



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)**

**National progress report submitted by
the Government of Germany**

This report is submitted on behalf of the Government of Germany in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Deutsches Institut für Erwachsenenbildung - Leibniz-Zentrum für Lebenslanges Lernen e.V. (DIE) German Institute for Adult Education - Leibniz Centre for Lifelong Learning
Submission date	30.03.2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

The information provided in this report is gathered by the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE).

The DIE is an extramural research institute financed by the German Government and the Governments of the Federal States as well as an infrastructural institution which serves as a competent service partner for all institutions in the field of adult education and lifelong learning. The institute's research activities contribute to the development and networking in adult education on a national and international scale. The German Institute for Adult Education's socio-political focus is on the development and advancement of adult education in order to improve personal involvement, social participation and employability for the adult population in Germany.

In accordance with its mandate, the DIE's services focus on two main targets: combining science and research of adult education and supporting them by supplying data and information as well as conducting research and development.

The DIE's research activities cover all areas of continuing education: adult learning processes, didactic design of programmes, staff, continuing education institutions, and financial, political and legal aspects of the continuing education system. The DIE also picks up on current problems and issues.

The DIE's service activities are the cornerstones of an academic infrastructure in the field of continuing education in Germany. This infrastructure includes statistical services, a specialised library, publications as well as research programmes for the conservation and maintenance of the subject-based memory. These are also continuously developed according to current needs.

This report is based on the broad knowledge focused in the institute's structures and compiled by the

intitute's experts in adult education. Some passages are taken over from the last Confintea-report "The Development and State of the Art of Adult Learning and Education" (ALE) published in 2008.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of adult education?</p> <p><i>If Yes, please provide it in the space below:</i></p> <p>Based on a definition provided by the German Education Council in 1970, continuing education is understood as the “necessary and lifelong complement to initial education (...), as the continuation or recommencement of organised learning following completion of a training phase of whatsoever length” (Deutscher Bildungsrat 1970: Strukturplan für das Bildungswesen. Stuttgart, p.197).</p> <p>In contrast to the situation in many other countries, trainees and students in higher education on a national level are not counted as being in adult learning and education/continuing education. A distinction is made, also with regard to the support provided, between continuing vocational training and continuing education of a general, political or cultural nature.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?</p> <p><i>If Yes, please provide them in the space below:</i></p> <p>The definition in the context of the national Lifelong Learning Strategy from 2004:</p> <p>“ Lifelong learning is defined as including all forms of learning - whether formal, non-formal or informal - taking place at different learning sites and extending from early childhood into retirement. ‘Learning’ is understood to mean the constructive conversion of information and experience into knowledge, insights and skills.” URL: www.blk-bonn.de/papers/volume115-english.pdf</p> <p>Moreover, there may be further formulations at the level of the Federal States.</p> <p>References:</p> <p>- BLK Bund-Länder-Kommission (2004): Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland. URL: www.blk-bonn.de/papers/heft115.pdf [English version: Bund-Länder Commission for Educational Planning and Research Promotion: Strategy for Lifelong Learning in the Federal Republic of Germany, p. 11. URL: www.blk-bonn.de/papers/volume115-english.pdf]</p> <p>- Empfehlungen des Innovationskreises Weiterbildung für eine Strategie zur Gestaltung des Lernens im Lebenslauf. URL: www.bmbf.de/pub/empfehlungen_innovationskreis_weiterbildung.pdf</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy?</p> <p><i>If Yes, please provide it in the space below:</i></p> <p>In Germany does not exist an official direct definition of literacy, but a definition of illiteracy. In the context of the study „leo. – Level-One Studie“, the following scales of functional illiteracy were defined:</p> <p>“Illiteracy in the strictest sense of the word (...) is when people can read, understand and write single words – but not whole sentences. People affected</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>also have to read standard words letter by letter.“</p> <p>“Poor writing skills – despite the command of standard vocabulary – (...) [are given] when at sentence and text level, even with commonly used words, people read and write slowly and/or with mistakes. There is no sufficient command of spelling, in the form taught until the end of primary school. People concerned often typically avoid reading and writing.”</p> <p>The term of “Functional illiteracy (...) is used when people can read or write single sentences, but not continuous text – even if it is brief. Due to their limited written language skills, people affected cannot properly deal with everyday requirements of life in society. For example, even if they do simple jobs they cannot read written instructions.”</p> <p>URL: http://blogs.epb.uni-hamburg.de/leo/files/2011/12/leo-Press-brochure15-12-2011.pdf</p> <p>The definitions above follow the definition of Alphabund, which mainly focuses on the relationship between written language and minimal knowledge people need in society:</p> <p>“Functional illiteracy exists when the written skills of adults are lower than those which are the minimum and considered a matter of course to cope with day-to-day requirements in society. [...] If a person cannot read one or several items of information directly contained in a simple text so that the sense is understood and/or is at a similar skills level when writing.”</p> <p>(URL: http://blogs.epb.uni-hamburg.de/leo/files/2011/12/leo-Press-brochure15-12-2011.pdf)</p> <p>Further references:</p> <p>Birte Egloff/Michael Grosche/Peter Hubertus/Jascha Rüsseler: Funktionaler Analphabetismus im Erwachsenenalter: eine Definition. In: PT-DLR Projektträger im Deutschen Zentrum für Luft-und Raumfahrt e.V. (2011): Zielgruppen in Alphabetisierung und Grundbildung Erwachsener. Bestimmung, Verortung, Ansprache. Bielefeld</p> <p>Study: lea. Literalitätsentwicklung von Arbeitskräften [Literacy development of human resources]. URL: http://blogs.epb.uni-hamburg.de/lea/</p>	
<p>1.2.1 Are other definitions used in practice? If Yes, please provide them in the space below:</p>	<p><input type="checkbox"/> <input checked="" type="checkbox"/></p>
<p>1.3 How is literacy data obtained in your country?</p> <p style="text-align: right;"><i>Please select the option(s) below</i></p> <p>National census</p> <p>School administrative data (years of schooling completed/primary certificate)</p> <p>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)</p> <p>Household surveys</p> <p>Other methodology (<i>please describe below</i>):</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p>New conceptual definition on literacy in place (for policy) <input type="checkbox"/></p> <p>New conceptual definition on literacy in place (for data collection only) <input type="checkbox"/></p> <p>New assessment of youth and/or adults' literacy skills <input type="checkbox"/></p> <p>Increase in the periodicity without significant conceptual changes <input type="checkbox"/></p> <p>Other changes (<i>please provide details below</i>): <input checked="" type="checkbox"/></p> <p>Before the survey „leo. – Level-One Studie“ was conducted, the International Adult Literacy Survey (IALS) was the relevant reference. A methodical change has been undertaken from the case study to the sampling. In future, Leo is planned to be repeated and connected to the Adult Education Survey (AES).</p> <p style="text-align: right;">Further references:</p> <p>Hartz, S./Schrader, J. (2008): Steuerung und Organisation in der Weiterbildung. Bad Heilbrunn. URL: http://tocs.ulb.tu-darmstadt.de/205658598.pdf</p> <p>Project: Monitor Alphabetisierung und Grundbildung. URL: http://www.alpha-monitor.de/</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p> <p>In the framework of the United Nations Literacy Decade (2003–2012), the Federal Ministry of Education and Research (BMBF) initiated the programme „Forschung und Entwicklung zur Alphabetisierung und Grundbildung Erwachsener“ (Research and development in the field of literacy and basic education for adults, 35 Mio. Euro, URL: www.bmbf.de/pub/konferenz_alphabetisierung_erwachsener_berlin.pdf and www.alphabund.de) In the framework of this funding programme, the study „leo. – Level-One Studie“ was conducted with the aim to define the dimension of functional illiteracy in Germany. Before, Germany participated in the International Adult Literacy Survey (IALS).</p> <p>For further information and references please see 1.2 and 1.4.</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p>(Regarding 1.3.): Direct testing was carried out in the study „leo. – Level-One Studie“ in 2010.</p> <p>The basis of the Level One Study is a random selection of people living in Germany and aged between 18 and 64. The random sample comprises 7,035 people and an additional random sample of 1,401 people who are at the lower end of the educational scale. The skills tests are carried out after a standard survey on various aspects of people's situations in life and attitude to further education (Adult Education Survey - AES 2010). All interviews carried out as part of the leo. study are computer-assisted personal interviews (CAPIs). The leo. study consists of several sections. After the questions in the Adult Education Survey, all 7,035 people received a puzzle booklet. The average interview times in the puzzle book were under 15 minutes. If the performance achieved after doing the puzzle book was too low, people were asked to fill in an Alpha booklet lasting about ten minutes.</p>	

A new round of the Level One Study is planned to be connected with the Adult Education Survey.

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<p>Policy measures/initiatives:</p> <p>Parts of the following section are taken over from the last Confintea-report "The Development and State of the Art of Adult Learning and Education" (ALE) (2008).</p> <p>1999 Adult Education/Lifelong Learning Programme „Schule-Wirtschaft/Arbeitsleben“ (BMBF/ European Social Fund, 1999-2007) URL: www.swa-programm.de/swa_programm.html</p> <p>2000 Adult Education/Lifelong Learning Programme „Lernende Regionen – Förderung von Netzwerken“ („Learning Regions – Providing Support for Networks“, 130 million Euros, BMBF/European Social Fund) URL: www.lernende-regionen.info/dlr/index.php</p> <p>2001 Adult Education/Lifelong Learning Programme „Lernkultur Kompetenzentwicklung“ (100 million Euros, BMBF/ European Social Fund, 2001–2007) URL: www.bmbf.de/de/406.php</p> <p>2001 Adult Education/Lifelong Learning Programme „Lebensbegleitendes Lernen für alle“ (BMBF; Part of it: Modellversuchsprogramm „Lebenslanges Lernen“) URL: www.blk-III.de/</p> <p>2001 Adult Education/Lifelong Learning Federal Ministry of Education and Research: Statement on the Memorandum on Lifelong Learning published by the EU Commission [Bundesministerium für Bildung und Forschung (BMBF): „Stellungnahme zum Memorandum der EU-Kommission über Lebenslanges Lernen“]</p>	
Adult education	<input type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>	2001	

Adult Education/Lifelong Learning
Kultusministerkonferenz (KMK): Vierte Empfehlung der
Kultusministerkonferenz zur Weiterbildung
URL:
www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2001/2001_02_01-4-Empfehlung-Weiterbildung.pdf

2004
Adult Education/Lifelong Learning
Bund-Länder-Kommission für Bildungsplanung und
Forschungsförderung (BLK) (2004): Strategie für Lebenslanges
Lernen in Deutschland. Materialien zur Bildungsplanung und zur
Forschungsförderung, Vol. 115
URL: www.blk-bonn.de/papers/heft115.pdf

2005
Adult Education/Lifelong Learning
Koalitionsvertrag zwischen CDU, CSU und SPD (2005):
„Gemeinsam für Deutschland – Mit Mut und Menschlichkeit.“
Berlin (11.11.2005)
URL: www.cdu.de/doc/pdf/05_11_11_Koalitionsvertrag.pdf

2007
Adult Education/Lifelong Learning
Bundesministerium für Bildung und Forschung (BMBF) (2007):
Wachstumspotential der Weiterbildung nutzen. Eckpunktepapier
zur Einführung des Weiterbildungssparens. Bonn/Berlin
URL:
www.bmbf.de/pub/Eckpunktepapier_Weiterbildungssparen.pdf

2007
Adult Education/Lifelong Learning
Innovationskreis Berufliche Bildung (2007): 10 Leitlinien zur
Modernisierung und Strukturverbesserung der beruflichen
Bildung. Empfehlungen und Umsetzungsvorschläge. Berlin
URL: www.bmbf.de/pub/IKBB-Broschuere-10_Leitlinien.pdf

2007
Adult literacy
BMBF funding programme „Forschung und Entwicklung zur
Alphabetisierung und Grundbildung Erwachsener“ (Research
and development in the field of literacy and basic education for
adults, 35 million Euros)
URL:
www.bmbf.de/pub/konferenz_alphabetisierung_erwachsener_berlin.pdf
www.alphabund.de

2008
Adult Education/Lifelong Learning
Abgeordneten Antrag im Deutschen Bundestag (2008):
Rahmenbedingungen für Lebenslanges Lernen – Weiterbildung
und Qualifizierung ausbauen und stärken. (05.03.2008)
Drucksache 16/8380
URL: <http://dip21.bundestag.de/dip21/btd/16/083/1608380.pdf>

2008
Adult Education/Lifelong Learning
Bundesregierung (2008): Aufstieg durch Bildung –
Qualifizierungsinitiative der Bundesregierung.
URL: www.bmbf.de/pub/qualifizierungsinitiative_breg.pdf

2008
Adult Education/Lifelong Learning
Bundesministerium für Bildung und Forschung (BMBF) (2008):
Empfehlungen des Innovationskreises Weiterbildung für eine
Strategie zur Gestaltung des Lernens im Lebenslauf.
URL:
www.bmbf.de/pub/empfehlungen_innovationskreis_weiterbildung.pdf

2009
Adult Education/Lifelong Learning
Programm „Lernen vor Ort“ (60 million Euros, BMBF/European
Social Fund, 2009-2012)
URL: www.lernen-vor-ort.info

2011
Adult literacy
Press release BMBF: „Bund und Länder planen
Grundbildungspakt für Alphabetisierung“ (28.02.2011)
URL: www.bmbf.de/press/3050.php

2011
Adult literacy
Press release BMBF: „Bund und Länder vereint im Kampf
gegen Analphabetismus“ (16.12.2011)
URL: www.bmbf.de/press/3199.php

2012
Adult literacy
BMBF funding programme „Arbeitsplatzorientierte
Alphabetisierung und Grundbildung Erwachsener“ (20 million
Euros)
URL: www.bmbf.de/foerderungen/17720.php

General Laws which concern, amongst others, further
education:

The Vocational Training Act (“Berufsbildungsgesetz” BBiG,
specifically BBiG § 1 Abs. 4, Abs. 5; BBiG § 3) and the Crafts
and Trade Code (“Handwerksordnung” HwO):

The Vocational Training Act (BBiG) deals with the proper
organization and implementation of vocational further training
and retraining, as well as defining responsibilities in this regard.
Meanwhile, the Crafts and Trade Code (“Handwerksordnung”
HwO) contains comparable provisions with regard to the
exercising of craft professions. A comprehensive reform of the

BBiG entered into force in 2005. On the basis of the BBiG and the Crafts and Trade Code, an agreement on continuing vocational training was entered into in December 1996 between the Confederation of German Trade Unions, the German Employees Union and the main industrial organisations. As part of the implementation process, the BIBB (Bundesinstitut für Berufsbildung, Federal Institute for Vocational Education and Training) drew up a series of new further education ordinances. Year: 2005

The Social Code (“Sozialgesetzbuch“ SGB):

The Social Code is subdivided into twelve books. Relevant for further education are SGB I (basic, specifically SGB I § 1; SGB I § 3), SGB III (further education and retraining, SGB III § 1), SGB II (basic support provided to job seekers) and SGB IX (people with disabilities). SGB III deals with employment promotion services, the aim of which is to avoid unemployment occurring altogether or to limit the duration of any periods of unemployment. Continuing vocational training as supported by SGB III was the subject of comprehensive statutory reform during the years 2002/03. The Social Code – Second Book – (SGB II) deals with the basic support provided to job seekers. To help people integrate into the workforce, support for continuing vocational training can essentially be provided in line with SGB III.

The Career Advancement Further Education Promotion Act (“Aufstiegsfortbildungsförderungsgesetz“ AFBG):

This Act represents a comprehensive instrument for the financing of career advancement further education. It also provides support for the acquisition of school qualifications at a later stage in the learner’s life. The amendment that entered into force in 2002 resulted in a significantly higher level of participation in continuing education and a correspondingly large rise in the number of those setting up their own businesses. The Federation and the Länder have earmarked an annual amount of 150 million Euros for career advancement further education for the period from 2007 to 2010.

The Distance Learning Protection Act (“Fernunterrichtsschutzgesetz“ FernUSG):

The Act, which is complemented with a corresponding state treaty of the Länder, regulates the rules and obligations of those taking part in and those arranging distance learning and makes provision for state licensing of distance learning courses.

The Framework Act for Higher Education (“Hochschulrahmengesetz“ HRG)

The Framework Act for Higher Education of the Federation, which was amended in 1998 (and is fleshed out by the higher education laws in force at Land level), obliges institutions of higher education to offer continuing education and to promote the continuing professional development of their own staff.

The Labour-Management Relations Act („Betriebsverfassungsgesetz“ Betr.VG):

The Act regulates the granting of time off work to works council members and union representatives to enable them to participate in continuing education.

Laws regarding quality management can be found in Gnahn, D./Krug, P. (2012): Qualität in der Weiterbildung.

Laws at the level of the Länder:

In accordance with its Basic Law, Germany has a federal structure, within which both the Federation and the Länder have the quality of a state (cf. Kultusministerkonferenz (2007): Das Bildungswesen in der Bundesrepublik Deutschland 2006. Darstellung der Kompetenzen, Strukturen und bildungspolitischen Entwicklungen für den Informationsaustausch in Europa. Bonn, p.59 et seq.). In the area of education and cultural affairs in particular, the state powers lie primarily with the Länder, which are responsible for general continuing education, continuing education related to school leaving certificates, continuing vocational education at trade and technical schools and continuing academic education, as well as some areas of continuing political education. The Federation is responsible, in particular, for continuing vocational education outside the school sector and for developing new approaches to continuing education research, for areas of continuing political education and for issues relating to continuing education statistics. The reform of the federal structure in 2006 saw responsibility for continuing academic education be removed from the remit of the Federation.

The necessary liaison between the Federation and the Länder to agree on joint aims and roles in the area of education takes place in the various different bodies, particularly in the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) and, until 2007, in the Bund-Länder Commission for Educational Planning and Research Promotion (BLK), which was replaced by the Joint Science Conference (GWK) as part of the reform of Germany's federal structure. Continuing education is less regulated by the state than other areas of education. The field of continuing education features a high level of pluralism and competition among providers. Voluntary participation in continuing education is one of the guiding principles. The activity of the state in the area of continuing education is generally limited to the stipulation of principles and basic parameters and to the introduction of rules

References:

Study: Leo. Level-One Studie. URL: <http://blogs.epb.uni-hamburg.de/leo/>

Study: lea. Literalitätsentwicklung von Arbeitskräften [Literacy development of human resources]. URL: <http://blogs.epb.uni-hamburg.de/lea/>

Statistisches Bundesamt (2011): Bevölkerung und Erwerbstätigkeit. Bevölkerung mit Migrationshintergrund. Ergebnisse des Mikrozensus 2009. Wiesbaden.

www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/Bevoelkerung/Bevoelkerungsstand/Tabellen/AltersgruppenFamilienstand.html;jsessionid=346ECEB2CE1970AFE972324D6776FCB3.cae2?nn=50732

Statistisches Bundesamt (2011): Bildungsstand der Bevölkerung. Wiesbaden. URL: www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/Bildungsstand/BildungsstandBevoelkerung5210002117004.pdf?__blob=publicationFile

Monika Tröster (2011): Germany strengthens literacy through research. In: LInE Lifelong Learning in Europe, Heft 3, S. 155-163

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	Specify goal	Specify timeframe
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The last activities of the German Federal Government are the following, as also indicated in 2.1.:</p> <p>On February 28th, 2011, the national government and the Federal States announced their plan to launch a pact for basic education and literacy. The large social alliance is planned to involve company associations, chambers, unions, and adult education centres. The process is still open. On December 16th, the German Government published a further press release about the launch of a national strategy and the new programme „Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener" (Workplace-related literacy and basic education), supported by the Federal Ministry of Education and Research with 20 million Euros.</p>	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

	<p>References:</p> <p>Pressemitteilung BMBF: „Bund und Länder planen Grundbildungspakt für Alphabetisierung“ (28.02.2011) http://www.bmbf.de/press/3050.php</p> <p>Pressemitteilung BMBF: „Bund und Länder vereint im Kampf gegen Analphabetismus“ (16.12.2011) http://www.bmbf.de/press/3199.php</p> <p>Before, two relevant programmes have been set up by the German Government, ale also indicated in 2.1:</p> <p>2007: BMBF-Förderschwerpunkt „Forschung und Entwicklung zur Alphabetisierung und Grundbildung Erwachsener“ (35 Mio. Euro) URL: www.bmbf.de/pub/konferenz_alphabetisierung_erwachsener_berlin.pdf www.alphabund.de</p> <p>2012: BMBF-Förderschwerpunkt „Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener“ (20 Mio. Euro) URL: www.bmbf.de/foerderungen/17720.php</p> <p>Also at the level of the Federal States, there are set further goals.</p> <p>Further references:</p> <ul style="list-style-type: none"> - Empfehlungen des Innovationskreises Weiterbildung für eine Strategie zur Gestaltung des Lernens im Lebenslauf. URL: www.bmbf.de/pub/empfehlungen_innovationskreis_weiterbildung.pdf - BLK Bund-Länder-Kommission (2004): Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland. URL: www.blk-bonn.de/papers/heft115.pdf 	
--	---	--

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p>		

In Germany, there is no special policy referring to the language of instruction in adult education. In general, the language of instruction is German. The provisions for migrants may also be held in their mother tongue. Classes in foreign languages can be held in those languages.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>A policy framework is not set up yet: Since the publication of a draft for a „European Qualification Framework“(EQF, in 2006), in Germany and in other countries a discussion process is underway about a national Framework for Lifelong Learning („Deutscher Qualifikationsrahmen“ DQR, URL: www.deutscherqualifikationsrahmen.de.)</p> <p>It aims at recognizing learning outcomes in further education. In the summer of 2011, two working groups developed a concept about how to include competences acquired in a non-formal and informal way. However, it is not yet clear when the whole process will be concluded.</p> <p>At national level as well as at the level of the Federal States, there are several other activities which aim at recognizing non-formal and informal learning, for example the recognition of professional experience and the access to higher education in specific cases without final secondary-school examinations.</p> <p>An example for an instrument, which is already in use:</p> <p>With the aim of recognizing, validating and accrediting non-formal and informal learning, the “ProfilPASS”-system (URL: www.profilpass-online.de) was developed, funded by the Federal Ministry of Education and Research and co-financed with funds provided by the European Social Fund. The research and development project, conducted by the German Institute for Adult Education (DIE), the Institute for Educational Research and Educational Information (DIPF) and the Institute for Development Planning and Structural Research at the University of Hanover (ies), started in 2002. In 2006, the instrument was launched. Besides the ProfilPASS for Adults, also a ProfilPASS for Young People was developed and launched. A ProfilPASS for the Economy is being developed and tested (2009-2012).</p> <p>Furthermore, there are other instruments at the level of the Federal States, like for example the “Talentkompass NRW”, which has been developed in the Federal State North Rhine-Westphalia (URL: www.weiterbildungsberatung-nrw.de/buergerinnen-buerger/erwachsenenbildung/kompetenzermittlung.html#c1594).</p> <p>Further references regarding DQR:</p> <p>Different downloads:</p> <p>http://www.deutscherqualifikationsrahmen.de/de/app/dms</p> <p>Dehnbostel, P./Seidel/S./Stamm-Riemer, I (2010): Einbeziehung von Ergebnissen informellen Lernens in den DQR – eine Kurzepertise. Hannover. URL: www.deutscherqualifikationsrahmen.de/de?t=/documentManager/sfdoc.file.detail&ParentID=1288605955587&fileID=1275999641486&active=SFDOC</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i> The German national Government's activities conform largely to Confintea, which represents an important guideline and gives useful ideas and approaches to the German policy of education.</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i> Please see 2.3.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	not defined	See 2.3
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input checked="" type="checkbox"/>	2005-2014	implementation of the UN Decade of Education for Sustainable Development in Germany, URL: www.bne-portal.de/coremedia/generator/unesco/en/01__Home/English_20Homepage.html

Other (specify in the space below)



There are several reports, in which adult education and adult literacy are a topic amongst others, for example:

poverty report:
Bundesministerium für Arbeit und
Soziales (ed.) (2008):
Lebenslagen in Deutschland. Der
3. Armuts- und Reichtumsbericht
der Bundesregierung. URL:
http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Publikationen/forschungsprojekt-a333-dritter-armuts-und-reichtumsbericht.pdf?__blob=publicationFile; Englisch short version:
Life situations in Germany. The
German Federal Government's
3rd Report on Poverty and
Wealth. URL:
http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Publikationen/forschungsprojekt-a333-dritter-armuts-und-reichtumsbericht-englisch_kurzfassung.pdf?__blob=publicationFile (relevant for Adult education and adult literacy)

social reports:
Statistisches Bundesamt
(destatis)/Wissenschaftszentrum
Berlin für Sozialforschung (WZB)
(ed) in cooperation with Das
Sozio-oekonomische Panel
(SOEP)/Deutsches Institut für
Wirtschaftsforschung (DIW):
Datenreport 2011. Ein
Sozialbericht für die
Bundesrepublik Deutschland. Bd.
1. Bonn 2011. URL:
http://www.wzb.eu/sites/default/files/publikationen/wzbrief/datenreport_2011_gesamt4_final_korrektur.pdf (28.03.2012) (relevant for Adult education)

report on education:
Autorengruppe
Bildungsberichterstattung on
behalf of Kultusministerien der
Länder der Bundesrepublik
Deutschland und des
Bundesministeriums für Bildung

<p>und Forschung (2010): Bildung in Deutschland 2010. Bielefeld. URL: http://www.bildungsbericht.de/daten2010/bb_2010.pdf (27.03.2012) (relevant for Adult education and in parts for adult literacy (for groups who are less likely to access education))</p> <p>vocational training report: Bundesministerium für Bildung und Forschung (Hrsg.)(2011): Berufsbildungsbericht 2011. Bonn/Berlin. URL: http://www.bmbf.de/pub/bbb_2011.pdf (28.03.2012) (relevant for Adult education and adult literacy)</p> <p>report on the elderly: Bundesministerium für Familie, Senioren, Frauen und Jugend (2010): Sechster Bericht zur Lage der älteren Generation in der Bundesrepublik Deutschland - Altersbilder in der Gesellschaft. Deutscher Bundestag-Drucksache 17/3815. URL: http://www.bmfsfj.de/RedaktionBMFSFJ/Abteilung3/Pdf-Anlagen/bt-drucksache-sechster-altenbericht,property=pdf,bereich=bmfsfj,sprache=de,rwb=true.pdf (28.03.2012) (relevant for Adult education and adult literacy)</p>			
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
<p>National Development Plan Poverty Reduction Strategy Paper Education strategy Skills development (including vocational education and training) strategy Education For All Fast Track Initiative (EFA FTI) Education Sector Plan</p> <p>Sustainable development strategy</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>not defined</p> <p>2005-2014</p>	<p>See 2.3</p> <p>implementation of the UN Decade of Education for Sustainable Development in Germany, http://www.bne-portal.de/coremedia/generator/unesco/en/01__Home/English_20Homepage.html</p>

Other (specify in the space below) See above	<input checked="" type="checkbox"/>	
---	-------------------------------------	--

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<i>If Yes, please elaborate how they have been involved.</i>				
<p>There are intentions and efforts in order to involve learners in the development of policies and plans. During a discussion on the development of a national strategy (see 2.3), for example, learners participated in the discussion, together with the German Association for literacy and basic education. Also at the level of the Federal States, learners have participated in discussions.</p>				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub- national	On adult education	On adult literacy
<p>Federal Ministry of Education and Research (BMBF - Bundesministerium für Bildung und Forschung)</p> <p>Federal Ministry of Labour and Social Affairs (BMAS - Bundesministerium für Arbeit und Soziales)</p> <p>Federal Ministry of the Interior (BMI – Bundesministerium des Inneren)</p> <p>All other ministries (Federal Ministry of Family Affairs, Senior Citizens, Women and Youth; Federal Ministry for Economic Cooperation and Development etc.) deal – in their specific fields – amongst others also with continuing education.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Institute for Vocational Education and Training (BIBB - Bundesinstitut für Berufsbildung) (allocated to BMBF, see above)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Employment Agency (BA - Bundesagentur für Arbeit) (allocated to BMAS, see above)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Office for Migration and Refugees (BAMF - Bundesamt für Migration und Flüchtlinge)(allocated to BMI, see above)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Ministries of the Federal States:</p> <p>In the 16 Federal States of Germany, there are Ministries for education and research. Their names vary. Detailed information at URL:www.kmk.org/wir-ueberuns/kultus-und-wissenschaftsministerien.html).</p> <p>Additionally, other ministries and institutions deal with education. In</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

some Federal States, there are respective institutes directly allocated to the Ministries.				
Municipalities in Germany, for example around 40 municipalities that participate in the programme "On-Site Learning" (Lernen vor Ort, see 3.3) (regarding the federal structure of Germany, see also 3.6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Diverse institutions in the municipalities/cities: administrative departments and offices in the fields of school, youth and social affairs, culture, urban development, economy etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Research institutes, e.g.: German Institute for Adult Education – Leibniz-Centre for Lifelong Learning (DIE - Deutsches Institut für Erwachsenenbildung - Leibniz-Zentrum für Lebenslanges Lernen e.V.) German Institute for International Educational Research (DIPF – Deutsches Institut für Internationale Pädagogische Forschung) Leibniz Institute for Science and Mathematics Education (IPN – Institut für die Pädagogik der Naturwissenschaften)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Foundations, e.g.: national network of foundations "Lernen vor Ort" (see 3.3): more than 40 associations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Associations and federations, e.g.: - German Adult Education Association (DVV – Deutscher Volkshochschul-Verband e.V.) - German Association for literacy and basic education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(Bundesverband Alphabetisierung)				
Chambers (Chambers of Trade, Chambers of Commerce etc.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Labour unions, e.g.: Union for Education and Science (GEW – Gewerkschaft Erziehung und Wissenschaft)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Companies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Universities, e.g.: UED – Universität Duisburg-Essen: Master in Adult Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Churches	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Media, e.g. publishing houses, magazines, radio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
networks, e.g. „Lernende Regionen“ „Lernen vor Ort“	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide name and contact details:</i> In a Federal State, there is no central coordinating authority, but there are several parallel institutions. The German Constitution establishes the independence of the Länder in cultural and educational matters. The Federal Ministry of Education and Research's activities are related only to projects; it has no coordinating functions.</p> <p>At federal level, there are the working groups of the standing conference of the ministers of education and cultural affairs of the Länder (URL: www.kmk.org) as well as a board for vocational education at the Federal Employment Agency. But those two institutions do not have a central, coordinating function.</p>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide name and contact details:</i></p>		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p>		
<p>The programme „Learning Regions – Providing Support for Networks” (“Lernende Regionen – Förderung von Netzwerken”, URL: www.lernende-regionen.info)</p>		
<p>In 2000, the Federal Ministry of Education and Research launched the programme „Learning Regions – Providing Support for Networks” in order to support regional networking. With a budget of 130 million Euros, half funded by the European Social Fund, it is the largest initiative in the field of Lifelong Learning in Germany so far. And it is the central activity of the common strategy for Lifelong Learning, agreed in 2004 by the Federal Government and the Länder. In the programme, Federal Government, Länder and social partners cooperate closely. Together, they selected the projects to be supported and agree upon the principles of the programme development.</p>		
<p>The programme is based on the assumption, that the regions can give an important contribution to Lifelong Learning. Only if all relevant partners from education, economy and public administration work together on-site, useful educational provisions can be developed. The decentralized approach enables the network to develop appropriate activities for specific local situations.</p>		
<p>Altogether, the programme supports more than 70 regions or networks. In many cases, an adult education centre or another education provider took the initiative to launch a network, in some cases it was launched by a chamber, a university or other institutions. With the aim of establishing a stable cooperation, the institutions set up associations, non-profit corporations or foundations. All networks are open for new members.</p>		
<p>The programme "On-Site Learning" ("Lernen vor Ort", URL: www.lernen-vor-ort.info)</p>		
<p>The BMBF's On-Site Learning initiative is an integral part of the Advancement through Education qualification initiative. One of the Federal Government's objectives under this initiative is to strengthen regional continuing education structures. It is intended to bring together the various agencies responsible for education at the local level and to involve all important sectors.</p>		
<p>Foundations taking a public private partnership approach – which is absolutely novel in the education sector – support districts and cities in developing a local education management system. The foundations co-operate in a foundation network. It is intended to pair off each participating local government with a foundation. Within the framework of basic local sponsorships, individual foundations contribute to developing a local education management system. In addition – or as an alternative approach – foundations also take on theme sponsorships to pass on to interested parties their experience gathered in successful pilot projects which would also be amenable to a nationwide roll-out.</p>		
<p>The funding guideline was published in autumn 2008; interested local governments undergo a two-stage selection procedure. The various projects were launched in 2009 for an initial three-year period to be followed by a two-year transfer phase. About € 60 million – of which some 50 per cent are provided by the ESF – is allocated to this initiative over a period of five years.</p>		
<p>Reference: BMBF (200): Report on Vocational Education and Training for the Year 2009. Bonn/Berlin URL: http://www.bmbf.de/pub/bbb_09_eng.pdf</p>		
...adult literacy?		
		<input checked="" type="checkbox"/> <input type="checkbox"/>

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:

BMBF funding programme „Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener“ (Workplace-related literacy and basic education of adults, 2012, 20 million Euros)
 URL: www.bmbf.de/foerderungen/17720.php

Single projects of the funding programme „Learning Regions – Providing Support for Networks“ deal with adult literacy. The association „Lernende Region – Netzwerk Köln e.V.“ for example coordinates the network for literacy and basic education in Cologne and the project „Pages - Projekt Alphabetisierung und Grundbildung für Erwachsene im Sozialraum“ of Cologne and Siegen.

(URL: www.bildung.koeln.de/regionale_projekte/lernende_region/aufgaben/koordination_alphabetisierung/index.html)

Further information see 2.3.

Further reference:

Empfehlungen des Innovationskreises Weiterbildung für eine Strategie zur Gestaltung des Lernens im Lebenslauf. URL: www.bmbf.de/pub/empfehlungen_innovationskreis_weiterbildung.pdf

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> The government provides initial help for start-ups, for example in the programme „On-Site Learning“ and “Learning Regions” (see 3.3).		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> Specific activities of the programmes „On-Site Learning“, “Learning Regions” and others refer to adult literacy.		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Further general information in the last Confintea-report “The Development and State of the Art of Adult Learning and Education” (ALE) published in 2008.
3.1 Germany is a Federal State, composed by 16 Länder. Regarding the competences of Federal state and Länder, please see 2.1, section “Laws at the level of the Länder”. Below the level of the Länder, there is the level of the municipalities (who can participate in the programme “On-Site Learning”).

3.5

The municipalities play an increasingly important role, which is also formulated in the statement of the German Association of Cities and Towns (Aachener Erklärung des Deutschen Städtetages), made on the occasion of the congress "education in the city (2007). The following is an extract from the declaration: "In the local context of education, the cities play a central role in governing and managing success-oriented cooperation. Therefore, municipalities and Länder should develop on-site and together a comprehensive educational monitoring in the form of an integrated reporting system of educational processes as a basis for regional governance and quality assurance. (...) The Länder are invited to broaden municipal governing possibilities (...). Moreover, they are asked to create the necessary financial framework conditions for a broader municipal commitment in the field of education. In this sense, both Länder and municipalities are asked to develop their activities in education in a future-oriented way in a context of a common responsibility of State and municipality and together with all involved partners.

URL: http://ec.europa.eu/education/migration/germany9_de.pdf

Also the above mentioned programmes „Learning Regions – Providing Support for Networks” and "On-Site Learning" with their decentralized approach are based on these principles. The project „Pages – Projekt Alphabetisierung und Grundbildung für Erwachsene im Sozialraum“ mentioned in 3.3 is a good example for municipal activities.

Another interesting project in this context is "PASS alpha – Pro Alphabetisierung. Wege in Sachsen": "In Saxony, a Federal Government supported for the first time a research project in the field of functional illiteracy. The project 'PASS alpha – Pro Alphabetisierung. Wege in Sachsen' was conducted by the association apfe e.V. – office for practical advice, research and development at the Evangelical University for Social Work in Dresden (...) from December 2004 to November 2006. It allowed broad insights into the situation of people who learn and who do not learn, as well as to the work of institutions that provide or could provide access to learning." (Johanna Schneider, Ullrich Gintzel, Harald Wagner (ed.) (2008): Sozialintegrative Alphabetisierungsarbeit. Bildungs- und sozialpolitische sowie fachliche Herausforderungen. Münster.

URL: www.e-cademic.de/data/ebooks/extracts/9783830919315.pdf; www.apfe.de

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input type="checkbox"/>
---	--

4.2 Please indicate the name of the currency used for reporting:

--

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
--------------	---	--	---

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>			
<i>Sub-national governments⁵</i>			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments⁵</i>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments⁵</i>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>Learners/households</i>			<input checked="" type="checkbox"/>
----------------------------	--	--	-------------------------------------

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i> In the framework of the programme “Lernen vor Ort” (see chapter 3), foundations are more intensely involved. However, resources are rather low.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>(Chapter 4.4 and 4.5):</p> <p>A transparent overview on public financing of continuing education does not exist:</p> <p>“A statistic covering all public expenditures does not exist. On the contrary, the expenditures are registered only partially. A largely complete information concerning the expenditures for measures of continuing education is given by the Federal Employment Agency. The expenses of the Federal States and the municipalities are registered completely only for the German adult education centres (Volkshochschulen, VHS). A second item which is registered concerns the expenses of the Federal States for career advancement further education, which are funded by the Federal Government and the Federal States in the Framework of the Career Advancement Further Education Promotion Act (AFBG). For further activities, especially undertaken by the State and the Federal States in the field of further education, the information regarding expenses is incomplete. This concerns particularly the expenditures, which are covered by the funds from the European Social Fund. It is a problem that a probably important amount of government-financed continuing education is not statistically recorded. Work-related expenses for further education, which lead to losses in tax revenues, are not considered in the statistics” (DIE 2010, S. 158).</p> <p>The Confintea VI-report Germany from 2008 contains information on financing since 1997 (BMBF 2008, S. 35–47). The following section presents selected data, which have been published since the last Confintea-report. The available data do not differentiate in adult education und adult literacy.</p> <p>The report on education funding written by Dieter Dohmen (2011) presents the following figures: The public expenditures for continuing education in 2008 amount to 3,3 billion Euros. This sum is subdivided in the expenditures of the Federal Government with 60,6%, the Federal States with 21,2% and the municipalities with 18,2%.</p> <p>The amount of 3,3 billion Euros covers the continuing vocational training, the in-service teacher training, the Adult Education Centres as well as the educational institutions of the bargaining parties, the chambers and the associations, but not the financial support of 0,9 billion Euros for further education participants, which is provided by the State government. If this is included in the calculation, 69% of expenditures are paid by the State government, 16,7% by the Federal States and 14,3% by the municipalities.</p> <p>Also the report “Bildung in Deutschland 2010” (Education in Germany 2010, Bildungsbericht 2010) deals with the expenditures for education, which are contained in the budget for education, research and science. For 2008, the document reports a total expenditure of 155 billion Euros; in 2007, the total was 147,8 Euros. This sum is presented in the following way: In 2007, 11,2% of the total amount was allocated to “Other education-related expenditures in a national definition” („Sonstige Bildungsausgaben in nationaler Abgrenzung“, (fig. B1-1, p. 31). In the overview, the corresponding amount of 16,5 billion Euros is subdivided into „expenditures for continuing vocational training” („Ausgaben für betriebliche Weiterbildung“, 8,3 billion Euros), “expenditures for further educational provisions”, which includes nurseries, after-school care centers, adult education centres and youth work („Ausgaben für Weitere Bildungsangebote“, 7,4 billion Euros) as well as „support for participants in continuing education</p>

(„Förderung von Teilnehmenden an Weiterbildung“, 0,8 billion Euros) (fig. B1-5A, p. 221).

The report “Bildung in Deutschland 2010” also presents the financing structure of educational expenditures in 2007. In the section “Continuing education and other items” („Weiterbildung und Sonstiges“), 21% of expenses are funded by the Federal government, 24% by the Federal States, 18% by the municipalities, 36,5% by the private sector (private households, companies, private non-profit organizations), and 0,1% from abroad (fig. B1-2, p. 31). According to the report, direct expenditures of companies, private non-profit organizations and local authorities for continuing vocational education in 2007 and 2008 respectively amount to approximately 8,3 billion Euros (tab. B1-1A; p. 32).

Components of public expenditures are, according to “Bildung in Deutschland 2010”, education-related measures, which are funded by the Federal Ministry of Labour and Social Affairs (Social Code II) and by the Federal Employment Agency (Social Code III). Altogether, the two institutions funded 2,2 billion Euros for continuing vocational education in 2006. In 2007 and 2008, they funded respectively 2,3 and 2,7 billion Euros (tab. B1-3web; p. 32).

Concerning “private companies”: The last relevant calculation was published by the Cologne Institute for Economic Research (Institut der deutschen Wirtschaft, IW) (Lenke/Werner 2009) and is related to the year 2007. According to Lenke and Werner, in 2007, 27 billion Euros were spent for continuing vocational education. For 2009 and 2010, the IW has not published respective data yet.

Concerning „Learners/households“: Based on the Adult Education Survey 2010, the expenditures made by learners amount to 6 billion Euros approximately (Gnahs/Rosenblatt 2011, p. 189).

Another information source is the national financial Report “Bundesfinanzbericht”, which is annually published. In the edition of 2011 (Statistisches Bundesamt 2011), the Federal Statistical Office presents the following data:

The educational budget of 2009 amounted to 163,7 billion Euros. This sum covers the expenditures of the whole national economy. The amount is subdivided in sections A and B. While section A includes mainly expenses for institutions defined by the International Standard Classification of Education (ISCED), i.e. from the elementary school to tertiary education (Statistisches Bundesamt 2011, p. 96), section B contains mainly continuing education-relevant expenditures. Section B is divided in the three items “continuing vocational education” (B10), “expenditures for further educational provisions (B20) and “support for participants in continuing education” (B30), which means the payments of the Federal Employment Agency to participants in continuing vocational education. Item B10 is an estimate of the costs of internal and external continuing education (without labour costs of participants), based on the total number of active population, and excluded apprentices, according to a sample census and the average continuing education expenditures per employee, identified in the Continuing Vocational Training Survey (Statistisches Bundesamt 2011, p. 96).

[graph 4.1 in separate document]

Fig. 4.1: budget for education, research and science subdivided in sections in billion Euros (Statistisches Bundesamt 2011, p. 96)

While items B10 and B30 can clearly be assigned to adult education, item B20 contains several subitems, which cannot be all assigned to this field. It contains for example the expenditures for adult education centres, which can be clearly assigned to adult education, but also expenses for childcare, which do not belong to adult education.

At the present moment, the Federal Statistical Office makes available only the overall budget for 2009 (see graph). Ignoring item B20, the continuing education-relevant expenditures in 2009 amount to 16 billion Euros (B10 + B30 + 6 billion Euros paid individually by participants in continuing education (Gnahs/von Rosenblatt (2011))). With a partial consideration of B20, the total expenditures for continuing

education of the national economy are between 16 and 25,7 billion Euros in 2009.

For 2008, the Federal Statistical Office presents a more detailed budget: Item B20 is subdivided in the following sections:

B21: childcare

B22: institutions of youth work

B23: in-service teacher training

B24: adult education centres

B25: educational institutions of bargaining parties, chambers and associations

The items most relevant for continuing education in B20 are B23, B24 and B25.

Summing up the continuing education-relevant items B10 (continuing vocational education), B23, B24, B25, B30, as well as the individually paid amount of 6 billion Euros, the total is 18,3 billion Euros, which were spent for continuing education in Germany in 2008.

Calculation: 8,5 billion Euros (B10) + 0,1 billion (B23) + 1,0 billion (B 24) + 1,8 billion (B25) + 0,9 billion (B30) + 6 billion (individual expenses) = 18,3 billion Euros

A respective calculation for 2008 can be done respectively for the Federal Government and the Federal States (fig. 2). The support provided by the Federal Government amounts to 3 billion Euros.

[Calculation: 0,3 billion Euros (B10) + 0,0 billion (B23) + 0,1 billion (B24) + 1,7 billion (B25) + 0,9 billion (B30) = 3 billion Euros]

The budget for continuing education provided by the Federal States amounts to 0,7 billion Euros.

[Calculation: 0,5 billion Euros (B10) + 0,1 billion (B23) + 0,1 billion (B24) + 0,0 billion (B25) + 0,0 billion (B30) = 0,7 billion Euros]

[graph 4.2 separate document]

Fig. 4.2: financing structure of budget for education, research and science subdivided in sections for the year 2008 in billion Euros (Statistisches Bundesamt 2011, p. 98)

References:

Bildungsbericht (2010) – Bildung in Deutschland 2010. Ein indikatorengestützter Bericht mit einer Analyse zu Perspektiven des Bildungswesens im demografischen Wandel. Bielefeld

BMBF Bundesministerium für Bildung und Forschung (2008): Leben und Lernen für eine lebenswerte Zukunft – die Kraft der Erwachsenenbildung. Confintea VI-Bericht Deutschland. The Development and State of the Art of Adult Learning and Education. Bonn/Berlin

DIE Deutsches Institut für Erwachsenenbildung – Leibniz-Zentrum für lebenslanges Lernen e.V. (2010): Trends der Weiterbildung 2010. Bielefeld

Dohmen, D. (2011): Bildungsfinanzierung. Berlin

Gnahn, D./von Rosenblatt, B. (2011): Individuelle Kosten der Weiterbildung. In: Weiterbildungsbeteiligung 2010. Bielefeld

Lenske, W./Werner, D. (2009): Umfang, Kosten und Trends der betrieblichen Weiterbildung – Ergebnisse der IW-Weiterbildungserhebung 2008. Köln

Statistisches Bundesamt (2011): Bildungsfinanzbericht 2011. Wiesbaden

Further reading:

Bundesamt für Berufsbildung (BIBB)/Deutsches Institut für Erwachsenenbildung (DIE) (2011 and before): wb-monitor. URL: http://www.bibb.de/dokumente/pdf/wb_monitor_umfrage_2011_koscheck_schade.pdf (27.03.2012) – annual survey of continuing education institutions regarding specific topics in the field of continuing education; considers amongst others business climate and financial structure of the institutions

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Migrants (obligatory civic integration courses focusing on literacy according to the Law on Residence, persons with limited competences in written language, people with disabilities, prisoners)	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Employees (specialists), freelancers (experts, trainers etc.), low-skilled workers (qualification)/job-seekers (measures according to Social Code – SGB II/support for rehabilitation in employment)	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Everybody, personnel in the public sector (focus on teaching personnel, working with senior citizens etc.), company first-aiders, parents	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Everybody, continuing vocational training, special social target group (elderly, people with limited writing skills)	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Migrants (partly obligatory civic integration courses according to the Law on Residence, part 1: language course; partly with specific target group parents, women, young adults, etc.), occasional local dialect courses (regional language tradition) for everybody	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Everybody, employees, youth	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Everybody/employees (often legal educational leave), youth, migrants (i.e. in integration courses,	<input checked="" type="checkbox"/>

		orientation course); partly specific target groups women, parents, young adults), parents/families, teaching and nursing personnel, people with disabilities, prisoners	
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Everybody, employees (legal educational leave), youth, specific social target groups: educationally underprivileged (e.g. projects in social quarters), senior citizens, parents/families	<input checked="" type="checkbox"/>
<p style="text-align: right;"><i>Other</i></p> <p><i>(please provide a brief description below:)</i></p> <ul style="list-style-type: none"> - A) Social competences/skills (i.e. every day life/family life/work-life-balance) <ul style="list-style-type: none"> - B) Religious knowledge - C) Regional studies 	<input checked="" type="checkbox"/>	A) Everybody, parents/families, women, men, employees (colleagues/teams), teaching personnel, nursing personnel B) Everybody, senior citizens, youth, migrants, women, men, parents/families C) Migrants in integration courses (orientation courses; partly specific target groups women, parents, young adults et al)	<input checked="" type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	First approaches for low-skilled employees	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Employees (specialists, low-skilled)	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Employees, company first-aiders	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Employees	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Non-native language employees	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Employees	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Management, team workers (conflict management etc.)	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Employees	<input checked="" type="checkbox"/>
<p style="text-align: right;"><i>Other</i></p> <p><i>(please provide a brief description below:)</i></p>	<input checked="" type="checkbox"/>	Meanwhile nearly all topics can be found in "in-house trainings" of (mostly) big companies although	<input checked="" type="checkbox"/>

		basically the focus still lies on vocational and language training	
--	--	--	--

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Migrants (obligatory civic integration courses focusing on literacy according to the Law on Residence), people with limited writing skills	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Employees (specialists), self-employed workers (experts, teaching staff, etc.), low-skilled (qualification)/job-seekers (measures according to Social Code - SGB II/facilitation of vocational rehabilitation)	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Everybody, personnel in public sector (focus on teaching personnel, work with senior citizens, etc), company first aiders, parents	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Everybody, continuing vocational training, special social target groups (senior citizens, people with limited writing skills)	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Migrants (partly obligatory civic integration courses according to the Law on Residence, part 1: language course; partly with special target group parents, women, young adults, etc – with official mandate), occasional local dialect courses (regional language tradition) for everybody	<input checked="" type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Everybody	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	Everybody/employees (often legal educational leave), youth, migrants (i.e.	<input checked="" type="checkbox"/>

		in integrations courses, orientation courses – with official mandate; partly specific target groups: women, parents, young adults), parents/families, teaching and nursing personnel	
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Everybody, employees (legal educational leave), youth, specific target groups: educationally underprivileged (e.g. projects in social quarters), senior citizens, parents/families	<input checked="" type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i> - A) Social competences/skills (i.e. every day life/family life/work-life-balance) - B) religious knowledge/confessional education - C) Regional studies	<input checked="" type="checkbox"/>	A) Everybody, parents/families, women, men, employees (colleagues/teams), teaching personnel, nursing personnel B) Everybody, senior citizens, youth, migrants, women, men, parents/families C) Migrants in integration courses (orientation courses; partly specific target groups women, parents, young adults et al)Migrants in integration courses (orientation courses; partly specific target groups women, parents, young adults et al)	<input checked="" type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
On adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p>Original data participation/programmes in continuing education</p> <p>- Bundesministerium für Bildung und Forschung (2011): Weiterbildungsverhalten in Deutschland. AES 2010 Trendbericht. Bonn/Berlin. URL: http://www.bmbf.de/pub/trendbericht_weiterbildungsverhalten_in_deutschland.pdf (Stand 09.03.2012) - comprehensive survey on overall participation in continuing education in Germany (differentiated according to age, gender, topics, vocational/qualificational contexts, migrational background, etc.); commented analytical version: Rosenblatt, B.v./Bilger, F. (ed.) (2011): Weiterbildungsbeteiligung 2010. Trends und Analysen auf Basis des deutschen AES. Bielefeld. URL: http://www.die-bonn.de/Weiterbildung/Literaturrecherche/details.aspx?id=9339 (abstract and graphics) (last access 09/03/2012)</p> <p>- Huntemann, H./Reichart, E. (2011): Volkshochschulstatistik. vol 49, 2012. Bonn. URL:</p>		

<http://www.die-bonn.de/doks/2011-volkshochschule-statistik-01.pdf> (last access: 09/03/2012) - German data collection of 933 adult education centres (Volkshochschulen), inter alia on participation/course attendance. Adult education centres (938 in 2010) exist in various sponsorships and legal forms (communities/districts, association, private corporations, etc.) The courses cover the entire range of continuing education but with a large focus on foreign languages, cultural education and more general education. The Volkshochschulen are organised on a state level (in Land-level associations) as well as on a national level (German Association of Adult Education Centres – Deutscher Volkshochschul-Verband DVV)).

- Weiß, Ch./Horn, H. (2011): Weiterbildungsstatistik im Verbund 2009 – Kompakt. Bonn. URL: <http://www.die-bonn.de/doks/2011-weiterbildungsstatistik-01.pdf> (last access 09/03/2012) - takes data on continuing education of several associations in the field of continuing education into account (e.g. DVV) with (particular) social and denominational interests, thus mapping out another part of non-operating continuing education (tendency character); e.g. data on participation (topics/programmes and participation)

Data collection, trends, estimate of participation/programmes in continuing education

- Statistisches Bundesamt (2011): Weiterbildung. Wiesbaden. URL: https://www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/Weiterbildung/BeruflicheWeiterbildung5215001107004.pdf?__blob=publicationFile (last access 27/03/2012) – annual survey, refers to continuing education data until 2009 and assembles data from various statistics/surveys: vocational training of employees (micro census); vocational training in companies (European survey CVTS3); measures of Federal Employment Agency (Bundesagentur für Arbeit) (according to Social Code III); vocational training in business organisations (Chambers of Industry and Commerce - Industrie- und Handelskammern, chambers of commerce); promotion according to Career Advancement Further Education Promotion Act (Aufstiegsfortbildungsförderungsgesetz - AFBG) "Meister-BAföG" (promotion of training as master craftsman); participation in adult continuing education in Germany (Adult Education Survey - AES); Volkshochschulen (DIE statistic); distance learning (according to Act on Distance Learning)

- Bundesinstitut für Berufsbildung/Deutsches Institut für Erwachsenenbildung (2011 and previous years): wb-monitor. URL: http://www.bibb.de/dokumente/pdf/wb_monitor_umfrage_2011_koscheck_schade.pdf - provider-related annual survey based on statements by institutions of continuing education referring to specific topics; describes contemporary issues, estimate of participation in continuing education/prognosis. Special tables on participation in continuing education: [http://www.bibb.de/dokumente/pdf/abbildung_7\(2011\).pdf](http://www.bibb.de/dokumente/pdf/abbildung_7(2011).pdf) (general continuing education), [http://www.bibb.de/dokumente/pdf/abbildung_6\(1\).pdf](http://www.bibb.de/dokumente/pdf/abbildung_6(1).pdf) (vocational training) and prognosis of demography-related continuing educational programmes: http://www.bibb.de/dokumente/pdf/abbildung_1.pdf

- Bildung in Deutschland 2010. URL: http://www.bildungsbericht.de/daten2010/bb_2010.pdf (last access: 27/03/2012) - Overview of educational field in Germany including development trends; AES data is considered in the field of continuing education (data from 2007, see above: Bundesministerium für Bildung und Forschung 2011) and CVTS3 survey (data from 2005, see above.: Statistisches Bundesamt 2011), see pages 135ff

- Forum Distance Learning (2011): Fernunterrichtsstatistik 2010. URL: http://www.forum-distance-learning.de/content/downloads/FU-Statistik/Ergebnisse%20FU%20Statistik%202010/Fernunterrichtsstatistik_2010.pdf (last access 27/03/2012) - with consideration of participation data of distance learning programmes, mainly at universities and colleges; including not explicitly noted (university and non-university) programmes of continuing education

- Various additional participation survey of associate and vocational continuing education data

Additional studies/data (mainly) on vocational training and continuing education:

- IAB Establishment Panel (Institute for Employment Research - Institut für Arbeitsmarkt- und Berufsforschung): <http://www.iab.de/de/erhebungen/iab-betriebspanel.aspx> (last access 09/03/2012)

- Berufsbildungsbericht 2011 and corresponding data report (Bundesinstitut für Berufsbildung http://www.bmbf.de/pub/bbb_2011.pdf and <http://datenreport.bibb.de/html/dr2011.html> (last access 09/03/2012)

- Weiterbildungserhebungen des Instituts der Deutschen Wirtschaft: <http://www.iwkoeln.de/de/studien> (access 09.03.2012)
- SGB (Sozialgesetzbuch II und III) geförderte Maßnahmen Bundesagentur für Arbeit 2006 - 2010: <http://statistik.arbeitsagentur.de/Statischer-Content/Grundlagen/Qualitaetsberichte/Generische-Publikationen/Qualitaetsbericht-Statistik-Massnahmen-Teilnehmer-Arbeitsfoerderung.pdf> (last access 27/03/2012)

Adult literacy:

- Huntemann, H./Reichart, E. (2011): Volkshochschulstatistik. vol. 49, 2012. Bonn. URL: <http://www.die-bonn.de/doks/2011-volkshochschule-statistik-01.pdf> (last access 09/03/2012) - (see above for more details); ca. 3,500 courses of literacy/basic education (= 202,245 course hours, = 29,810 participations)
- Karg, L./Viol, W./Willige, M. (2010): Ergebnisbericht zur ersten Erhebung monitor Alphabetisierung und Grundbildung bezogen auf das Jahr 2008. URL: (<http://www.alpha-monitor.de/publikationen.aspx>) (last access: 27/02/2012) – usable to limited extent (indicates tendencies) due to not representative data, data from 2008
- Bundesamt für Migration und Flüchtlinge (BAMF)/Rother, N. (2010): Das Integrationspanel. Ergebnisse einer Befragung von Kursteilnehmenden zu Beginn ihres Alphabetisierungskurses. Working Paper 29. Nürnberg. URL: http://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/WorkingPapers/wp29-integrationspanel-alphabetisierungskurse.pdf?__blob=publicationFile (last access 09/03/2012) – first results of integration courses (state initiated) starting with literacy for migrants (representative survey of 500 participants). An additional survey at the end of the course will cover conclusions about effectivity, success and other effects. The results are not available yet.

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.

<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Turkish (largest percentage)	<input checked="" type="checkbox"/>
Kurdish	<input checked="" type="checkbox"/>
Arabic	<input checked="" type="checkbox"/>
Russian	<input checked="" type="checkbox"/>
Romanes	<input checked="" type="checkbox"/>
Serbian Thai	
Possibly additional undocumented languages	
Often it is a „German literacy course“ with bilingual explanations/elements for migrants (often according to the concept of „contrastive literacy“, see chapter 5.7), or previous literacy courses in the native language with a consecutive secondary language course (German); in addition, unspecific language courses (covering new writing systems such as Cyrillic, Arabic/Semitic, Asian) without an explicit focus on basic literacy are offered. The programmes are not offered nationwide; they are mostly offered on a regional/local base – e.g. in a regional/local cultural centre, institute or association of the individual language/culture/nationality.	<input checked="" type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

Target group “migrants with low literacy skills”: The individual native language is an essential prerequisite

for developing reading and writing skills in a second language. How can bilingual adults (if German is spoken at all) acquire basic skills, which are in line with their lives as well as their everyday and cultural environment – preferably in their native language to begin with but with regard to learning German as a second language? Different native writing systems are a particular burden – learning the Latin writing system (in German) after having just acquired a different writing system requires a huge learning effort. In this field, what are successful concepts or learning/teaching approaches for adults and youth who have dropped out of scholarly learning and socialising contexts?
 -> For controversial ideas on successful concepts see chapter 5.7

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p><i>If Yes, please provide a brief description and references:</i> No data is available here; based on reports and current discussions, we expect a slight decline of explicit literacy programmes in other languages respectively bilingual literacy programmes (especially Turkish was offered frequently in previous years) – normally the native language of migrants. Positive experiences gained in schools were, according to experts, not achieved in the extremely heterogeneous adult area due to unsuitable concepts (see Schramm 2011 and Feldmeier 2005). There is an open demand for conceptual new and further development (see chapters 5.4 and 5.7).</p>		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>Please provide references or attach documents on local community participation:</i> The Federal Association of Literacy and Basic Skills (Bundesverband Alphabetisierung und Grundbildung e.V.) (non-state institution) provides a multitude of course materials (and specialised texts) as free samples, for sale as well as downloads: http://www.alphabetisierung.de/service/downloads.html (last access: 27/02/2012)</p> <p>A concept for a national literacy course exists for the target group of migrants http://www.bamf.de/SharedDocs/Anlagen/DE/Downloads/Infothek/Integrationskurse/Kurstraeger/Konzept_eLeitfaeden/konz-f-bundesw-ik-mit-alphabet.pdf?__blob=publicationFile (last access: 27/02/2012) created by the Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge – BAMF) (revised version, updated October 2009). It does not include teaching/learning material. Regarding content and topic, it refers to the 2007 frame curriculum for integration courses – German as a second language (Rahmencurriculum für Integrationskurse – Deutsch als Zweitsprache (DaZ) developed by the Goethe Institute (on behalf of the Federal Ministry of the Interior - Bundesministeriums des Innern (BMI)) (http://www.goethe.de/lhr/prj/daz/pro/Rahmencurriculum_online_final_Version5.pdf) (last access: 27/02/2012). Curricula and learning material are generally developed by publishing houses/textbook authors, private and university institutes (for continuing education), course instructors/teachers for German as a second language as well as trainers. Material and handouts are also developed in the context of literacy courses (e.g. handouts for teachers in „low-threshold“ language courses under particular consideration of migrants. VHS Essen 2007). For an overview of teaching and learning material, visit websites on teacher training for German as a second language, for instance: http://www.alpha-lehrgang-leipzig.de/alpha-links.html (last access: 27/02/2012)</p>			

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

a) Example of project, material and discussion covering issues in 5.3/5.4:

Project initiative „GIWA - Grundbildungsarbeit in Wirtschaft und Arbeit – mehrperspektivisch“ (Basic education in economy and work from several perspectives) (three-year funding by Federal Ministry of Education and Research (BMBF) (<http://giwa-grundbildung.de>, last access: 27/02/2012); part of initiative:

Project „Alphabet x 2“, Institute for Applied Cultural Research (Institut für angewandte Kulturforschung e.V. - ifak),

Based on skills acquired by the migrants in their home countries or during migration and the integrational process, a concept for basic skills is to be developed

- which is based on motivation through orientation on learning biography.
- which puts the focus on participant and process orientation.
- which responds quickly to learning barriers and problems through counselling.
- which develops materials and methods suited for target groups and involves them in basic educational approaches.
- which takes needs and requirements of regional employers in the low-wage sector into account.

The following steps are planned for the modification of materials and methods:

- Implementation in native language of literacy/basic educational approach for teaching material in the most prominent migrant languages.
- Work-related building of vocabulary under consideration of various requirement profiles.
- Development of existing literacy instruments in line with needs of migrant target group.
- Development of learning modules for intercultural personality development with consideration of including approaches for the registration of transfer concepts and their development. URL: http://www.ifak-goettingen.de/ifak/index.php?option=com_content&task=view&id=51&Itemid=70 (last access: 27/02/2012)

Discussion (see chapter 5.4) (see also various articles in: Bothe, J./Bundesverband Alphabetisierung und Grundbildung e.V. (eds.): Funktionaler Analphabetismus im Kontext von Familie und Partnerschaft. Münster):

The study by the Federal Office for Migration and Refugees (BAMF) on integration courses including literacy (see chapter 5.2: BAMF/Rother 2010, p. 34 f.) points out the problem of insufficient knowledge of German in literacy programmes. Consequently, some experts see an increased need to develop strategies, concepts and programmes for the target group of migrants with little or no German reading and writing skills (particularly in connection with learning German as a second language). According strategies are situated between concepts on simultaneous or successive alphabetisation in native language, models using native language as aid for learning to write in German as a second language, and the approach to teach spoken German before learning to write (e.g. 100 – 200 hours of teaching basic oral skills). Some concepts take the special learning prerequisites into account by applying adequate non-written methodological approaches for promoting the oral language skills of illiterate learners: i.e. by using drama pedagogical, audio lingual, suggestive-pedagogical or elements of total physical response in oral language work.

Funding and availability of teachers for native languages is an additional challenge. Initial reflections suggest to recruit within the migrant community itself (possibly without academic training).

A best-practice example is the project run by Mannheimer Abendakademie und Volkshochschule „Migrantinnen lotsen Migrantinnen“ (Migrant women accompany migrant women) (funded by the Federal Office for Migration and Refugees – BAMF).

It exceeds the mere aspect of literacy/language learning, despite its connections. For details see chapter 7.2.

In literacy programmes, providers and course instructors are often confronted with the problem often setting up courses with participants who speak the same native language. Often the native language is rather heterogeneous, and quite often the problem is the lack of teaching personnel as described above.

To cope with this, some experts suggest the concept of contrastive alphabetisation which is based on

approved bilingual approaches (transitory, successive or simultaneous literacy) with regard to the frequent multilingual situation in courses. I.e. single elements (e.g. greetings) of native languages represented in the course are included in the lesson, which is conducted mainly in German. The application of sample words (used for the introduction of e.g. new letters) in German and in the native language(s) is didactically crucial. In simple terms, it is about the presentation of oral and written differences in the native language and in German.

See: Feldmeier, A. (2005): Die kontrastive Alphabetisierung als Alternativkonzept zur zweisprachigen Alphabetisierung und zur Alphabetisierung in der Zweitsprache Deutsch am Beispiel der Sprachen Kurdisch und Türkisch. In: Deutsch als Zweitsprache. vol 2/2005, p. 42-50

An example for the didactical development of contrastive literacy: Thai – German

Will, B./Franke, P. (2009): Dokumentation des Workshops „Kontrastive Alphabetisierung: Thailändisch – Deutsch. PAGES Symposium on 04/12/2009 in Cologne, Schriftsprachvermittlung bei Erwachsenen.

URL:

<http://bildung.koeln.de/materialbibliothek/download.php?idx=6f6db5c837c68ddc833773e7696cc057> (last access: 09/03/2012)

b) Innovative example to chapter 5.1, section “literacy” in the context of vocational training/private companies:

Projekt Alpha KU - New employment perspective for low-skilled workers in small and medium-sized companies through basic education and literacy. Develop structures – create motivation – counsel learning, bsw – Beratung, Service & Weiterbildung GmbH (AlphaKU – New job perspectives for low-skilled workers through literacy) (see chapter 7.2)

c) Research and development project on literacy and basic education in work and economy (project initiative of several partners, based at the University of Hamburg):

LEA – Literalitätsentwicklung von Arbeitskräften (workforce literacy development). Especially the project part “Professionally relevant diagnostic suitable for adults” (<http://blogs.epb.uni-hamburg.de/lea/verbundprojekt/teilprojekt-2/>) (last access: 27/03/2012)

Transparency within the diagnostic analysis of (young) adults which includes the vocational aptitude test as well as the “Zertifikat Deutsch” (B1) and the assessment centre in job centres. The tools are developed, classified and coordinated with the institutions. The objective continues to be the development of a job-oriented and special educational assessment suitable for adult (formative assessment). The system is used for self-assessment and peer-assessment, digitally processed for broad use and integrated in the counselling structure. URL: <http://blogs.epb.uni-hamburg.de/lea/> (last access: 27/03/2012)

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
Concerning "Enrolment in adult education programmes (other than literacy programmes):	

*see graph 5.8.1 (AES-Bericht: Weiterbildungsbeteiligung insgesamt und nach Sektoren) and graph 5.8.2 (AES-Bericht: Weiterbildungsbeteiligung nach Alter).

Concerning "Enrolment in literacy programmes":

Comprehensive figures are not available. Participation figures and tendencies covering integration programmes and statistics of adult education centres (see references chapter 5.2.) can be used to a limited extent:

Participation in Integration Programmes: Out of 121,275 new participants of integration programmes in 2008, 13.9% attended the special course "Literacy" – roughly 16,800 participants (13.6 % of all participants in integration courses).

Statistics on Adult Education Centres (German Institute for Adult Education in cooperation with German Association of Adult Education Centres): In 2010, 29,810 participants in literacy/basic education were accounted (possibly including double bookings by some participants) – in part, (but not entirely inclusive) the integration programmes mentioned containing literacy above are included since they are conducted by adult education centres to a large extent; not only literacy courses (even though they are assumably the majority) are covered. The precise percentage is not available.

For additional information on participation in the field of literacy see chapter 5.11.

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)

	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adult literacy programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If this information is available please attach the corresponding figures and documentation, or provide the references:

Comprehensive and exhaustive data is not available for any area.

In the area of adult education, data covering vocational continuing education is available (see Rosenblatt/Bilger, chapter 5.2): The German survey AES retrieves attendance certificates of individually performed job-related continuing education (see image 5.9.1).

In the field of adult literacy, an initial study on integration courses including literacy was conducted (see chapter 5.2 BAMF/Rother 2010). Valuations were gathered in interviews with course instructors and participants at the beginning of the programme (of language prerequisites, motivational aspects, etc.); at that point, 87% of interviewed participants claim that the literacy course German helps with finding their way around in Germany, especially with reading and writing. An additional interview at the end of the course still needs to be conducted. Therefore, results on effectivity, success and other effects are not available yet.

In part, formal continuing education qualification in business (e.g. chambers of commerce and trade, chambers of commerce, Federal Employment Agency, distance learning programmes – see chapter 5.2) are included; surveys of teachers/participants on individual measures of continuing education in Germany are conducted frequently, though they are not collectively or comprehensively conducted, collected or evaluated on a national level.

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?

Mark all that apply

Yes

No

Adult education Adult literacy	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
Women	<input type="checkbox"/>	<input type="checkbox"/>
Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
Adult education Adult literacy	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

If measures have been undertaken please provide a brief description and references:

In the field of adult education, the percentage of men's participation is slightly increased (43 % compared to 42 % of women in the recorded section of the population). Taking the employment situation of men and women into account (particularly the group of part-time employees), the percentage of female participants is higher than the male percentage. Furthermore, additional differences exist in the individual areas of continuing education (see image 5.10.1 respectively image 13 in the original AES as well as table 13 in the VHS-Statistik 2010)

Data on gender distribution in the field of adult literacy is ambiguous. The leo study states a larger number of men among illiterates in Germany (see http://blogs.epb.uni-hamburg.de/leo/files/2011/12/leo-Preseheft_15_12_2011.pdf, table 2), even though the number of participants in basic education programmes is equal to or slightly lower than female participation (according to data collected in Monitor Alphabetisierung and Volkshochschulstatistik 2010 on "school leaving qualification/basic education" – her 47.9 % men, 52.1 % women). Data of AlphaPanel (participants of explicit literacy programmes at adult education centres) on the other hand, state a slightly increased percentage of male participants (56 % of all participants) – roughly equal to the population's gender distribution represented in the lower levels of education – de facto an equal participation of men and women in relation to the target group.

In Germany, gender specific access to continuing education is available in many areas – especially in cultural and other everyday gender specific differences (within the learning context) (e.g. in field of migration and literacy) as well as in practical thematic and strategic areas (e.g. in areas which are gender-related over and understaffed e.g. women in management positions). In the field of basic education and vocational training (as well as numerous other areas of continuing education), dealing with gender-sensitive concepts of continuing education, programmes, approaches and concepts covering the compatibility of everyday life and work continues to be indispensable and capable of development.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

Regarding topic of chapter 5.9: Some evaluations of literacy programmes also cover the frequency of participation respectively frequency and reasons for discontinuing a course. Comprehensive or representative data is not available. Estimates of drop-out rates (and representative data on course range) in 2008 is covered in survey conducted by Schneider/Ernst at German adult education centres, see: Schneider, K./Ernst, A. (2009): Reichweite der Alphabetisierungskurse. Ergebnisse einer repräsentativen Befragung von Volkshochschulen. In: DIE-Zeitschrift für Erwachsenenbildung. vol 1/2009, p. 37-39. URL: <http://www.diezeitschrift.de/12009/alphabetisierung-03.pdf> (last access 22/03/2012). The project Alphamar (University of Marburg) studies literacy programmes for non-native speakers at the adult education centre in Frankfurt/Main inter alia with regard to the drop-out rate (from the drop-outs' perspective). For results (not representative but informative) see: Jakschik, R./Pieniazeka, J. (2011): Über

die Beweggründe der Abbrüche von zweitsprachlichen Alphabetisierungskursen und Anregungen für mögliche Gegenmaßnahmen. In: Projektträger im DLR (eds.): Lernprozesse in Alphabetisierung und Grundbildung Erwachsener. Bielefeld. Extracts of the article can be viewed here:
http://books.google.tt/books?id=u4G4M4g65hYC&pg=PA3&hl=de&source=gbs_selected_pages&cad=3#v=onepage&q&f=false (last access: 22/03/2012)

Representative study on literacy programmes conducted by adult education centres (AlphaPanel): Rosenblatt, B. v./Bilger, F.(2011): Erwachsene in Alphabetisierungskursen der Volkshochschulen. Ergebnisse einer repräsentativen Befragung (AlphaPanel). Deutscher Volkshochschul-Verband (eds.), Bonn URL: <http://www.grundbildung.de/fileadmin/redaktion/pdf/DVV-Projekte/Verbleibsstudie/2011-Bericht-AlphaPanel.pdf> (last access: 27/03/2012)

Report within research project: „Zur Lebenssituation von Teilnehmern an Alphabetisierungskursen“ directed by Prof. Dr. Dr. h. c. Rainer Lehmann, Humboldt University in Berlin, and research association by Ulrike Fickler-Stang and Elisabeth Maué with focus on “Literacy and basic education“ supported by Federal Ministry of Education and Research.

Motivation for participation/non-participation in literacy programmes (conducted by adult education centres) are analysed; self-estimation of participants influence e.g. the evaluation of learning outcomes (see chapter. 5.9).

Objective: The number of participants in literacy programmes “(...) is statistically diffuse; complete information about participants’ life situation, educational background and everyday problems are not available. As its first objective, the project AlphaPanel attempts to gain initial basic information. Using suitable methods of a standardised survey, the participants are given the opportunity to explain their life situation, problems and motives for participation. The results indicate the methods’ success of – with support of those in charge and course instructors at adult education centres. (...) Another objective: What happens to the participants? Being able to read and write better is not an end in itself. It helps participants to cope better with the various daily and professional challenges which require reading and writing skills. To what extent is this achieved? To answer the questions, the development of former participants of literacy programmes needs to be examined.” (see Rosenblatt/Bilger 2011, p. 7)

Conclusion: “Course instructors have a great responsibility which can only be met with extraordinary personal effort under the given circumstances of literacy and basic education work at adult education centres. The (...) study acknowledges the commitment. It also points out the difficulties of literacy work at adult education centres: Adult education centres only reach a minority – measured by the estimated number of illiterates in the entire population. Roughly 10,500 people out of several million participate in literacy programmes annually. Reaching a considerably larger amount of functional illiterates will be a big challenge in the future. (...) The implementation [of a corresponding communal, regional and nationwide strategy] can be guaranteed by adult education centres with their nationwide net of communal educational institutions and their cooperation in regional and national associations“ (see Rosenblatt/Bilger, p. 2.).

Relevance for chapter 5.9: table. 8, 9, 23, 24, 25, 26, 27, 28

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	varies from 1979 - 2012 (see 6.7)	differs on the base of the quality assurance instruments (see 6.7); main criteria are: curriculum volume, module design (optimal to the needs of the learners or obligatory), actual standard of knowledge, methodic and demands for a modern curriculum
Learning materials	<input checked="" type="checkbox"/>	see above	accutare and current, aesthetic, literacy and/or social value; take into considaration varied abilities, learning styles and special needs of the participants
Facilitators' training	<input checked="" type="checkbox"/>	see above	educational qualification, professional and pädagogical competence, social competende, self-competence
Teaching/ learning methods	<input checked="" type="checkbox"/>	see above	media, sources, variability of teaching and learning methods, methods adequate to adult learning
Assessment of learning outcomes	<input checked="" type="checkbox"/>	see above	feedback, transferabilty into practice, tests

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input type="checkbox"/>	varies from 1979 - 2011	criteria are mainly the same as for all adult learners, but the special needs of people with literacy problems are taken into consideration f. ex. intercultural learning and participation in society in addition to teaching an writing skills (c.f. Bundesverband Alphabetisierung und Grundbildung (2010); Tröster,

			M. (2011)).
Learning materials	<input type="checkbox"/>	see above	accutare and current, aesthetic, literacy and/or social value; take into considaration varied abilities, learning styles and special needs of the participants
Facilitators' training	<input type="checkbox"/>	see above	educational qualification, professional and pädagogical competence, social competende, self-competence
Teaching/ learning methods	<input type="checkbox"/>	see above	creative and arts related tools, interactive methods; biographical approaches (c.f. Bundesverband Alphabetisierung und Grundbildung (2010).
Assessment of learning outcomes	<input type="checkbox"/>	see above	

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution University Private company Non-governmental organisation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	BA/MA in Adult Education 6 - 8 semester (c.f. Study Guide provided by the German Institute for Adult Education - Leibniz Centre for Lifelong Learning (DIE) url: http://www.die-bonn.de/weiterbildung/studienfuehrer/default.aspx	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	MA/postgraduate distance learning (f.ex. University of Kaiserslautern)
		Train the Trainer (different key aspects); 1-7 days (c.f. Mania/Strauch 2010)		Train the Trainer (different key aspects); 1-7 days
		Train the Trainer; (different key aspects); 1-7 days		Train the Trainer (different key aspects); 1-7 days; also two year in-service training course (Hamburg's vocational retraining centre)

				(Berufsförderungswerk)
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution University Private company Non-governmental organisation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
				4 semester PROFESS/MA/postgraduate (Pädagogische Hochschule Weingarten)
				Base qualification for educators/facilitators working in literacy; 1 - 7 days
				Base qualification for educators/facilitators working in literacy; 1 - 7 days

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (<i>academic year ending in 2010</i>)		
Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		see 6.7
Adult literacy		see 6.7

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
Adult education Adult literacy	Mark all that apply
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
Adult education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Please provide a brief description and references:</i>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

Lifelong learning Adult education Adult literacy	<i>Mark all that apply</i>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
If one or more of the boxes is marked, please provide a brief description and references:	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

6.1

Quality assurance and development of the provisions of all kinds of Adult Education establishments are issues that are set to grow further in importance since many years. From 1976 on, when the law to protect the quality in distance learning was signed, until to 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 was also caught up in the in the wave of professionalization in the 1970's and 1980's. Increased efforts were made towards improvement of quality on all educational levels (macro-, meso-, and micro-didactic).

Quality standards are set by:

- statutory rules in the continuing education laws of the Länder. These laws include quality standards as presumptions for any financial support (c.f. Melms 2002).
- the Distance Learning Protection Act (1976) taking account of the factual and didactic quality of the learning material, the advertisement and the form and content of the distance learning and the agreement signed between the participants and the distance learning institution (cf. KMK 2007, p 191).
- Quality assurance mechanisms enshrined in law as part of the Hartz Reforms (July 2004) with regard to continuing vocational education in accordance with SGB III. (for further information see f.ex. http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/568/4089_en.pdf)
- Different quality management and certification models:
 - Iso Norm DIN EN ISO 9000ff. The ISO-Norm 9000ff lays down rules for quality assurance; the main purpose is to create trust in products bearing the certification of quality
 - The Quality Certification in Continuing Education (LQWR) developed by the BLK in 2000. It was specially designed for continuing education providers. The LQW offers the possibility for testing quality development. Quality areas are for ex. need assessment, evaluation of the educational process, quality of teaching, curricular information etc.
 - The "European Foundation for Quality Management" (EFQM), which was adapted by the German Institute for Adult Education (DIE) in 2001 in favour to the systematic quality development to be used in adult education. It is comprised of a guide, an instrument for self-assessment according to different criteria levels like for ex. management, staff/personnel, processes, results etc. and a questionnaire for a self assessment of certain of the partial criteria.
 - The Bundeslaender also act upon federal state initiatives like the "Bremer Model of the Medium Systematisation" (initiated 1996-1997) (Bötzel/Gnahn/Merx 1998); the "Seal of quality" of the City State Hamburg (1997) (<http://www.weiterbildung-hamburg.net/48/Qualit%C3%A4tsstandards.html>) or the Quality Management System (QESplus)" in Saxony (2009) (<http://www.qesplus.de>).

- Since 2002, a comparative testing of continuing education media, measures and consultancy financed by the BMBF and carried out by Stiftung Warentest, an independent institution that implements comparative studies on goods and services.

- Self-Evaluation tools

The representative research study “wbmonitor 2010” compiled by the Federal Institute for Vocational Education and Training (BIBB) and the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) showed that only 22% of the Adult Education establishments in West Germany and 9 % of the Adult Education establishments in East Germany do not any quality certificates or formal labels. All the other Adult Education establishments introduced quality assurance systems or tools (Weiland, M. 2011; URL: <http://www.die-bonn.de/doks/2011-qualitaetsmanagement-01.pdf>)

6.2

Adult Education:

Universities:

The transition to the new bicyclical study structure (BA and MA) provides entirely new course profiles and diverse specializations – particularly with regard to the Master’s level (e.g. in the areas of education management, evaluation, use of new media, consultancy or European Adult Education (see. BMBF 2008, S. 213). An overview of the core curriculum BA/MA Adult Education is given by the German Society for Education (2006) (URL: http://www.dgfe.de/fileadmin/OrdnerRedakteure/Stellungnahmen/2006__KCE_EB-WB_konsekutiv.pdf). A Study guide allocates an overview on all universities in Germany providing Adult Education or Literacy education studies (<http://www.die-bonn.de/weiterbildung/studienfuehrer/default.aspx>).

Private company and non-governmental organizations:

An overview of provisions on pre-service and in-service programmes for educators/facilitators for adult education and adult literacy is given by QUALIDAT: This data base can be find on the website of the German Institute for Adult Education – Leibniz Centre for Lifelong learning (DIE) (<http://www.die-bonn.de/weiterbildung/qualidat/recherche.aspx>). QUALIDAT facilitates research in focusing on continuing education staff (trainers, course instructors, lecturers, tutors, planners, executives, and administration). Training programmes for adult educators are registered on a national and non-associated level. QUALIDAT offers a comfortable and targeted research function for all adult educators. The VHS Land associations, universities, KBE and numerous private operators submit details of their courses for those in continuing education.

For the administrative staff working in continuing education institutions there are existing individual innovative schemes including the “Professional Administrative Support for Adults’ Learning (PRO-SAL)” project (c.f. BMBF 2008, p. 215).

An overview on the typical duration of these provisions is given by Mania/Strauch (2010, p. 89) and by the BMBF 2008, p. 214ff).

Adult Literacy:

For those teaching in the in the area of literacy courses/basic education there are only a few compulsory training courses and only one corresponding postgraduate course of study since 2011 (Studiengang Alphabetisierung/Grundbildung (PROFESS), PH Weingarten; url: <http://www.ph-weingarten.de/stag/studium.php?navanchor=1010003>). Further training courses are offered on a

sporadic basis by the Land association of adult education centres (c.f. QUALIDAT).

6.3

In evaluating 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 (WSF 2005, p. 14; URL: http://www.bmbf.de/pubRD/berufliche_und_soziale_lage_von_lehrenden_in_weiterbildungseinrichtungen.pdf). Based on this structure, most studies dealing with teachers' wages in continuing education cover income of free lancers. An overview incomes in the field of education and continuing education (which is not representative) is given by the mediafon data base (URL: www.mediafon.de). 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.

Graph 6.3.1: Fees in Euros per unit

(Graph 6.3.1 in separate document)

It is important to mention that the freelancers are not paid for preparing lessons, and have to pay on their own insurances, absence due to illness and holiday. Therefore, many freelancers in the continuing education sector are in a very precarious financial situation. Since a few years, it have been conducted a debate in Germany about these problems and about a minimum wage for the further education sector.

More comprehensive representative data concerning the incomes of teaching personnel in continuing education was published in 2005: The Survey on the professional and social situation of adult education trainers („Erhebung zur beruflichen und sozialen Lage von Lehrenden in Weiterbildungseinrichtungen“) of WSF (Wirtschaft und Sozialforschung) is the only representative study in Germany, which analyses the situation of trainers in adult education; a further survey is planned to be conducted. In the following, a short extract of the study is presented:

“Referring to their monthly net household income, 6% of trainers stated that their income is less than 750 Euros per month. Altogether, 22% of trainers' households have a monthly income not higher than 1500 Euros. 30% of the trainers state to have an income between 1500 and 2500 Euros. 44% of teachers state to have an income higher than 2500 Euros (WSF 2005, s. 73-74).

Adult education:

In 2007 an industry-specific collective agreement was signed between the special-purpose association of member companies of the Federal Association of Providers of Vocational Training and two trade unions – ver.di and the Education and Science trade union. It applies to providers of measures and courses in the area of non-company/vocational skill building and social integration. It deals with such issues as starting pay and thus the minimum monthly remuneration. According to this agreement the monthly starting pay for teaching staff is around €2000 in western Germany and €1,850 in eastern Germany (see URL: <http://www.gew-bildungsmarkt.de/index.php?id=14>). This agreement has no binding character neither for all areas in continuing education nor for all teaching and training educators in continuing education (see also 6.4).

Literacy :

2008 there were all in all 1.754 educators/facilitators working in the field of literacy. Only 239 (= 13,6 %) are in permanent or temporary work contracts. Most of the educators/facilitators are working on a fee

basis. 6% are volunteers (alpha-monitor 2008; url: <http://www.alpha-monitor.de/doks/handout.pdf>).

6.4

The government finances different projects to enhance the professionalism of educators/facilitators in Adult Education and in Literacy (see f.ex. ProGrundbildung url: http://www.progrundbildung.de/fileadmin/Neues_Material_2011/Fortbildungskonzept_Druckversion.pdf) Thereby the government influences working conditions of educators/facilitators indirectly

The labour unions GEW (Gewerkschaft Erziehung und Wissenschaft) and ver.di (Vereinte Dienstleistungsgewerkschaft) and the employers Association BBB (Bundesverband der Träger beruflicher Bildung (Bildungsverband e.V.)) resolved in 2009 a collective minimum wage agreement. This was rejected by the Federal Ministry of Labour and Social Affairs. A new application was filed in 2011 and has still to be decided.

6.5

The government and the sub-national governments are financing several regular data collection processes. These data are providing the base for evaluation and monitoring processes (an overview is given on the German Education Server url: <http://www.iwwb.de/weiterbildung.html?seite=23>).

Main data sources are (c.f. Gnahs 2005):

Official statistics by Government and Länder (compiled every 1 to 2 years)

Statistics provided by Adult Education Institutions (compiled every year)

Special research statistics (compiled irregular; annually data are provided by the Institute for Employment Research (IAB).

The Adult Education Survey (AES) (url:

http://epp.eurostat.ec.europa.eu/portal/page/portal/microdata/adult_education_survey)

wbmonitor (<https://www.wbmonitor.de>)

The German National Educational Panel Study (NEPS) (c.f. Blossfeld/Roßbach/von Maurice 2011)

The German National Guidance Forum in Education, Career and Employment (nfb) Heidelberg develops quality standards for counseling in education, career and employment on a base of monitoring and evaluating the existing practice. The Forum is financed by the Federal Ministry of Education and Research. <http://www.beratungsqualitaet.net/english/index.html>

Especially for Literacy:

The Federal Ministry of Education and Research set up the funding programme for “Research and Development Projects in the area of Literacy/Basic Education for Adults” in 2006. The funding programme (2007-2012) provided and produced research findings and data within 100 individual projects (url: <http://www.alphabund.de>).

6.6

An example is the sub-national report on the act on continuing education in Nordrhein-Westfalen (NRW) from 2011, which was undertaken by the German-Institute of Adult Education (<http://www.die-bonn.de/doks/2011-evaluation-weiterbildungsgesetz-nrw-01.pdf>). The report concentrated on the question: To which extent did the act on Continuing Education in NRW has contributed to the political aim of the Land Government to organize continuing education as a lifelong learning process and to motivate more people to participate in learning provisions in order to strengthen social cohesion?

References:

- Blossfeld, H.-P./Roßbach H.-G./von Maurice, J. (Eds.): *Educational Lifelong Process*. Sonderheft der Zeitschrift für Erziehungswissenschaft. Bielefeld
- Bötel, C./Gnahn, D./Merx, K. (1998): *Begleitung der Implementierung von Qualitätsmanagementsystemen bei Weiterbildungseinrichtungen im Lande Bremen – Endbericht*. Hrsg.: Institut für Entwicklungs- und Strukturforchung. Hannover
- BMBF Bundesministerium für Bildung und Forschung (Ed.): (2008): *Leben und Lernen für eine lebenswerte Zukunft – die Kraft der Erwachsenenbildung*. Confintea VI – Bericht Deutschland. Bielefeld
- Bundesverband Alphabetisierung und Grundbildung e.V. Joachim Bothe (Ed.): *ABC. Das ist doch keine Kunst*. Münster
- Gewerkschaft Erziehung und Wissenschaft Hauptvorstand (2010): *Schwarzbuch Beschäftigung in der Weiterbildung*
- Gnahn, D. (2005): *Weiterbildungsstatistik*. In: Tippelt, R. (Ed.): *Handbuch Erwachsenenbildung/Weiterbildung*. Wiesbaden.
- Hartz, S./Meisel, K. (2006): *Qualitätsmanagement*. Bielefeld
- Heinold-Krug, E. (2002): *Qualität entwickeln – Weiterbildung gestalten*. Bielefeld
- KMK Kultusministerkonferenz (Ed.): *Das Bildungswesen in der Bundesrepublik Deutschland 2006. Darstellung der Kompetenzen, Strukturen und bildungspolitischen Entwicklungen für den Informationsaustausch in Europa*. Bonn. URL: www.kmk.org/dossier/dossier_dt_ebook.pdf
- Mania, E.; Strauch, A. (2010): *Lohngerechtigkeit in der Weiterbildung Gerechtigkeitskonzepte und Diskussionsstand*. In: *DIE-Zeitschrift*, Heft 2/2010.
- Mania, E./Strauch, A. (2012): *Personal in der Weiterbildung* In: *Deutsches Institut für Erwachsenenbildung (ed.): Trends der Weiterbildung*. Bielefeld.
- Mediafon: *Honorartabellen und Auswertungen auf www.mediafon.de*
- Melms, B. (2002): *Relevanz rechtlicher Regelungen für die Qualitätssicherung der Weiterbildung auf Ebene der Länder in der Bundesrepublik Deutschland*. Bielefeld.
- Nuissl, E./Pehl, K. (2004): *Portrait Weiterbildung Deutschland*. Bielefeld.
- Tröster, M. (2011): *Germany strengthens literacy through reserach*. In: *Lifelong Learning in Europe*, Nr. 3; p.155-162.
- wb.Fakten des DIE: *Verschiedene Daten und Veröffentlichungen auf www.die-bonn.de/weiterbildung/wb_fakten/personal/Kennzahlen.aspx*
- Weiland, M. (2011): *Wie verbreitet sind Qualitäts-management und formale Anerkennungen bei Weiterbildungsanbietern?* Bonn
- WSF *Wirtschaft und Sozialforschung (2005): Erhebung zur beruflichen und sozialen Lage von Lehrenden in Weiterbildungseinrichtungen*
- Zech, R. (2009): *Handbuch Qualität in der Weiterbildung*. Weinheim

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (<i>please specify below</i>)	<input checked="" type="checkbox"/>
The German national Government's activities conform largely to Confintea, which represents an important guideline and gives useful ideas and approaches to the German policy of education. For specific activities, please see 2.3.	

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

The DIE has awarded the Innovation Prize in Continuing Education – the "most renowned prize in adult education in Germany" (Frankfurter Rundschau) – biennially since 1997. The award is intended to publicize innovative and promising approaches to continuing education and present them to the general public. As key criteria, the projects need to be innovative and field-tested, giving new impetus to adult education. Every Innovation Prize has a new motto.

The motto of the Innovation Prize in Continuing Education 2011 is: "Unlimited Learning – Didactical Approaches to Dislimitation and Boundaries!" The following summaries describe the winner projects.
URL: www.die-bonn.de/institut/innovationspreis/default.aspx

"Learning Landscape" of GIZ, Training Centre for International Development Cooperation („Die Lernlandschaft“ der GIZ, Gesellschaft für Internationale Zusammenarbeit):

In the Training Centre for International Development Cooperation (GIZ), specialists of international cooperation learn in the fields "intercultural competence and country analysis", "development policy", "management and consulting" and "language and communication". Sustainable learning here is not only a cognitive one: It takes place in experience dimensions, and the development of individual reflexion is included. The GIZ has initiated this dislimitation of learning space in order to allow flexible learning. The place of learning is no longer the classroom, but a learning landscape – a space which enables self-directed learning in an area of 800 m2 with delimited didactical approaches without fixed time limits.
URL: www.die-bonn.de/institut/innovationspreis/2011/LaudatioCarlsen.pdf

"AlphaKU – New job perspectives for low-skilled workers through literacy"

("AlphaKU – Neue Beschäftigungsperspektiven für Geringqualifizierte durch Grundbildung und Alphabetisierung" der bsw-Beratung, Service & Weiterbildung GmbH):

Based on the existing regulations in the Social Code II and III (which deal with basic support provided for job seekers and employment promotion services), training provisions for long-term unemployed have been developed in order to support the job seekers long-term integration into the labour market. The

special element of this project is the fact that a connection is created between the requirements of the labour market and the persons' individual educational interests. The innovative character consists in the didactically delimited aim and method to combine personal needs and the system of economy and employment in the context of the requirements the local public job centers have. This is realized through a competence evaluation and a comprehensive counseling, in which are developed concrete learning interests, learning plans and settings.

References:

Rosemarie Klein/Dieter Zisenis (2010): Projekt AlphaKU: Neue Beschäftigungsperspektiven für Geringqualifizierte in kleinen und mittleren Unternehmen durch Grundbildung und Alphabetisierung. In: Rosemarie Klein (2010): Grundbildung in Wirtschaft und Arbeit – mehrperspektivisch
URL: www.die-bonn.de/Institut/die-forum/DIE-Forum-2011/AG%20%20Arbeits-%20und%20Lebenswelten.pdf

“Migrant women accompany migrant women” (“Migrantinnen lotsen Migrantinnen”, Mannheimer Abendakademie und Volkshochschulen GmbH):

In the center of this project are preconditions for learning, which enable joint learning across states and generations and realize didactical approaches in a context of heterogeneity. In the project, a training of multipliers is realized with and by migrant women in a participative way. This didactic concept is able to reach effective learning processes both for the participants as well as for the trainers and the whole organization. The project delivers an important new provision for further education in the field of inclusion. (URL: www.lotsinnen.de)

On the DIE-website, also the winners of the Innovation Prize in Continuing Education from 2007 and 2009 are presented (URL: <http://www.die-bonn.de/institut/innovationspreis/default.aspx>). The winners from 2009 are the following:

„KOBRA“

The success story of KOBRA is an example of how an advice centre can be developed in cooperation with relevant institutions and firmly established in a city. KOBRA was founded in 1945 by the women's organization "Berliner Frauenbund 1945 e.V." and is first of all a centre which addresses women who need advice concerning their professional life. The special element is that there are many different ways for interested women to contact the centre. A first and rather anonymous contact possibility is the telephone hotline. Moreover, on the website, there is a free online tool for competence self assessment. Those who need more concrete advice can receive a personal consultation. Beside those provisions, KOBRA also connects the advice service with educational trainings. It offers workshops which make the women develop competences for their professional life, discover their individual resources and learn to activate those strengths.

(URL: www.kobra-berlin.de)

„Förderverein Kulturstadt Görlitz-Zgorzelec e.V.“ (FVKS)

The development association „Förderverein Kulturstadt Görlitz-Zgorzelec e.V.“ makes long-term unemployed participate in cultural projects. By doing this, the association creates learning possibilities in every-day situations and concerning real problems. By having own experiences and participating in cultural activities, the unemployed develop new competences which not only include technical know-how, but also competences in the field of methods and social life. As provisions with a school-like character are inefficient for this target group, in this provision, culture becomes the content which triggers self-education. At the beginning, learners join in a first project. In the further course, learning and working phases alternate. The focus of the activities and learning arrangements is set on the transfer of knowledge into practical application. The regional context implies a close connection to the learning topic. Moreover, the participants deal with a part of their life, which was mostly unknown to them before. In this

way, a transformation happens: Those who did not participate in culture and social life before become cultural mediators and even creators of culture. The aim of the project is to promote the participants' social integration on the one hand and the inclusion in the labour market on the other.
(URL: <http://europastadt.org>)

„Werkstatt im Kreis Unna“

At the „production school Unna“, a place where objects are produced, young adults are integrated in organizational structures similar to those in enterprises in order to find individual perspectives for their professional life. In the context of real-live problems, they learn together with the others and discover their individual strengths and weaknesses. Working in the team uncovers conflicts in the every-day working live. During the working and learning processes, the participants are accompanied by a coach or a technical expert. For many participants, it is a new experience to continue something with sustainability, to assume responsibility and to be successful with it. Their self-confidence is strengthened thanks to the recognition they receive in the production school and in the social context. The fact that they are conscious of having influence on their personal biography is motivating and has a positive effect on their attitude to work and their desire to have a perspective for the future. The new point of view concerning their individual situation and the visualization of the desired situation give them impulses for personal development. For the young adults, producing something which is useful for others means following a valuable activity. This way is more successful than going to a conventional school. In the initial phase, the project is presented as a biographical transition and turning point.
(URL: www.werkstatt-im-kreis-unna.de)

The learning portal „ich-will-lernen.de“

The learning portal ich-will-lernen.de (online since 2004) is free for all learners. The section „literacy“ offers exercises on reading, writing and calculating. Exercises on the everyday life and on dealing with money help the users to find their way in everyday life. The section „graduation“ provides exercises for the subjects German, mathematics, and English. Exercises on professional topics give them insights into the professional life. The learning portal ich-will-lernen.de can be used anonymously. A tutor accompanies the users in their learning process. Also educational institutions can use the portal for free. Persons who learn reading and writing can also join „AlphaVZ“. In this social network, they can communicate and learn together.
URL: www.ich-will-lernen.de

The educational game „Winterfest“

Another important innovation is the educational game „Winterfest“ (URL: www.lernspiel-winterfest.de) developed by Fraunhofer researchers with the scientific support of the DIE to help people with reading problems. The game is the winner of the three awards „LARA Games Award“, „European Award for Technology Supported Learning“ (eureleA) and „Serious Games Award 2011 in Gold“.

Further references:

- Many other projects have been developed in the framework of the national programmes „Lernen vor Ort“ (URL: www.lernen-vor-ort.info) and „Lernende Regionen“ (URL: www.lernende-regionen.info).
- vor Ort – Werkstattbericht Bildungsberatung. URL: www.lernen-vor-ort.info/_media/WB_7.pdf
- vor Ort – Werkstattbericht Übergangsmanagement im Kontext des Bildungsmonitorings. URL: www.lernen-vor-ort.info/_media/WB_5.pdf

- vor Ort: further editions

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	<input type="checkbox"/>	<input type="checkbox"/>
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
<p>In general, activities in general and activities which focus especially on women and girls exist in different areas and in diverse forms. It is worth mentioning for example the “Girls’Day – Future Prospects for Girls” as an example of general activities, which are however not directly connected to the UNLD. It is a nationwide campaign for vocational orientation, which is funded by grants from the German Federal Ministry of Education and Research, the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth and the European Social Fund. Further information: www.girls-day.de</p>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		
<p>In the framework of the programme „Lernen vor Ort“ and in other contexts, there are many projects funded by different ministries, which focus on excluded/under-represented/underprivileged groups.</p> <p>- EU-project „EDAM – Bildung gegen Ausgrenzung“. The European research-project EDAM (Education Against Marginalisation) give insights into the outcome of adult education in 8 countries in Europe. Marginalized people still get the opportunity for a better life in nowadays society after joining education. URL: www.vhs-hamburg.de/ueber-uns/projekte/internationale-projekte-208 and www.socialinclusion.eu</p> <p>- national project “BIWAQ” (Bildung, Wirtschaft und Arbeit im Quartier – Education, economy, and work in the social quarter), funded by the Federal Ministry of Transport, Building and Urban Development (BMVBS)</p> <p>- national project “KwiQ – Kompetenzen weiterentwickeln im und für das Quartier”. URL: www.vhs-hamburg.de/ueber-uns/projekte/nationale-projekte-750.</p> <p>- national project „STÄRKEN vor Ort“. URL: www.staerken-vor-ort.de/</p>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?			
It has been extremely helpful <input checked="" type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<p><i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i></p> <p>The information given in 8.3 and the following parts is based on an article written by Monika Tröster (2011): Germany strengthens literacy through research. In: LLinE Lifelong Learning in Europe, Heft 3, S. 155-163</p> <p>In 2006, the Federal Ministry of Education and Research (BMBF) set up the funding programme for "Research and Development Projects in the Area of Literacy/Basic Education for Adults". The funding programme (2007-2012) with a total of 30 million Euros focuses on four research areas that are closely interconnected.</p> <ul style="list-style-type: none"> - Research Area 1: "Research on the Foundations of Literacy and Basic Education Work with Adults" - Research Area 2: "Research on Increasing the Efficacy and Quality of Support and Advisory Services for Adults with Insufficient Basic Education" - Research Area 3: "Research and Development on Literacy and Basic Education Work in the Context of Business and Work" - Research Area 4: "Research and Development for the Professional Training of Teachers and Basic Education Work with Adults" <p>A group of 25 projects will be funded with over 1000 individual projects, the biggest part is already completed. Actors from both academic and the practical field of education are interconnected by working together on mutual research projects.</p> <p>Within this funding programme, the literacy study "Leo. – Level-One Studie" was funded (see 1.3) and a postgraduated degree programme especially for trainers/facilitators in the area of literacy/basic Education (PROFESS, see 6.2) at the College of Education Weingarten was implemented. A basic education pact is announced by the Minister of Education, Anette Schavan, and the President of the Education Committee, Bernd Althusmann, which aims to bring together all stakeholders like the state and company associations, chambers of commerce, unions, adult education college associations and academics (see 2.3).</p>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>See above</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please provide below a brief explanation:

The focus has been set more intensely on literacy at the workplace.

Reference:
Study: lea. Literalitätsentwicklung von Arbeitskräften [Literacy development of human resources]. URL:
<http://blogs.epb.uni-hamburg.de/lea/>

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

The country's current capacity-building needs in literacy are:

- to build up a joint educational policy task of the federal government and the states;
- to overcome insular thinking and pool the competencies of the government and the states, as well as of the ministries of education, social affairs and employment in order to develop a comprehensive partnership and financial model;
- that literacy education should be funded by a variety of stakeholders, including the federal government, the states and the private sector;
- to implement the educational pact (see 8.2) and
- to provide more societal clarification, which is still needed, on the fact of illiteracy.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

The major challenges are

- pooling vital and trendsetting research findings and utilizing them in practice in a lasting way;
- to implement an adequate infrastructure (see 8.8) in a sustainable manner based on future-oriented concepts, the basic knowledge, and comprehensive insights that are already existing.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

Another challenge is the federal structure in Germany: The federal states (Länder) and the municipalities are responsible for the creation of an infrastructure for course provisions and for implementing results of literacy research in the classroom. This means, that the course offerings, general conditions and infrastructure in the respective Länder are different, and research will be needed on structures which ensure exchange and bring continuity. Therefore, a joint educational policy is task of the federal government, the Länder, as well as the social partners.

There is also a need for better cooperation with the economy; research projects on literacy and basic education work in the context of business and work are needed.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

An additional funding initiative focusing on Literacy at work has already been announced by the Minister of Education (see 2.1 and 2.3: Pressemitteilungen zur Nationalen Strategie und Programm „Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener“); the contribution of the federal states still has to be decided.

References:

Press release BMBF: „Bund und Länder planen Grundbildungspakt für Alphabetisierung“ (28.02.2011)
<http://www.bmbf.de/press/3050.php>

Press release BMBF: „Bund und Länder vereint im Kampf gegen Analphabetismus“ (16.12.2011)
<http://www.bmbf.de/press/3199.php>

BMBF funding programme „Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener“ (20 million Euros)
<http://www.bmbf.de/foerderungen/17720.php>