed on 11.10.2015.

10.2 How is inter-sectoral and interministerial cooperation promoted and coordinated?

See 10.1.

10.3 What financing mechanisms exist that facilitate inter-sectoral cooperation?

See 10.1.

10.4 Which policies promote for the provision of broad and varied access to adult literacy education?

The Federal Ministry of Education and Research funds a nationwide awareness raising campaign "Reading and Writing – My Key to the World" on TV and billposting as well as regional events in order to promote adult literacy education.

10.5 How are the motivation, interests and needs of adults taken into account in the policy-making processes?

Literacy learners are lobbying for themselves and they become more visible and powerful in public. There are e.g. campaigns, events and literacy ambassadors in order to promote literacy.

As a result of the national strategy (see 10.1) there are networks and round table activities with stakeholders in the federal states as well as in cities and regions in order to strengthen the field of literacy.

10.6 Does government promote adult literacy in its lifelong learning policy?

The government promotes and funds adult literacy programmes as already described, as part of its lifelong learning policy.

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