



GEFÖRDERT VOM



Bundesministerium
für Bildung
und Forschung



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Saturday, 06.10.2018, 12:30-13:00

“National Decade for literacy and basic skills” 2016-2026 Germany: reasons, goals and projects

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Outline

- The leo.-Level-One-Study
 - ▶ Political Impact of the Leo-Level-One-Study
 - ▶ First and Second Research Programs
- The Decade for Literacy
 - ▶ Working program
 - ▶ Third Research Program
 - ▶ One Example „Coaching for Literacy and Learning“



The Situation in Germany

The leo.-Level-One-Shock

Literacy classes in Germany so far...



Migrants

- since about 1980
- „Sprachverband“ / since about 2005 Federal Office for Migration and Refugees (BAMF)
- nationwide (Bund)



Born in Germany

- since about 1980
- e.g. „Adult Education Centers“ (VHS)
- different for every region (Länder)

→ Different groups, different funding, different systems



The „leo.-Level-One-shock“ 2011

► Illiteracy in Germany

Literacy	Alpha Level	Proportion of the adult population	Number (projected)
Functional illiteracy	α 1	0.6%	0.3 million
	α 2	3.9%	2.0 million
	α 3	10.0%	5.2 million
<i>Sub-total</i>		14.5%	7.5 million
Poor writing skills	α 4	25.9%	13.3 million
	> α 4	59.7%	30.8 million
Total*		100.1%	51.6 million

Table 1: functional illiteracy and poor writing skills in the German-speaking adult population (18-64 years of age)

**(Difference in the totals of 100 percent due to inaccuracies from rounding up and down)*

(Grotlüschen & Riekmann 2011)

Languages and Illiteracy

Proportion	Functional illiteracy				Poor writing skills		Proportion of random sample
Alpha Level	$\alpha 1$	$\alpha 2$	$\alpha 3$	Total $\alpha 1 - \alpha 3$	$\alpha 4$	$> \alpha 4$	
Percentage of first language German	27.9%	49.4%	63.2%	58.1% (4.4 million)	80.4%	93.7%	85.1%
Percentage of other language	72.5%	50.4%	36.8%	41.8% (3.1 million)	19.6%	6.3%	14.9%
Total	100.4%	99.8%	100%	99.9% (7.5 million)	100%	100%	

Table 4: first language analysed for functional illiteracy and poor writing skills in the adult German-speaking population (18 - 64 years)

(Grotlüschen & Riekmann 2011)



Employment and Illiteracy

Proportion	Functional illiteracy				Poor writing skills		Proportion of random sample
	$\alpha 1$	$\alpha 2$	$\alpha 3$	Total $\alpha 1 - \alpha 3$			
Alpha Level					$\alpha 4$	$> \alpha 4$	
Employed	55.5%	54.2%	58.0%	56.9%	64.5%	69.5%	66.4%
Unemployed	19.1%	21.5%	14.6%	16.7%	8.9%	4.8%	7.6%
Unfit to work	2.7%	2.3%	2.3%	2.3%	1.5%	0.9%	1.3%
Housewives/ house husbands, parental leave	17.9%	10.7%	9.4%	10.1%	8.2%	7.9%	8.3%
Retired	5.2%	6.3%	6.4%	6.3%	6.2%	3.8%	4.8%
In vocational training	0.4%	4.0%	7.9%	6.5%	9.9%	11.6%	10.4%
Other	0.0%	0.8%	1.4%	1.2%	0.8%	1.4%	1.2%
Total	100.8%	99.8%	100%	100%	100%	99.9%	

Table 6: professional status according to functional illiteracy and poor writing skills in the German-speaking adult population (18 - 64 years)

(Grotlüschen & Riekmann 2011)

Short summing-up

- ▶ 14% (7,5 Mio.) of the employable population in Germany have severe literacy needs (Alpha-Level 1-3 → functional illiterates)
 - ▶ German native speakers (58%) and German non-native speakers (42%)
 - ▶ 57% of the illiterate population are employed
- ▶ 25,9% (13 Mio.) persons with considerable literacy needs (Alpha-Level 4 → approximately primary school level)





Research programs

Research Programs

- ▶ „Research and Development for Literacy and Basic Education of Adults“ (2007 - 2012)
 - ▶ 41 projects
 - ▶ www.alphabund.de

- ▶ „Workplace oriented Literacy and Basic Education for Adults“ (2012 - 2015)
 - ▶ 28 projects
 - ▶ www.alphabund.de





The Decade for Literacy and Basic Skills 2016-2026

„Bund“ and „Länder“

The case for illiterates born in Germany

„Federal Ministry for Education“ and the „Standing Conference of the Ministers of Education“ (Länder)

First systematic cooperation between the Länder in the field of basic skills



Working program

1. **Awareness raising:** intensify, inform, sensitize, create demand
2. **Research:** generate new data, expand, link interdisciplinary
3. **Learning offers:** (further) develop, evaluate, disseminate, transfer (tailored, flexible, low-threshold)
4. **Professionalization:** train, qualify, improve quality
5. **Structures:** (further) develop, stabilize, interlink with social support structures



Third research program

- ▶ „Every day life oriented Projects in Literacy and Basic Education for Adults“ (2017-2021)
 - ▶ (27 projects that started in the last programs)
 - ▶ further new projects (kick-off conference, 21-22.11.2018)
 - ▶ www.alphadekade.de
- ▶ A fourth research program planed





One example...



„Community Oriented Literacy Coaching for Functional Illiterates with/without Migration Background“ in cooperation with the „Workers' Welfare Federal Association“ (2018-2021)

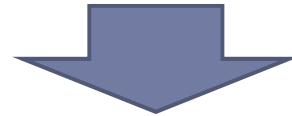
- ▶ non-formal approach to literacy learning
- ▶ out-reach approach
- ▶ based on coaching approaches used in literacy or language learning used so far...
 - ▶ systemic coaching
 - ▶ individual psychology based coaching (Alfred Adler)
 - ▶ coaching for individual language learner support at universities



Reaching illiterates

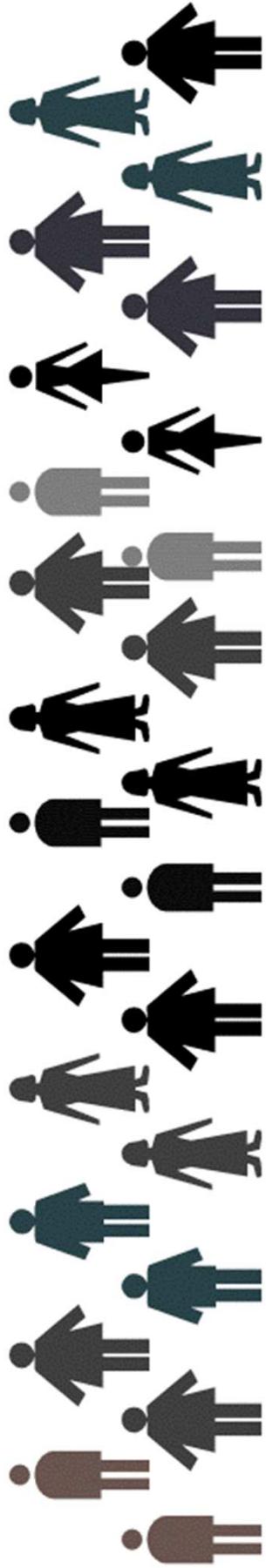
14.5% (7.5 Mio.)

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Reaching illiterates

| 4.5% (7.5 Mio.)

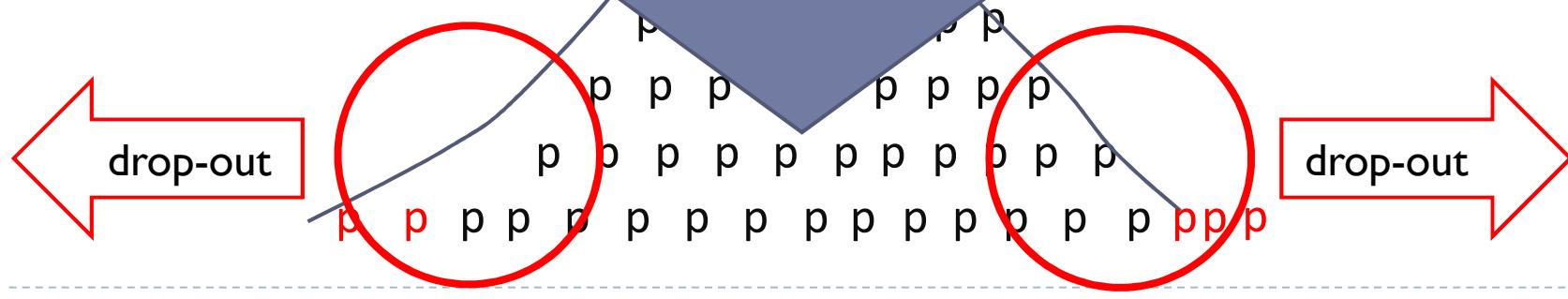


Reaching and avoiding drop-out

14.5% (7.5 Mio.)

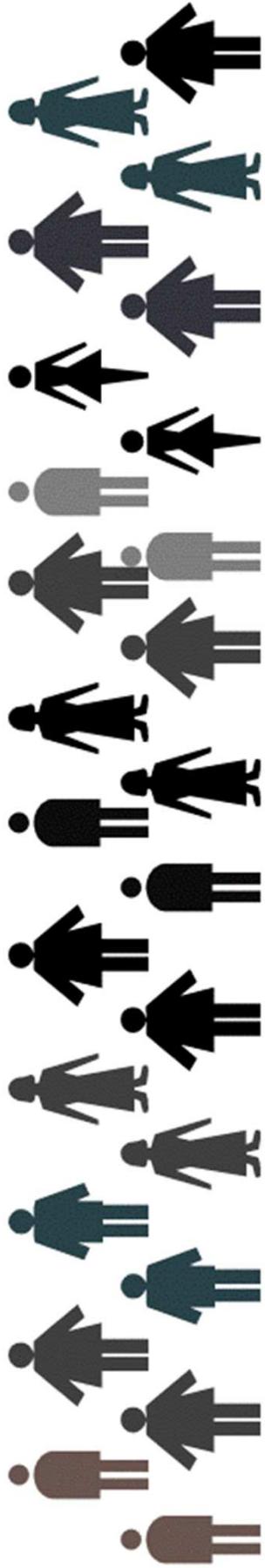
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2-3 %

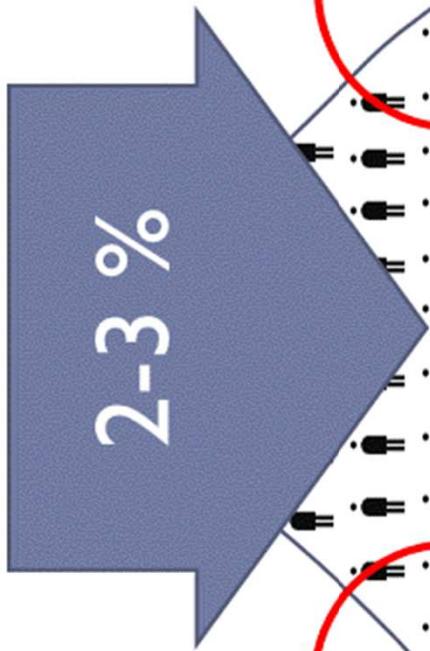


Reaching and avoiding drop-out

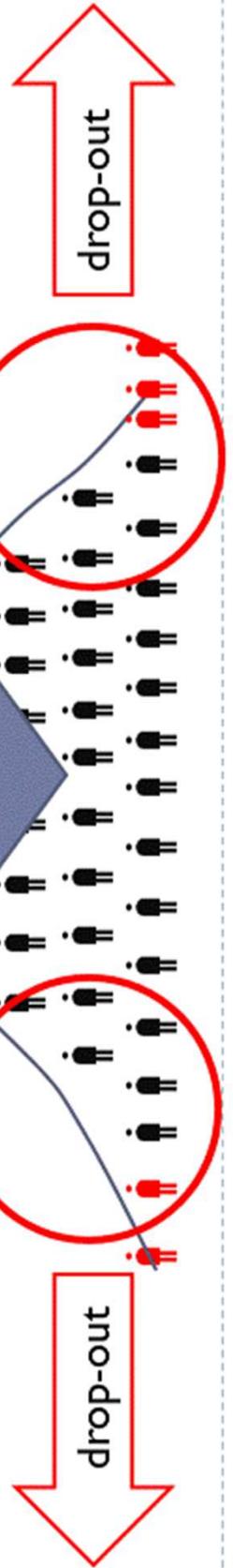
| 4.5% (7.5 Mio.)



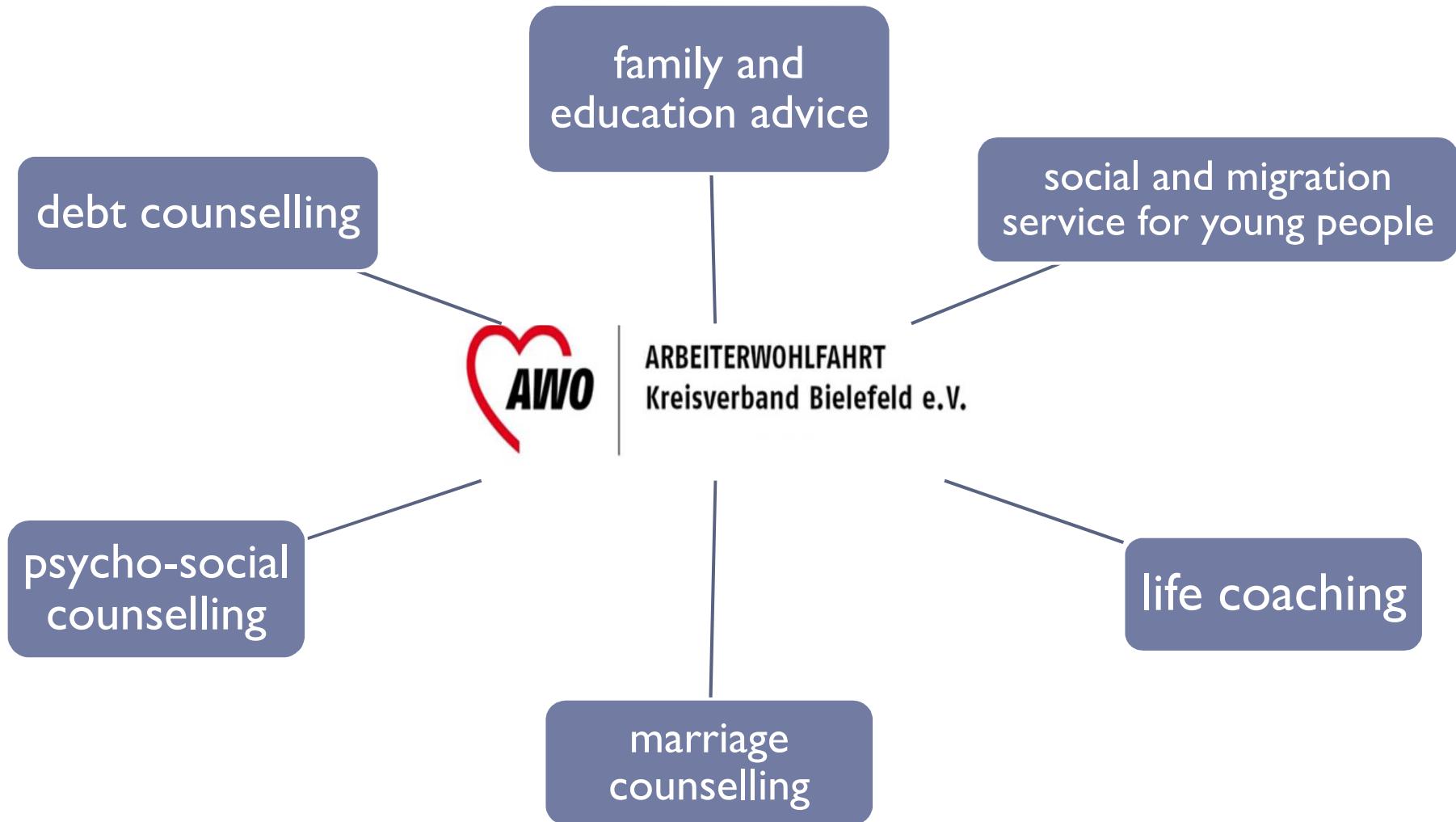
2-3 %



drop-out



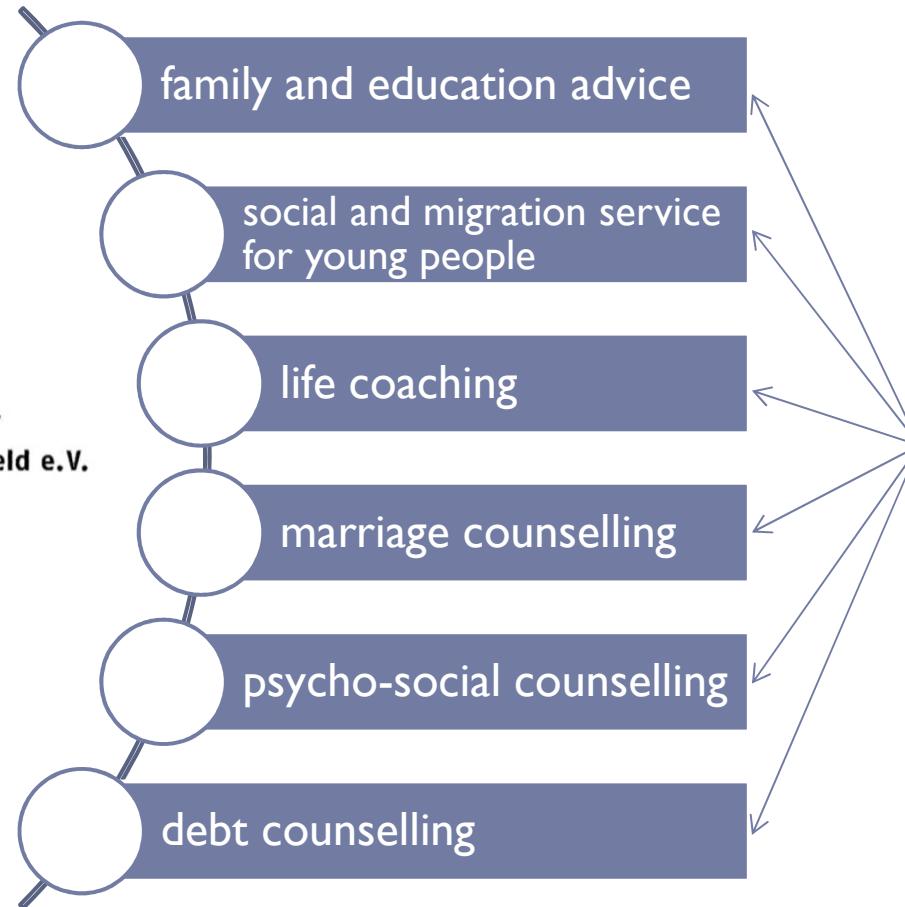
Coaching in the community



Literacy coaching in the community



ARBEITERWOHLFAHRT
Kreisverband Bielefeld e.V.



Coaching for Literacy Learning



1. is a reach-out coaching approach
2. uses the motivation of coaching seeking persons
3. uses the experience of being coached (e.g. non-directive coaching)
4. identifies illiterate coaching seeking persons
5. makes a transfer of general coaching experience to language or literacy related coaching

Teaching or coaching?



- ▶ Don't tell illiterates that they "want" to learn
- ▶ Don't tell illiterates what or how to learn
- ▶ Help them discover that it could be useful to learn
- ▶ Help them discover why they don't learn anymore
- ▶ etc.

Illiterate learners seen within systems

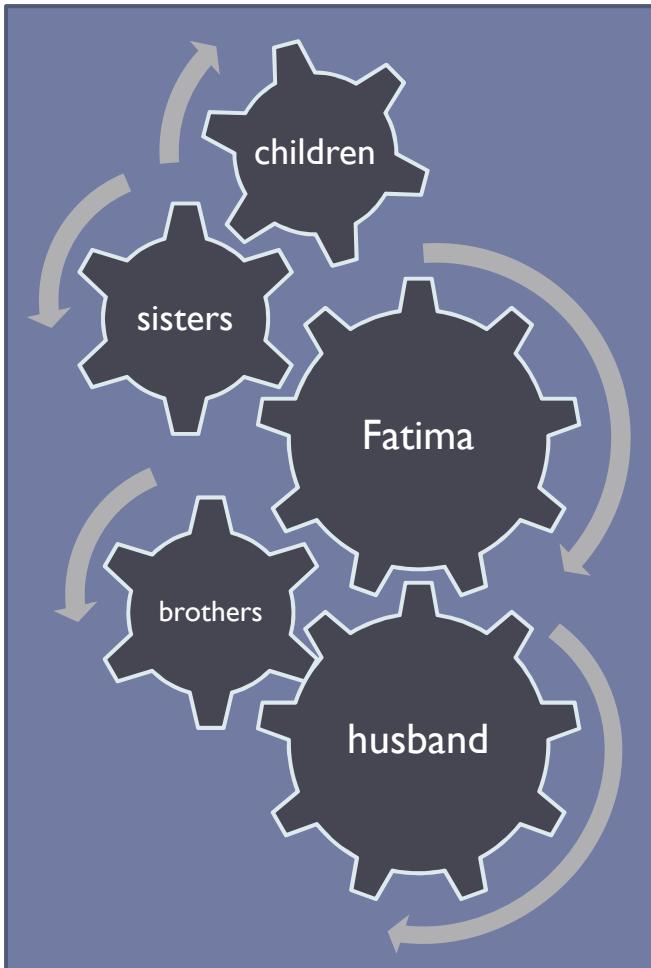
- Why is she not learning faster?
- Why is she not learning what I am teaching?



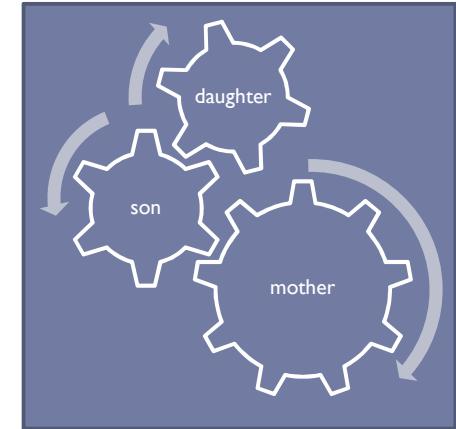
Alexis views and assesses learners as individual persons
→ My teaching methods are for all learners the same
→ The input in the class is the same for all learners
→ Fatima is not learning anymore →
„problem“ lies within Fatima (e.g. lack of motivation)



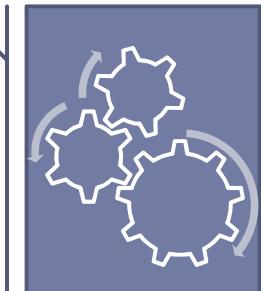
Illiterate learners seen within systems



- mother of 5 children
- part-time job
- married to an illiterate husband
- lives with own sisters in the same house
- lives with siblings of her husband in the same house
- unemployed



- single mother
- two little children
- unemployed



Goals

- ▶ Sensitize coaches in the community for illiteracy
- ▶ Adapt written documents to the possibilities of illiterates
- ▶ Develop an approach for literacy coaching that addresses different groups of illiterates (A2 at least required)
- ▶ Develop material for literacy coaching in different languages (standardized like the european language portfolio)
- ▶ Train coaches for literacy coaching
- ▶ Produce training videos about theory and practice of literacy coaching (→ youtube?)



Summing-up

- ▶ A lot is happening in Germany 😊
- ▶ The Decade for Literacy and Basic Skills
- ▶ e.g. new approaches for literacy

- ▶ Many new projects start 2018
- ▶ Further projects might start 2019

- ▶ “Coaching for Literacy Learners”
- ▶ Goals are more or less clear
- ▶ First results in 2019/2020



THANK YOU ☺

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