

# 3<sup>rd</sup> GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



## Monitoring survey results for Germany

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| UNESCO Region   | North America and Western Europe  |
| 1.1. Does your country have an official definition of ALE?                            | Yes   |
| 1.1.1. Enter the official definition of ALE here:                                     | <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”. In contrast to the situation in many other countries, students who take up higher education after graduating from school are not counted as being in adult learning and education/continuing education. Many other definitions are used in practice. Often a distinction is made between continuing vocational training on the one hand and continuing education of a general, political or cultural nature on the other hand. Sometimes, continuing education programmes offered by higher education institutions (for graduate students as well as for other target groups) is regarded as another distinct area of adult and continuing education. Definitions and terms which have been introduced and promoted by international or supra-national developments and initiatives also have had a noticeable impact on the debates in Germany. For example, the distinction between formal, non-formal and informal learning, which has been adopted by the European Commission in its Memorandum on Lifelong Learning in 2000, has since then increasingly been referred to also in the German context (e.g. in the German Qualifications Framework, AK DQR 2011). References: Arbeitskreis Deutscher Qualifikationsrahmen (AK DQR) (2011). Deutscher Qualifikationsrahmen für lebenslanges Lernen - verabschiedet vom Arbeitskreis Deutscher Qualifikationsrahmen (AK DQR) am 22. März 2011 Deutscher Bildungsrat 1970: Strukturplan für das Bildungswesen (German Education Council, Structural Plan for Education). Stuttgart, p.197 Website of Federal ministry of Research and Education: <a href="http://www.bmbf.de/de/1366.php">http://www.bmbf.de/de/1366.php</a></p> |
| 1.2. Has the official definition of ALE changed since 2009?                           | No  |
| 1.2.1. What were the reasons for this change?   |   |
| 1.3. Are literacy and basic skills a top priority for ALE programmes in your country? | Yes   |

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| <p>1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.</p> | <p>Awareness of the importance of literacy and basic skills of the adult population has been high for many years. It was particularly pushed by the "PISA-shock" of 2001 which revealed that a high proportion of school pupils are not equipped with a sufficient level of basic skills. Various projects and initiatives have been implemented since that time (cf the German national CONFINTEA VI report). However, the research and data situation with regard to literacy continued to be inadequate for some time. In response to this situation the BMBF set up in 2007/08 a funding priority focus on research and development in the area of literacy and basic education for adults (Förderschwerpunkt "Forschung und Entwicklung zur Alphabetisierung und Grundbildung für Erwachsene"), for which it earmarked 30 million euros. The empirical data basis with regard to literacy has much improved since then. One of the projects funded by the BMBF was the leo. – Level-One study which published in 2011 the first reliable figures on the extent of functional illiteracy in Germany. The study revealed that 7.5 million people aged 18 to 64 cannot read or write a contiguous text. Two million of them find it hard to read and write individual words (Grotlüschen &amp; Riekman 2012). The empirical data situation was further improved through the OECD's PIAAC study (Programme for the International Assessment of Adult Competencies) in which Germany also participated. The study found that 18 % of adults in Germany had very low-level reading skills. It also showed that a relatively large number of adults cannot adequately participate in social life without restriction due to a lack of these elementary skills (Rammstedt 2013). To get further and deeper insights into the development and impact of individual competences of adults during the lifecourse, the German government is currently funding a complementary panel study, PIAAC-L, in which the German PIAAC sample will be followed over three more waves (see also 6.5). To tackle the issue of functional illiteracy and to support people who lack the essential skills needed for successful participation in the society and in working life, the Federal and Länder governments joined forces with other partners to launch a "National Strategy for Literacy and Basic Education for Adults in Germany" in December 2011. It seeks to sustainably anchor awareness of the issue in society and network actors in the field throughout Germany. The joint agreement includes measures and actions for various partners on several levels, initially until 2016. Coordination offices have also been established in the Länder to serve education and training providers and companies as contacts and partners. Key points of the strategy include: - Awareness-raising campaigns- Accompanying measures of the education system- Exploitation of existing instruments- Use of labour market instruments- Strengthening of networks- New short-term measures to support literacy and basic skills of adults- mid-term measures to be implemented with ESF-support in the funding period 2014-2020 Examples of actions implemented so far include- the information campaign "Reading and writing – my key to the world" ("Lesen und Schreiben – Mein Schlüssel zur Welt") the BMBF funding priority "Workplace-oriented Literacy and Basic Education for Adults" see also 2.4 for more details In September 2015 the National Strategy for Literacy and Basic Education will merge into the National Decade for Literacy. The decade will be launched on 8 September 2015 and will further expand to a considerable extent the measures and initiatives taken by governments and stakeholders to promote literacy and basic education. Links: <a href="http://www.bmbf.de/de/426.php?hilite=alphabetisierung">www.bmbf.de/de/426.php?hilite=alphabetisierung</a> <a href="http://www.bmbf.de/en/426.php">www.bmbf.de/en/426.php</a> <a href="http://www.bmbf.de/press/3848.php">http://www.bmbf.de/press/3848.php</a> <a href="http://www.gesis.org/en/research/external-funding-projects/projektuebersicht-drittmittel/piaac-panel-piaac-l/">www.gesis.org/en/research/external-funding-projects/projektuebersicht-drittmittel/piaac-panel-piaac-l/</a> References: Vereinbarung über eine gemeinsame nationale Strategie für Alphabetisierung und Grundbildung Erwachsener in Deutschland 2012 - 2016 (2011): <a href="http://www.bmbf.de/pubRD/NEU_strategiepapier_nationale_alphabetisier">http://www.bmbf.de/pubRD/NEU_strategiepapier_nationale_alphabetisier</a></p> |
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|   | <p>ung.pdf<br/> BMBF (2014): Report on Vocational Education and Training 2014. <a href="http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf">http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf</a> / Grotlüschen, A. &amp; Riekmann, W. (Hrsg.) (2012): Funktionaler Analphabetismus in Deutschland. Ergebnisse der ersten leo.-Level-One Studie. Münster, New York, München, Berlin: Waxmann. URL: <a href="http://www.waxmann.com/fileadmin/media/zusatztexte/2775Volltext.pdf">http://www.waxmann.com/fileadmin/media/zusatztexte/2775Volltext.pdf</a><br/> Rammstedt, B. (Hrsg.) (2013). Grundlegende Kompetenzen Erwachsener im internationalen Vergleich. Ergebnisse von PIAAC 2012. Münster u.a.: Waxmann. URL: <a href="http://www.gesis.org/fileadmin/piaac/Downloadbereich/PIAAC_Ebook.pdf">http://www.gesis.org/fileadmin/piaac/Downloadbereich/PIAAC_Ebook.pdf</a></p> |
| <p>1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.]</p> | <p>tend to agree</p>   |
| <p>1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy</p>   | <p>tend to disagree</p>  |

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| addresses learning processes and teacher-learner relations.]   |               |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.] | tend to agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]                              | disagree      |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]            | tend to agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies   | tend to agree |

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| have fundamentally changed the scope of our ALE practice.]   |               |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.] | agree         |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]  | tend to agree |
| 1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?   | No            |
| 1.5.1. What areas does it cover? [Adult literacy]  | Not selected  |
| 1.5.1. What areas does it cover? [Policy]  | Not selected  |
| 1.5.1. What areas does it cover? [Governance]  | Not selected  |

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| 1.5.1. What areas does it cover?<br>[Financing]                        | Not selected   |
| 1.5.1. What areas does it cover?<br>[Participation]                    | Not selected   |
| 1.5.1. What areas does it cover? [Quality]                             | Not selected   |
| 1.5.1. What areas does it cover? [Other]                               |  |
| 2.1. Overall, would you say that since 2009 your country ...           | has made significant progress on ALE policy?   |
| 2.1.1. Provide the most significant indicator of this regression here. |  |
| 2.1.1. Provide the most significant indicator of this progress here.   | <p>ALE policy has been at a rather high level already in 2009 (see the National CONFINTEA VI report). Efforts on ALE policy have however continuously been pursued and even intensified since then. The programmes listed in 2.4 are an indicator of these efforts (see there for details). Some notable developments since 2009 include: - Increasing focus on adult literacy and basic skills (see 1.3 for details)- Increasingly stronger focus on basing policy on research evidence and on support for empirical educational research (e.g. establishment of the NEPS Panel study in 2009, see 3.3; or the PIAAC-panel study “PIAAC-L” (2013-17), see 6.5)- Continued attention to the importance of educational reporting and monitoring; further development of the reporting on ALE within the biannually published National Report on Education (<a href="http://www.bildungsbericht.de/zeigen.html?seite=6609">www.bildungsbericht.de/zeigen.html?seite=6609</a>) - increasing policies to open up higher education to mature and non-traditional students (see 2.4: ANKOM initiative, amendments to Higher education acts of the Länder)- Increasing attention to the issue of validation of non-formal and informal learning (see 2.4: BMBF working group and programme “Validation of non-formal and informal learning in VET”)- Increasing focus on the importance of educational counselling and guidance (see 2.4: BMBF project Weiterbildungsberatung: Servicetelefon und Internetportal”, or the “Landesnetzwerk Weiterbildungsberatung” of the Land Baden Württemberg (Inwbb) launched in January 2015, <a href="http://www.inwbb.de/">www.inwbb.de/</a>). Quality assurance of counselling has also become a major issue (see 2.4: project “Beratungsqualität”).- Increasing attention to the role of digital media in ALE (see 2.4: BMBF programme “Medien in der beruflichen Bildung”)- Increasing attention paid to regional disparities (e.g. research project „Deutscher Weiterbildungsatlas“ (German Adult and Continuing Education Map, see 6.5)- Increasing attention paid to the situation of teaching staff in adult education (e.g. research project “wb-personalmonitor”, see 6.5)</p> |

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| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]</p>   | <p>Yes</p>          |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]</p>   | <p>Yes</p>          |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for</p>   | <p>Not selected</p> |

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| <p>prior learning (especially non-formally and informally acquired)]</p>   |                     |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]</p>  | <p>Yes</p>          |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]</p>  | <p>Yes</p>          |



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| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]                    | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]                | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]                           | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]                         | Not selected |

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| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]</p>                       | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]</p>                     | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]</p>                                 | <p>Yes</p>          |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]</p> | <p>Not selected</p> |
| <p>2.3. Does your country have a policy framework to recognize, validate and accredit non-</p>  | <p>No</p>           |

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| formal and informal learning?   |  |
| 2.4. Since 2009, has your country enacted any important new policies with respect to ALE?           | Yes  |
| 2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document. | <p>Year 2009:ESF Programme “Berufsbildung ohne Grenzen” (Vocational training without borders) Period: 2009–2014 Funding volume: 3,1 million EUROS of the Federal Ministry of Labour and Social Affairs (BMAS), 8.7 million Euros of ESF funding The programme provides funding for mobility consultants from Chambers of Skilled Trades, Industry and Commerce to inform small and medium sized enterprises (SMEs) on about opportunities for their trainees any young employees to spend time working abroad within the EU and help them organise such trips. The goal is to support SMEs in offering training places that meet the challenges of global markets and make companies as more attractive to young people as employers. Internet: <a href="http://www.mobilitaetscoach.de">www.mobilitaetscoach.de</a> References: BMBF (2014): Report on Vocational Education and Training 2014. <a href="http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf">http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf</a> / Bundesministerium für Bildung und Forschung (BMBF): Berufsbildungsbericht 2015. <a href="http://www.bmbf.de/pub/Berufsbildungsbericht_2015.pdf">http://www.bmbf.de/pub/Berufsbildungsbericht_2015.pdf</a>BMBF Project “Beratungsqualität” (“Consultancy quality”)This BMBF joint project develops quality characteristics for consultancy in education and training, work and employment and furthers the scientific development and foundation of a quality development framework for training consultancy organisations. Individual projects are carried out by the German National Guidance Forum in Education, Career and Employment (Nationalen Forum Beratung in Bildung, Beruf und Beschäftigung – nfb) and Institute for Education Studies (Institut für Bildungswissenschaft) at Heidelberg University. The “Koordinierungsprozess Qualitätsentwicklung in der Beratung für Bildung, Beruf und Beschäftigung” (Coordination process on developing quality in consultancy for education and training, careers and employment” sub-project has developed quality characteristics for good consultancy and a skills profile for consultancy personnel. The “Beratungsqualität in Bildung, Beruf und Beschäftigung – Implementierungsstrategien und wissenschaftliche Fundierung” (Consultancy quality in education and training, careers and employment – implementation strategies and scientific foundation) sub-project worked out strategies for implementing quality characteristics in accordance with agreed standards. The quality development framework will be trialed in continuing training organisations and a system developed to describe the skills required of consultancy personnel. In 2013 the quality characteristics, quality development framework and skills profile for consultancy personnel developed in this joint project were evaluated and further developed in an expanded trial. Reference: BMBF (2014): Report on Vocational Education and Training 2014. <a href="http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf">http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf</a> / Nationales Forum Beratung in Bildung, Beruf und Beschäftigung e.V. (nfb) &amp; Forschungsgruppe Beratungsqualität am Institut für Bildungswissenschaft der Ruprecht-Karls-Universität, Heidelberg (2014): Professionell beraten: Qualitätsstandards für die Beratung in Bildung, Beruf und Beschäftigung. URL: <a href="http://www.beratungsqualitaet.net/upload/Menu_Operational/Veroffentlichungen/BeQu-Standards.pdf">www.beratungsqualitaet.net/upload/Menu_Operational/Veroffentlichungen/BeQu-Standards.pdf</a>BMBF Programme „Lernen vor Ort“ (Local Learning),</p> |

2009-2014 (see also 3.3) The “Local learning” funding and support programme was set up to strengthen regional and local education and training structures and develop local education and training management with systematically coordinated elements that will enable all citizens to develop more successful education and training biographies. Working with over 180 foundations in a public-private partnership – a novelty to the education and training sector in Germany – the BMBF supports districts and independent towns in developing local government education and training management. Funding volume: 97 million Euros (50% co-financed by the European Social Fund) URL: [www.lernen-vor-ort.info](http://www.lernen-vor-ort.info) Reference: BMBF (2014): Report on Vocational Education and Training 2014. [http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_2014\\_bf.pdf](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf) Access to Higher Education Between 2009 and 2011, the German states significantly improved the legal conditions under which vocationally qualified persons can enter higher education (Cf. Banscherus/Spexard 2013), e.g. - 2009 resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany) on the access to higher education for persons with vocational qualifications - amended Higher Education Acts at Länder level (Berlin, Brandenburg, Lower Saxony, North Rhine-Westphalia, Rhineland-Palatinate) awarding persons with formal vocational qualifications and professional experience a subject-specific formal higher education qualification Reference: Kultusministerkonferenz (KMK) (2009). Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung. Beschluss der Kultusministerkonferenz vom 06.03.2009. URL: [www.kmk.org/fileadmin/veroeffentlichungen\\_beschluesse/2009/2009\\_03\\_06-Hochschulzugang-erful-qualifizierte-Bewerber.pdf](http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2009/2009_03_06-Hochschulzugang-erful-qualifizierte-Bewerber.pdf) Higher Education Acts of the Länder, examples: - Berlin: (<http://gesetze.berlin.de/jportal/?quelle=jlink&query=HSchulG+BE&psml=bsbeprod.psml&max=true>) - Brandenburg: [http://bravors.brandenburg.de/gesetze/bbghg\\_2015](http://bravors.brandenburg.de/gesetze/bbghg_2015) - Lower Saxony: [http://www.mwk.niedersachsen.de/portal/live.php?navigation\\_id=6284&article\\_id=19107&psmand=19](http://www.mwk.niedersachsen.de/portal/live.php?navigation_id=6284&article_id=19107&psmand=19) - North-Rhine-Westphalia: [https://recht.nrw.de/lmi/owa/br\\_vbl\\_detail\\_text?anw\\_nr=6&vd\\_id=14567](https://recht.nrw.de/lmi/owa/br_vbl_detail_text?anw_nr=6&vd_id=14567) - Rhineland-Palatinate: [http://landesrecht.rlp.de/jportal/portal/t/18ps/page/bsrlpprod.psml?pid=Dokumentanzeige&showdoccase=1&js\\_peid=Trefferliste&fromdoctodoc=yes&doc.id=jlr-HSchulGRP2010V2IVZ&doc.part=X&doc.price=0.0&doc.hl=0](http://landesrecht.rlp.de/jportal/portal/t/18ps/page/bsrlpprod.psml?pid=Dokumentanzeige&showdoccase=1&js_peid=Trefferliste&fromdoctodoc=yes&doc.id=jlr-HSchulGRP2010V2IVZ&doc.part=X&doc.price=0.0&doc.hl=0) Banscherus, U. & Spexard, A. (2013): Country Report Germany. In: European Commission: Developing the Adult Learning Sector. LOT 3: Opening Higher Education to adults. Contract EAC 2012-0074. Annex G - Country Reports. Publications Office of the European Union. URL: [http://ec.europa.eu/education/library/study/2012/adult-learning-g\\_en.pdf](http://ec.europa.eu/education/library/study/2012/adult-learning-g_en.pdf) Quality Assurance and Certification in Adult Training Since 2009, the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG) has required education and training providers to demonstrate that they are suitable to carry out a particular continuing training measure. This is done by means of a certificate confirming that the education and training provider is accredited by AZAV (Akkreditierungs- und Zulassungsverordnung Arbeitsförderung – central accreditation office of the Federal Employment Agency) or use of a quality assurance system. In the case of the Continuing training bonus, whose vouchers fund less expensive individual continuing vocational training measures, suitability for individual measures can be demonstrated on the basis of criteria such as teacher and trainer qualifications, course planning and course evaluation. URL: <http://www.gesetze-im-internet.de/bundesrecht/afbg/gesamt.pdf> Reference: BMBF (2014): Report

on Vocational Education and Training 2014.  
[http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_2014\\_bf.pdf](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf)Programme "weiter bilden"Period: 2009–2014 and 2015–2020Funding volume: 166 million Euros (first period), 130 million Euros (second period); ESF co-financedThe ESF programme programme was established to support the efforts of Social Partners and improve the participation rate of employees and companies in continuing vocational training. It aims to implement collective agreements on qualification and continuing training agreements reached with Social Partners. Measures to improve general company-based continuing training conditions and continuing training measures in companies are eligible for funding. In the first three years of the "weiter bilden" initiative, 391 applications were made and 207 project applications have been recommended for fundingURL: [www.esf.de](http://www.esf.de) and [www.regiestelle-weiterbildung.de](http://www.regiestelle-weiterbildung.de)Reference: BMBF (2014): Report on Vocational Education and Training 2014.  
[http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_2014\\_bf.pdf](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf)Year 2010:Programme „Erhöhung der Beschäftigungschancen von Menschen mit Behinderung durch transnational Austausch – IdA II“) (Improving the employment chances of people with disabilities through transnational exchange)Period: 2010–2014 Funding volume: 6.3 million Euros of BMAS funding, 46.2 million Euros of ESF funding, 3 million Euros of funding from the National Rehabilitation Fund (Ausgleichsfonds) Second round of the IdA Programme which started in 2008. The 2nd round of this programme enables people with disabilities to gain practical occupational experience in another EU country and expand their vocational skills and thus increase their chances of finding employment and facilitating their entry into the training and labour market. Its target groups are young people making the transition from school into training and training into work and unemployed adults. The project's activities focus on a trip abroad for one to six months (for an internship, training, or Jobcamp) with intensive support and mentoring for participants in the host country. This programme, as an employment policy measure to improve participants' access to labour and training markets, is contributing to implementing the goals of the UN Convention on the Rights of Persons with Disabilities at the Federal level. URL: [www.ida.de](http://www.ida.de) References: BMBF (2014): Report on Vocational Education and Training 2014.  
[http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_2014\\_bf.pdf](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf) / Funding priority "Berufliche Bildung für nachhaltige Entwicklung in der zweiten Hälfte der UN-Dekade – Bildung für eine nachhaltige Entwicklung 2005–2014" (Vocational training for sustainable development in the second half of the UN Decade on 'Education for sustainable development' 2005–2014) Period: 2010–2013 Funding volume: 3 million Euros With the goal of anchoring sustainability as a guiding principle in vocational education and training, the BIBB, in coordination with the BMBF has funded "Education for sustainable development" pilot schemes under Section 90 Paragraph 3, Number 1 d of the Vocational Training Act (Berufsbildungsgesetz).  
[www2.bibb.de/bibbtools/de/ssl/4936.php](http://www2.bibb.de/bibbtools/de/ssl/4936.php)References: BMBF (2014): Report on Vocational Education and Training 2014.  
[http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_2014\\_bf.pdf](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf) /Continuing vocational training within the "Initiative zur Flankierung des Strukturwandels – IFlaS" (Initiative for responding to structural change)Employment-related, up-to-date qualifications are not only the best insurance against unemployment, they are also key in solving the problem of a possible shortage of skilled staff. IFlaS was developed by the Federal Employment agency as a major element to address these issues. Launched in 2010, the continuing vocational training "IFlaS" offers has given those with low-level qualifications the opportunity to acquire a recognised vocational qualification or a modular qualifications in

occupations that are in demand on the labour market. Since 2012 the initiative has also specifically addressed those returning to work to help them get back into jobs subject to social insurance contributions. URL: [www.arbeitsagentur.de/web/content/DE/Veroeffentlichungen/Weisungen/Arbeitgeber/Detail/index.htm?dfContentId=L6019022DSTBAI431994](http://www.arbeitsagentur.de/web/content/DE/Veroeffentlichungen/Weisungen/Arbeitgeber/Detail/index.htm?dfContentId=L6019022DSTBAI431994)References: BMBF (2014): Report on Vocational Education and Training 2014. [http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_2014\\_bf.pdf](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf) /Year 2011:National Strategy for Literacy and Basic Education for Adults in Germany („Nationale Strategie für Alphabetisierung und Grundbildung Erwachsener in Deutschland“), period: 2012-16Jointly launched in December 2011 by the Federal government and the Länder governments (BMBF and KMK)The strategy seeks to sustainably anchor awareness of the issue in society and network actors in the field at the Federal level. The joint agreement includes measures and actions for individual partners on several levels, initially until 2016URL: [www.bmbf.de/de/426.php?hilite=alphabetisierung](http://www.bmbf.de/de/426.php?hilite=alphabetisierung)„Vereinbarung über eine gemeinsame nationale Strategie für Alphabetisierung und Grundbildung Erwachsener in Deutschland 2012 – 2016“ (2011): URL: [www.bmbf.de/pubRD/NEU\\_strategiepapier\\_nationale\\_alphabetisierung.pdf](http://www.bmbf.de/pubRD/NEU_strategiepapier_nationale_alphabetisierung.pdf) f)Reference: BMBF (2014): Report on Vocational Education and Training 2014. [http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_2014\\_bf.pdf](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf)Bund-Länder Wettbewerb "Aufstieg durch Bildung: offene Hochschulen" (Advancement through education: Open universities), Period: 2011–2020 Funding volume: 250 million Euros (first phase with ESF co-funding)Competition launched by the Federal and Länder governments. to further the development of demand-oriented and needs-based lifelong scientific learning courses in universities designed for working adults. There is also a focus on support measures (consultancy), access to university courses and accreditation issues so the competition helps open up university education to a wider range of target groups, including those without a formal higher education entrance qualificationSince August 2014, almost 100 higher education institutions have been receiving funding from this programme.URL: : <http://www.wettbewerb-offene-hochschulen-bmbf.de>Reference: BMBF (2014): Report on Vocational Education and Training 2014. [http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_2014\\_bf.pdf](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf)ANKOM – transitioning from vocational into university education and training Period: 2011-2015Funding volume: 7 million EurosOne of the findings of the BMBF's ANKOM (recognition of vocational competencies in higher education) funding initiative was that those completing vocational training, as well as accreditation of their existing skills, need further support measures to enable them to effectively complete a university course. In April 2011 the BMBF issued the “Regulation on funding measures for the transition from vocational into university education and training” (“Richtlinie zur Förderung von Maßnahmen für den Übergang aus der beruflichen in die hochschulische Bildung”). Funding is provided for the establishing of support measures to promote successful study, taking into account workers' life situations. Such accompanying and support measures are designed to extend to content as well as to structural, organisational and personal aspects. One prerequisite for funding is that participating higher education institutions accredit vocational competencies towards university courses. 20 projects have received funding until the end of 2014URL: <http://ankom.his.de>Reference: BMBF (2011): Richtlinie zur Förderung von Maßnahmen für den Übergang aus der beruflichen in die hochschulische Bildung. URL: [http://ankom.his.de/bmbf/pdf/BMBF\\_Foerderlinie\\_Uebergaenge.pdf](http://ankom.his.de/bmbf/pdf/BMBF_Foerderlinie_Uebergaenge.pdf)BMBF (2014): Report on Vocational Education and Training 2014. [http://www.bmbf.de/pub/Report\\_on\\_Vocational\\_Education\\_and\\_Training\\_](http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_)

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|  | <p>2014_bf.pdf Year 2012: BMBF information campaign “Lesen und Schreiben – Mein Schlüssel zur Welt” (reading and writing – my key to the world) Part of the National Strategy for Literacy and Basis Education for Adults in Germany; launched in September 2012; funding volume: 10 million Euros The campaign aims at reaching concerned persons and their environment and to raise public awareness for literacy and basic skills. During this campaign, television and radio commercials, billposting and regional exhibitions are organised. <a href="http://www.mein-schlüssel-zur-welt.de">www.mein-schlüssel-zur-welt.de</a> Reference: BMBF (2014): Report on Vocational Education and Training 2014.</p> <p><a href="http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf">http://www.bmbf.de/pub/Report_on_Vocational_Education_and_Training_2014_bf.pdf</a> BMBF Funding Priority “Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener“ (Workplace-oriented Literacy and Basic Education for Adults) funding priority, 2012-15; funding volume: 20 million Euros Part of the National Strategy for Literacy and Basis Education for Adults in Germany The aim is to increase the interest of companies and labour market stakeholders in the implementation of literacy and basic skills edu</p> |
| <p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation ]</p>                        | <p>tend to agree</p>   |
| <p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems ]</p> | <p>tend to agree</p>   |

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| <p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements ]</p>      | <p>tend to disagree</p> |
| <p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized ]</p>                        | <p>tend to agree</p>    |
| <p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]</p>        | <p>tend to disagree</p> |
| <p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]</p>        | <p>tend to disagree</p> |
| <p>3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?</p> | <p>Yes</p>              |



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| <p>3.2.1. Describe how the government consults on ALE policy.</p>                                   | <p>Both federal and the state governments regularly set up advisory boards and/or commission formative evaluation studies for their various programmes and initiatives in the field of ALE. Moreover, with a view to policy development, governments commission research studies which also involve discussions with experts from the field. One example is the study “Handlungsstrategien für die berufliche Weiterbildung“ (Strategies for action on continuing vocational training), published in 2013, which was commissioned by the Federal Ministry for Education and Research (BMBF) and developed by the Federal Institute for Vocational Education and Training (BIBB) together with the Sociological Research Institute at Göttingen University (SOFI) and the Research Institute for Vocational Education and Training (Forschungsinstitut Betriebliche Bildung – f-bb).<br/> URL:<br/> <a href="http://www.bibb.de/veroeffentlichungen/de/publication/show/id/7063">http://www.bibb.de/veroeffentlichungen/de/publication/show/id/7063</a><br/> At länder level the laws on adult education which exist in many states include provisions concerning consultation with those who are involved in the implementation of the law (e.g. setting up of advisory bodies, organisation of regular conferences with stakeholders etc.).In the field of VET, governments regularly consult with stakeholders who are sitting on the Board of the Federal Institute for Vocational Education and Training (BIBB). The Board is the executive body of the BIBB and also the German government's statutory advisory body in fundamental matters regarding vocational education and training. Representatives of employers, trade unions, Germany's federal states and the federal government work together on the Board, with each group having an equal share of votes (<a href="http://www.bibb.de/en/463.php">http://www.bibb.de/en/463.php</a>)The federal government is also making use of expert committees to consult them on ALE matters. For example, the programme “Weiterbildungsberatung: Servicetelefon und Internetportal” (see 2.4) was set up as a consequence of the recommendations of the “Innovationskreis Weiterbildung – IKWB” (Committee on Innovation in Continuing Training) This committee had been working from 2006 to 2008 and was composed of high-ranking experts from public life, research and science, and representatives of the social partners and the Länder.The federal government also launches initiatives of dialogue with the civil society. During these initiatives all citizens are invited to share and discuss their views about how life in Germany should be shaped in the future, either through online platforms or at one of various public events that are organised. ALE stakeholders are involved in these dialogues as well. In 2012, the German Adult Education Association (DVV) together with the Bertelsmann Foundation organised discussion fora for citizens in more than 50 cities throughout Germany as a contribution to the chancellor’s “Future Dialogue”. (<a href="http://www.dvv-vhs.de/fileadmin/user_data/PDF/Aktuelles/PM__B%C3%BCrgerdialog_dvv_14_02_2012.pdf">http://www.dvv-vhs.de/fileadmin/user_data/PDF/Aktuelles/PM__B%C3%BCrgerdialog_dvv_14_02_2012.pdf</a>). The latest citizens dialogue (“Living well in Germany – what is important to us”) was launched by the chancellor in April 2015, with the DVV’s director taking part in the opening ceremony (<a href="http://www.bundesregierung.de/Content/EN/Artikel/2015/04_en/2015-04-13-buergerdialog-merkel-gabriel_en.html">www.bundesregierung.de/Content/EN/Artikel/2015/04_en/2015-04-13-buergerdialog-merkel-gabriel_en.html</a>). In the public discussion events with the chancellor, ALE was mentioned by the citizens taking part as an important factor for a good life (<a href="http://www.bundesregierung.de/Content/DE/Artikel/2015/06/2015-06-01-merkel-im-buergerdialog.html">www.bundesregierung.de/Content/DE/Artikel/2015/06/2015-06-01-merkel-im-buergerdialog.html</a>).</p> |
| <p>3.3. Has there been any significant innovation/development in ALE governance in your country</p> | <p>Yes</p>   |

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| <p>since 2009 that could be of interest to other countries?</p>                     |  |
| <p>3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.</p> | <p>Programme “Lernen vor Ort” (Local Learning), 2009-2014 (cf. 2.4)The programme was set up to strengthen regional and local education and training structures and develop local education and training management with systematically coordinated elements that will enable all citizens to develop more successful education and training biographies. Four fundamental fields of action form the core of this programme.- local government education and training management to coordinate diverse training and advisory services and the many initiatives in the various fields of action, - local government education and training monitoring that uses clear facts and regular reporting systems to reveal the effects of training and advisory services in all education and training fields and highlight areas where action is required, - education and training consultancy designed to ensure that all citizens are supported through every phase in their individual biography in independently making well-prepared training, advanced training and occupational choices based on sound information, - education and training courses focusing on successfully managing interfaces between various phases of life, education and training and between different education and training institutions.Working with over180 foundations in a public-private partnership that is new to the education and training sector, the BMBF supports districts and independent towns in developing local government education and training management. Each community taking part in the programme cooperates with at least one foundation. The foundations help to promote the development of a coherent education system at local/regional level by providing expertise and consultancy and by supporting the implementation of specific measures or events. 35 of the original 40 local governments are participating in the second phase of funding, which began on the 1st of September 2012, and 51 foundations have joined forces in a national association of foundations so far. In the transfer phase, the programme results were made available to all interested local governments. Since the autumn of 2013 a transfer structure has been established in a cooperative scheme involving Länder and local governments, top industry and business associations and the foundations. Based on the “Transferagenturen Kommunales Bildungsmanagement” local authority education and training management funding guideline, regionally and nationally networked transfer agencies have been established which are in charge of organising a transfer of results between local governments with and without “Local learning” funding since February 2014Link: <a href="http://www.lernen-vor-ort.info">www.lernen-vor-ort.info</a> Reference: Bundesministerium für Bildung und Forschung (BMBF) (2014). Report on Vocational Education and Training 2014(Longitudinal) surveys relating to ALE Governments are increasingly relying on empirical research in view of further developing their policies on education. This trend started already before 2009 (e.g. establishment of a national education reporting system in 2006, see the CONFINTEA VI National Report, ch. 2.3.2) and has continued to give rise to important projects thereafter. With regard to ALE in particular, an important step was made in 2009 when the “National Educational Panel Study (NEPS) started with support from the Federal Ministry of Education and Research. Since 2014 this study has been carried out by the Leibniz Institute for Educational Trajectories (LifBi) at the University of Bamberg. NEPS aims to collect longitudinal data on the development of competencies, educational processes, educational decisions, and returns to education in formal, nonformal, and informal</p> |

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|  | <p>contexts throughout the life span. The intention is to provide the basis for improvements in educational reporting and the provision of expert advice for policy makers in Germany besides providing data sources for research purposes. Link: <a href="https://www.neps-data.de/en-us/home.aspx">https://www.neps-data.de/en-us/home.aspx</a> Other important surveys relating to ALE which should be mentioned in this regard include- the Adult Education Survey (AES) in Germany- the German participation in the OECD's Programme for the International Assessment of Adult Competencies (PIAAC)- the Competences in Later Life (CiLL) study – a parallel study to PIAAC, researching the competences of people aged 66-80- the PIAAC-L study, a long-term extension of the PIAAC study in Germany- the leo. – Level One study on functional illiteracy in Germany(for details and references for these studies see 6.5)</p> |
| <p>4.1. What percentage of public education spending currently goes to ALE?</p>  | <p>Do not know</p>   |
| <p>4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has</p> | <p>Do not know</p>   |
| <p>4.3. Does the government plan to increase or decrease spending on ALE?</p>  | <p>Do not know</p>   |

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| 4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries? | Yes  |
| 4.4.1. Give details and provide references where appropriate and URL link if possible.   | <p>Involvement of foundations in the BMBF-programme “Lernen vor Ort” (Local learning) which started in 2009, foundations are intensely involved (see 2.4 and 3.3). They not only contribute expertise and methodological support for the projects but may also provide some funding for the development and implementation of innovative approaches. This kind of public-private partnership is a novelty to the German education system. Link: <a href="http://www.lernen-vor-ort.info/de/153.php">www.lernen-vor-ort.info/de/153.php</a> Further developing demand-led funding (Educational vouchers) Educational vouchers as demand-side instruments for financial support have been implemented in several federal states since 2009. Similar voucher systems have already existed before 2009 in other federal states as well as on the level of the federal government (cf. Haberzeth/Kulmus, 2013, p. 45). Examples of educational vouchers include: 2009: in Rhineland-Palatine implementation of the voucher „QualiScheck“ (URL: <a href="http://esf.rlp.de/esf-foerderung-2014-2020/qualischeck/">http://esf.rlp.de/esf-foerderung-2014-2020/qualischeck/</a>) 2009 in Brandenburg implementation of the voucher “Bildungsscheck Brandenburg” (URL: <a href="http://www.masgf.brandenburg.de/cms/detail.php/bb1.c.185138.de">http://www.masgf.brandenburg.de/cms/detail.php/bb1.c.185138.de</a>) 2009: In Hamburg implementation of the voucher “Weiterbildungsbonus Hamburg” (URL: <a href="http://www.weiterbildungsbonus.net/fileadmin/user_upload/weiterbildungsbonus_relaunch/Downloads/WB_Kurzbeschreibung_KLASSIK.pdf">http://www.weiterbildungsbonus.net/fileadmin/user_upload/weiterbildungsbonus_relaunch/Downloads/WB_Kurzbeschreibung_KLASSIK.pdf</a>) 2010: In Saxony implementation of the voucher “Weiterbildungsscheck Sachsen” (URL: <a href="http://www.sab.sachsen.de/de/p_arbeit/detailfp_esf_61761.jsp">http://www.sab.sachsen.de/de/p_arbeit/detailfp_esf_61761.jsp</a>) 2011: In Thuringia implementation of the voucher “Thüringer Weiterbildungsscheck” (<a href="https://www.gfaw-thueringen.de/cms/getfile.php5?1575">https://www.gfaw-thueringen.de/cms/getfile.php5?1575</a>) 2012: In Bremen implementation of the voucher “Bremer Weiterbildungsscheck” (URL: <a href="http://www.bremen.de/wirtschaft/weiterbildungsberatung/der-bremer-weiterbildungsscheck-26456491">http://www.bremen.de/wirtschaft/weiterbildungsberatung/der-bremer-weiterbildungsscheck-26456491</a>) The KMK site offers a collection of links to the existing funding instruments of the Länder at: <a href="http://www.kmk.org/no_cache/bildung-schule/allgemeine-weiterbildung/weiterbildungsfinanzierung.html?sword_list%5B0%5D=f%C3%B6rderinstrumente">www.kmk.org/no_cache/bildung-schule/allgemeine-weiterbildung/weiterbildungsfinanzierung.html?sword_list%5B0%5D=f%C3%B6rderinstrumente</a> Reference: Haberzeth, E. &amp; Kulmus, C. (2013): Förderprogramme der beruflichen Weiterbildung: Bedeutung, Stand und Entwicklung von Weiterbildungsgutscheinen in Deutschland. In: Käßlinger, B., Klein, R. &amp; Haberzeth, E. (Hg.): Weiterbildungsgutscheine. Wirkungen eines Finanzierungsmodells in vier europäischen Ländern. Bielefeld: W. Bertelsmann, p. 39-56: New legal entitlement for undertaking second chance education The Act on Re-Oriented Labour Market Instruments (“Gesetz zur Neuausrichtung der arbeitsmarktpolitischen Instrumente1”), which entered into force on 1 January 2009 established a legal entitlement for young adults to financial support for preparing for the secondary general school leaving certificate after having dropped out of school. Link: <a href="http://www.bmas.de/DE/Themen/Aus-und-Weiterbildung/Ausbildungsfoerderung/Hilfe-beim-Hauptschulabschluss/hauptschule-abschluss.html;jsessionid=B08130F95ADFC4B93AC205B439D09A3F">www.bmas.de/DE/Themen/Aus-und-Weiterbildung/Ausbildungsfoerderung/Hilfe-beim-Hauptschulabschluss/hauptschule-abschluss.html;jsessionid=B08130F95ADFC4B93AC205B439D09A3F</a> Reference: Faulstich, P. &amp; Trumann, J. (2014). Weiterbildungsförderung: Finanzierung und Freistellung. In Krug, P. &amp; Nuissl, E. (Hg.). Praxishandbuch Weiterbildungsrecht, Losebl.-Ausg.. Further development</p> |

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|  | <p>of Paid Educational Leave Entitlements at Länder level The number of Länder which have laws in place granting employees an individual entitlement to paid educational leave has been increasing since 2009. In most cases, employees are entitled to spend five days' paid leave per year attending general, political or vocational training of their choice with a recognised provider. Since 2009, new legal entitlements have been introduced in Baden-Wuerttemberg and Thuringia. In Baden-Wuerttemberg, the "Bildungszeitgesetz" (Law on time for education) will enter into force on 1 July 2015. The Thuringian government has only recently (July 2015) passed a bill providing for an entitlement to educational leave which will be supposed to enter into force on 1 January 2016..Other Länder have amended their legislation on paid educational leave. In Bremen, the 2010 amendment of the "Bildungsurlaubsgesetz" (Law on educational leave) has widened the range of eligible courses (shorter courses and courses offered by commercial providers are now included). In Mecklenburg-Western Pomerania a new law on educational leave ("Bildungsfreistellungsgesetz") has entered into force at the end of 2013, replacing the earlier laws of 2001. Employees' entitlement to educational leave is now granted throughout the year and is no longer linked to the availability of earmarked resources from the public budget. For their continued salary payments, employers may apply for a compensation from the public budget of 55 Euro per day in the case of vocational training and 110 Euro of day in the case of political education and respectively. (This compensation is not paid in the case of civil servants)LinksPEL in Mecklenburg Mecklenburg-Western Pomerania: <a href="http://www.weiterbildung-mv.de/bfg.php">www.weiterbildung-mv.de/bfg.php</a>Overview on PEL in the Länder / link collections: - <a href="http://www.iwwb.de/weiterbildung.html?seite=26">www.iwwb.de/weiterbildung.html?seite=26</a>- <a href="http://www.kmk.org/bildung-schule/allgemeine-weiterbildung/freistellung-fuer-weiterbildung.html">http://www.kmk.org/bildung-schule/allgemeine-weiterbildung/freistellung-fuer-weiterbildung.html</a> Collection of links to the Continuing Education portals of the Länder: - <a href="http://www.kmk.org/bildung-schule/allgemeine-weiterbildung/weiterbildung-in-den-laendern.html">http://www.kmk.org/bildung-schule/allgemeine-weiterbildung/weiterbildung-in-den-laendern.html</a> Reform of the Aufstiegsfortbildungsförderungsgesetz – AFBG (Advanced Further Training Assistance Act). The AFBG was enacted by the federal government in 1996 with the aim of increasing participation in continuing vocational training by financial support for advanced training such as master craftsman programmes. The 2009 reform of the Act enlarged the range of trainings eligible for public support. For example the eligibility is no longer restricted to the first upgrading training of an individual. Also, conditions for financial support have been improved and the amount of funding has been increased, for instance in the case of the maintenance contribution for adults with children. Link: <a href="http://www.meister-bafoeg.info/de/36.php">www.meister-bafoeg.info/de/36.php</a>Further References:For generals overviews of financial support structures for continuing education in Germany refer to:Dohmen, D. (2013). Deutschlands Weiterbildungsfinanzierung im internationalen Vergleich. In. Deutsches Institut für Erwachsenenbildung (DIE) (Hrsg.): Trends der Weiterbildung. Trendanalyse 2014. Bielefeld: W. Bertelsmann, p. 135-152Koscheck, S., Müller, N. &amp; Walter, M.. (2011). Bestandsaufnahme und Konsistenzprüfung beruflicher Weiterbildungsförderung auf Bundes- und Länderebene. Bielefeld: W. Bertelsmann</p> |
| 5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has... | Increased  |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year                  | 51   |

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| available<br>[Participation<br>rate (%)]   |   |
| 5.1.1. Insert the<br>overall ALE<br>participation rate<br>(%) for the most<br>recent year<br>available<br>[Reference year]                   | 2014  |
| 5.1.1. Insert the<br>overall ALE<br>participation rate<br>(%) for the most<br>recent year<br>available<br>[Reference age<br>group]           | 18-64   |
| 5.1.1. Insert the<br>overall ALE<br>participation rate<br>(%) for the most<br>recent year<br>available<br>[Definition of<br>'participation'] | <p>The answers given in 5.3 are mostly based on German AES data (from the years 2007, 2010, 2012 and 2014). Participation rate in this case is defined as the percentage of the population who has taken part in some form of non-formal organised continuing education during the 12 months preceding the survey. Participation in any of the four following activities is included: - Courses during working time or leisure time; - Short educational activities such as seminars, workshops, lectures, short training; - Training and organised instruction at the workplace; - Private tuition in leisure time (e.g. sports training or driving lessons, private music classes, private tutoring); // The German AES does however not specify participation rates for the field of literacy. Therefore, in the case of literacy, the answer in 5.3 refers to the alphamonitor survey of the German Institute for Adult Education. Participation in this case refers to the percentage of participants in literacy courses who are men/women respectively. The reference year in this case is 2012. // Equal participation was ticked in 5.3 when the difference in the participation rates was less than 3 percentage points. In the case of TVET, the higher participation rate of men refers exclusively to company-based activities. For individually organised VET activities, the participation rate of men and women is almost equal, however low: 9% men vs. 10 % women. // The AES does not specify ALE participation of person aged over 65. Two studies (Tippelt et al. 2009; Friebe et al. 2014) can be used as a source for this age group. Although the two studies are not completely comparable in their design, the results suggest at least that the participation of this age group has remained more or less the same in the period 2009/14</p> |
| 5.1.1. Insert the<br>overall ALE<br>participation rate<br>(%) for the most<br>recent year<br>available [Data<br>source with URL]             | <p>BMBF (2015). Weiterbildungsverhalten in Deutschland 2014. AES 2014 Trendbericht. URL: <a href="http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf">http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf</a>; I. Ambos &amp; Horn, H. (2013). Angebotsstrukturen in der Alphabetisierung und Grundbildung für Erwachsene 2012. Ergebnisse der alphamonitor-Anbieterbefragung des DIE <a href="http://www.die-bonn.de/doks/2013-alphabetisierung-02.pdf">http://www.die-bonn.de/doks/2013-alphabetisierung-02.pdf</a>; Tippelt et al. (2009): Bildung Älterer. Chancen im demografischen Wandel. Bielefeld: W. Bertelsmann. URL: <a href="http://www.die-bonn.de/doks/2009-altenbildung-01.pdf">http://www.die-bonn.de/doks/2009-altenbildung-01.pdf</a>; Friebe, J., Schmidt-Hertha, B. &amp; Tippelt, R. (Hrsg.) (2014). Kompetenzen im höheren Lebensalter. Ergebnisse der Studie "Competencies in Later Life" (CiLL). Bielefeld: W. Bertelsmann</p>  |

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| <p>5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]</p>  | <p>Equal participation</p>    |
| <p>5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]</p>                                      | <p>Women participate more</p> |
| <p>5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]</p> | <p>Men participate more</p>   |
| <p>5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]</p>   | <p>Equal participation</p>    |
| <p>5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]</p>                      | <p>Equal participation</p>    |
| <p>5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and</p>  | <p>no change</p>              |

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| refugees from other countries]  |             |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)] | do not know |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]  | increased   |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]                        | do not know |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]  | no change   |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]   | increased   |



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| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]   | do not know   |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]                     | do not know   |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]  | do not know   |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]                    | increased   |
| 5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries? | Yes   |
| 5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country     | See the measures under 4.4. concerning financial support for learners, particularly- Educational vouchers, - legal entitlement for undertaking second chance education - paid educational leave, - reform of the Advanced Further Training Assistance Act - AFBGSee the measures under 2.4 aimed at increasing participation and widening access, in particular-measures and programmes to open access to higher education (legal reforms, Competition "Aufstieg durch Bildung: offene Hochschulen", ANKOM programme)- the measures within the National Strategy for Literacy and Basic Education for Adults in Germany (information campaign "Lesen und Schreiben – Mein Schlüssel zur Welt", Funding Priority "Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener"); |

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| published since 2009.   | - measures to increase participation of adults in (C)VET (campaign “Berufliche Weiterbildung: Energie für Ihren Erfolg”; Initiative “AusBILDUNG wird was – Spätstarter gesucht” - the BMBF project “Weiterbildungsberatung: Servicetelefon und Internetportal” aimed at increasing transparency and accessibility of continuing training consultancy |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]  | Yes  |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]                                     | Yes  |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]                           | Yes  |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion] | Not selected   |

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| <p>6.1. Does your country systematically collect information about the following ALE outcomes?<br/>[None of these – this information is not systematically available]</p> | <p>Not selected</p>  |
| <p>6.1. Does your country systematically collect information about the following ALE outcomes?<br/>[Other]</p>  | <p>The federal government and the Länder governments are financing several regular data collection processes which provide the base for evaluation and monitoring processes (an overview is given on the German Education Server url: <a href="http://www.iwwb.de/weiterbildung.html?seite=23">http://www.iwwb.de/weiterbildung.html?seite=23</a>). These reports include to varying degrees information on the issues above: The German Adult Education Survey (AES) contains data on certificates issued and on subjective benefits; The vocational education and training statistics of the Federal Statistical Office (<a href="https://www.destatis.de/EN/Homepage.html">https://www.destatis.de/EN/Homepage.html</a>) includes data on further training examinations; The German National Educational Panel Study (NEPS) started in 2009. It analyses educational processes in Germany from early childhood to late adulthood. It includes data on the effects of educational activities on the career development of the learners. (<a href="https://www.neps-data.de/">https://www.neps-data.de/</a>); Information on the labour market outcomes of publicly funded CVET in the context of labour market policy instruments (CVET supported by the Federal Employment Agency under Book Two and Three of the Social Code, SGBII and SGBIII) is collected in the statistics of the Federal Employment Agency (<a href="http://statistik.arbeitsagentur.de/">http://statistik.arbeitsagentur.de/</a>). // Several surveys/statistics allow to draw at least correlations between educational activities of adults and outcomes such as employment situation, income or competence levels, although causal relationships may not be proven. Important relevant national surveys/statistics include (see also 6.5): the Socio-Economic Panel (SOEP) (<a href="http://www.diw.de/de/soep">http://www.diw.de/de/soep</a>); the microcensus survey of the Federal Statistical Office (<a href="https://www.destatis.de/EN/Homepage.html">https://www.destatis.de/EN/Homepage.html</a>); the IAB Establishment Panel, an employer survey of the Institute for Employment Research (IAB) (<a href="http://www.iab.de/en/erhebungen/iab-betriebspanel.aspx">http://www.iab.de/en/erhebungen/iab-betriebspanel.aspx</a>); the Labour Force Survey of the Federal Institute for Vocational Education and Training (BIBB) and the Federal Institute for Occupational Safety and Health (BAuA) (<a href="http://www.bibb.de/en/2815.php">http://www.bibb.de/en/2815.php</a>); the Continuous Vocational Training Survey of the Cologne Institute for Economic Research (IW) (<a href="http://www.iwkoeln.de/en/">http://www.iwkoeln.de/en/</a>); the German part of the Programme for the International Assessment of Adult Competencies (PIAAC) (<a href="http://www.bmbf.de/de/13815.php">http://www.bmbf.de/de/13815.php</a>; <a href="http://www.gesis.org/piaac">http://www.gesis.org/piaac</a>); the long-term study PIAAC-L (<a href="https://www.lifbi.de/en-us/furtherstudies/piaac-l.aspx">https://www.lifbi.de/en-us/furtherstudies/piaac-l.aspx</a>); the study “CiLL – Competencies in Later Life”, carried out parallel to PIAAC (<a href="http://www.die-bonn.de/cill/">http://www.die-bonn.de/cill/</a>). // Further information related to other outcomes of ALE is collected for instance by the “Stiftung Warentest” foundation, which provides information on the quality of continuing education offers such as costs, educational arrangements and the appropriateness of the content. (<a href="https://www.test.de/bildung-beruf/weiterbildung-allgemein/">https://www.test.de/bildung-beruf/weiterbildung-allgemein/</a>). // For overviews of research findings relating to ALE and ALE outcomes refer to: The German National Educational Report (Nationaler Bildungsbericht) which is published every two years (first edition: 2006). It contains a section on the outcomes (labour market related and other) of all forms of education and</p> |

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|   | <p>summarises relevant findings. Link: <a href="http://www.bildungsbericht.de/">http://www.bildungsbericht.de/</a>; Reference: Autorengruppe Bildungsberichterstattung (2014). Bildung in Deutschland 2014. Ein indikatorengestützter Bericht mit einer Analyse zur Bildung von Menschen mit Behinderungen. Bielefeld: W. Bertelsmann. URL; <a href="http://www.bildungsbericht.de/daten2014/bb_2014.pdf">http://www.bildungsbericht.de/daten2014/bb_2014.pdf</a>; The “DIE-Trend Analysis” by the German Institute for Adult Education which is also published every two-three years. It contains summaries and critical analysis of existing studies and research findings on educational outcomes with a specific focus on adult and continuing education (<a href="http://www.die-bonn.de/id/11065/about/html/?lang=en&amp;">http://www.die-bonn.de/id/11065/about/html/?lang=en&amp;</a>); Reference: Deutsches Institut für Erwachsenenbildung (DIE) (2013). Trends der Weiterbildung. DIE-Trendanalyse 2014. Bielefeld: W. Bertelsmann (<a href="http://www.die-bonn.de/doks/2013-weiterbildung-07.pdf">http://www.die-bonn.de/doks/2013-weiterbildung-07.pdf</a>); The VET Data Report of the Federal Institute for Vocational Education and Training (BIBB). It is published on a yearly basis and assembles relevant data and research findings on VET; Link <a href="http://www.bibb.de/datenreport/en/index.php">www.bibb.de/datenreport/en/index.php</a>; Reference: Bundesinstitut für Berufsbildung (BIBB) (2015). Datenreport zum Berufsbildungsbericht 2015. Informationen und Analysen zur Entwicklung der beruflichen Bildung. Bonn: Bundesinstitut für Berufsbildung (BIBB).</p> |
| <p>6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?</p>               | <p>Yes</p>   |
| <p>6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?</p>   | <p>Yes, in some cases</p>  |
| <p>6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?</p> |  |

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| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]   | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]   | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]                                      | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]   | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]                            | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues   | Yes |

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| <p>in your country?<br/>[Other issues]</p>     |  |
| <p>6.5.1. Give references and URL link(s).</p> | <p>There is a broad range of studies and analyses on the issues listed above as well as other issues. I. Overview Sources: For a comprehensive overview see in particular the DIE's Trends Analysis publication. This publication gathers and analyses available research results relating to ALE. It covers in particular the following: • ALE Provider institutions • Staff in ALE • ALE provision (courses and programmes) • Participation in ALE • ALE Funding • Company based ALE • Competences and Qualifications • Governance structures Reference: Deutsches Institut für Erwachsenenbildung (ed.). Trends der Weiterbildung: DIE-Trendanalyse 2014. URL: <a href="http://www.die-bonn.de/id/11065/about/html/?lang=en">www.die-bonn.de/id/11065/about/html/?lang=en</a> Another important overview report with a focus on vocational training is the VET Data Report of the Federal Institute for Vocational Education and Training (BIBB). With regard to ALE it covers: • CVET Participation • CEVT Provider • State funded CVET • Formal CVET Qualifications Reference: Bundesinstitut für Berufsbildung (BIBB) (2015). Datenreport zum Berufsbildungsbericht 2015. Informationen und Analysen zur Entwicklung der beruflichen Bildung. Bonn: Bundesinstitut für Berufsbildung (BIBB). URL: <a href="http://www.bibb.de/datenreport/en/index.php">http://www.bibb.de/datenreport/en/index.php</a> The open-access online database „Forschungslandkarte Erwachsenen- und Weiterbildung“ (Research Map Adult and Continuing Education) allows to search for ongoing and completed research projects in the field of ALE. This data base was developed by the DIE in cooperation with the division “Adult education” of the German Educational Research Association (Sektion Erwachsenenbildung der Deutschen Gesellschaft für Erziehungswissenschaft DGfE) and is operated by the DIE as an ongoing service. URL: <a href="http://die-bonn.de/weiterbildung/forschungslandkarte/default.aspx">http://die-bonn.de/weiterbildung/forschungslandkarte/default.aspx</a> II. Examples of important research since 2009 include notably: The National Educational Panel Study (NEPS) (see 3.3.) A longitudinal data collection on educational biographies Link: <a href="http://www.neps-data.de/en-us/home.aspx">www.neps-data.de/en-us/home.aspx</a> a) Studies of ALE participation and provision Adult education Survey (AES) in Germany The German Adult Education Survey (AES) which is implemented by TNS Infratest on behalf of the BMBF as part of the national educational reporting and as part of the European Adult Education Survey AES at the same time. It provides every 2-3 years the most comprehensive overview on ALE activity in Germany. The AES not only provides data on ALE participation differentiated according to several personal and social characteristics, but also on the intensity of participation, participation motives, learning topics, and information and guidance needs. Link: <a href="http://www.tns-infratest.com/SoFo/Expertise/Bildungsforschung_AES.asp">http://www.tns-infratest.com/SoFo/Expertise/Bildungsforschung_AES.asp</a> References: Bilger, F./Strauß, A. (2015). Weiterbildungsverhalten in Deutschland. AES Trendbericht 2014. Bonn: Bundesministerium für Bildung und Forschung (BMBF). URL: <a href="http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf">http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf</a> Bilger, F. et al. (ed) (2013). Weiterbildungsbeteiligung in Deutschland. Resultate des Adult Education Survey 2012. Bielefeld. URL: <a href="http://www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf">www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf</a> ALE provider survey “wbmonitor” An annual survey among ALE providers Link: <a href="http://www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?id=639">www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?id=639</a> Reference (most recent publication): Ambos, I., Koschek, S. &amp; Martin, A. (2015). Personalgewinnung von Weiterbildungsanbietern. Ergebnisse der wbmonitor-Umfrage 2014. Bonn: Bundesinstitut für Berufsbildung (BIBB). URL: <a href="http://www.bibb.de/dokumente/pdf/a22_wbmonitor_ergebnisbericht_umf">http://www.bibb.de/dokumente/pdf/a22_wbmonitor_ergebnisbericht_umf</a></p> |

rage\_2014.pdf  
 ALE literacy provider survey "alphamonitor"  
 A biannual survey of providers literacy and basic skills provision in Germany  
 Link: [www.die-bonn.de/weiterbildung/statistik/alphamonitor.aspx](http://www.die-bonn.de/weiterbildung/statistik/alphamonitor.aspx)  
 Reference: Ambos, I. & Horn, H. (2012). Angebotsstrukturen in der Alphabetisierung und Grundbildung für Erwachsene 2012. Ergebnisse der alphamonitor-Anbieterbefragung des DIE. URL: <http://www.die-bonn.de/doks/2013-alphabetisierung-02.pdf>  
 The German Adult and Continuing Education Map ("Deutscher Weiterbildungsatlas")  
 A Research Project on regional disparities of ALE participation and provision  
 Link: [www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?id=699](http://www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?id=699)  
 Reference: Martin, A., Schömann, K., Schrader, J. & Kuper, h. (2015): Deutscher Weiterbildungsatlas. Bielefeld: W. Bertelsmann  
 Survey of VET in companies  
 A parallel study to the European CVTS4, focusing on quality assurance and cooperation in VET.  
 Reference: Moraal, D. (2015): Nationale Zusatzerhebung zur vierten europäischen Weiterbildungserhebung in Unternehmen (CVTS4-Zusatzerhebung – CVTS4-Z). Bonn: Bundesinstitut für Berufsbildung (BIBB). URL: [https://www2.bibb.de/bibbtools/tools/fodb/data/documents/pdf/eb\\_23304.pdf](https://www2.bibb.de/bibbtools/tools/fodb/data/documents/pdf/eb_23304.pdf)  
 l.b) Studies of competences of adults  
 The OECD's Programme for the International Assessment of Adult Competencies (PIAAC) in which Germany takes part (Rammstedt et al. 2013). The German PIAAC is managed by the GESIS Leibniz Institute for the Social Sciences and implemented by TNS Infratest on behalf of the Federal Ministry of Education and Research (BMBF) and Federal Ministry of Labor and Social Affairs (BMAS).  
 Link: [www.bmbf.de/de/13815.php](http://www.bmbf.de/de/13815.php); [www.gesis.org/piaac](http://www.gesis.org/piaac)  
 Reference: Rammstedt, B. (Hrsg.) (2013). Grundlegende Kompetenzen Erwachsener im internationalen Vergleich. Ergebnisse von PIAAC 2012. Münster u.a.: Waxmann. URL: [http://www.gesis.org/fileadmin/piaac/Downloadbereich/PIAAC\\_Ebook.pdf](http://www.gesis.org/fileadmin/piaac/Downloadbereich/PIAAC_Ebook.pdf)  
 Rammstedt, B. et al.: PIAAC 2012. Overview of the Main Results. URL: [http://www.etracker.de/Inkcnt.php?et=qPKGYY&url=http://www.gesis.org/fileadmin/piaac/Downloadbereich/PIAAC\\_Zusammenfassung\\_engl.pdf&lnkname=fileadmin/piaac/Downloadbereich/PIAAC\\_Zusammenfassung\\_engl.pdf](http://www.etracker.de/Inkcnt.php?et=qPKGYY&url=http://www.gesis.org/fileadmin/piaac/Downloadbereich/PIAAC_Zusammenfassung_engl.pdf&lnkname=fileadmin/piaac/Downloadbereich/PIAAC_Zusammenfassung_engl.pdf)  
 Zabal, A., Martin, S., Massing, N., Ackermann, D., Helmschrott, S., Barkow, I & Rammstedt, B. (2014): PIAAC Germany 2012: Technical Report. Münster: Waxmann. URL: <http://www.gesis.org/fileadmin/piaac/Downloadbereich/TechnicalReport-ebook.pdf>  
 In Germany, the PIAAC survey was supplemented by two important parallel studies: CiLL and PIAAC-L:  
 The study "Competencies in Later Life" (CiLL) was funded by the BMBF and implemented by the DIE together with the Ludwig Maximilians University of Munich (LMU) and the University of Tübingen. CiLL used the PIAAC survey instruments to assess the competences of a representative sample of people aged 66-80 in Germany. Link: [www.die-bonn.de/cill/International.aspx](http://www.die-bonn.de/cill/International.aspx)  
 Reference: Friebe, J./Schmidt-Hertha, B./Tippelt, R. (Hrsg.) (2014). Kompetenzen im höheren Lebensalter. Ergebnisse der Studie "Competencies in Later Life" (CiLL). Bielefeld: W. Bertelsmann  
 PIAAC-L is a nationwide long-term study which continues the work of PIAAC in a German context. It will survey in three waves between 2014 and 2017 about 5,000 people in Germany aged between 18 and 67 years who have participated in PIAAC before, as well as their families. The study is funded by the BMBF and implemented by the Leibniz Institute for the Social Sciences GESIS, the Leibniz Institute for Educational Trajectories (LifBi) and the German Socio-Economic Panel (SOEP) situated at the German Institute for Economic Research (DIW Berlin)  
 Link: <https://www.lifbi.de/en-us/furtherstudies/piaac-l.aspx>  
 leo – Level-One Study on functional illiteracy  
 The study "leo. – Level-One", was funded by the BMBF and implemented by the University of Hamburg between 2009 and 2012. It was aimed at providing differentiated information on the literacy levels in Germany, especially for the lower level,

the so called "level one". The study not only provided the first reliable figures on the extent of functional illiteracy in Germany but also provided substantial data on the living conditions of the group concerned. Link: [http://blogs.epb.uni-hamburg.de/leo/Reference:Grotlüschen, A. & Riekmann, W. \(Hrsg.\) \(2012\): Funktionaler Analphabetismus in Deutschland. Ergebnisse der ersten leo.-Level-One Studie. Münster, New York, München, Berlin: Waxmann. URL: <http://www.waxmann.com/fileadmin/media/zusatztexte/2775Volltext.pdf>](http://blogs.epb.uni-hamburg.de/leo/Reference:Grotl%C3%BCschen,%20A.%20&%20Riekmann,%20W.%20(Hrsg.)%20(2012):%20Funktionaler%20Analphabetismus%20in%20Deutschland.%20Ergebnisse%20der%20ersten%20leo.-Level-One%20Studie.%20M%C3%BCnster,%20New%20York,%20M%C3%BCnchen,%20Berlin:%20Waxmann.%20URL:%20http://www.waxmann.com/fileadmin/media/zusatztexte/2775Volltext.pdf)

l.c) Studies on Quality Management in ALE programmes. References: Töpfer, A. (Hg.) (2012). Qualität von Weiterbildungsmaßnahmen. Einflussfaktoren und Qualitätsmanagement im Spiegel empirischer Befunde. Bielefeld: W. Bertelsmann.

Hartz, S. (2011): Qualität in Organisationen der Weiterbildung. Eine Studie zur Akzeptanz und Wirkung von LQW. Wiesbaden. d) Study on wider benefits of lifelong learning (BeLL) (see also 7.2) Link: [http://www.bell-project.eu/cms/Reference: Thöne-Geyer, Bettina \(2014\). Germany. In: Benefits of Lifelong Learning in Europe: main Results of the BeLL-Project. Research Report \(pp. 89 – 101\). URL: <http://www.bell-project.eu/cms/wp-content/uploads/2014/06/BeLL-Research-Report.pdf>](http://www.bell-project.eu/cms/Reference:Th%C3%B6ne-Geyer,%20Bettina%20(2014).%20Germany.%20In:%20Benefits%20of%20Lifelong%20Learning%20in%20Europe:%20main%20Results%20of%20the%20BeLL-Project.%20Research%20Report%20(pp.%2089%20-%20101).%20URL:%20http://www.bell-project.eu/cms/wp-content/uploads/2014/06/BeLL-Research-Report.pdf)

e) Studies on ALE staff "wb-personalmonitor": A representative survey of ALE staff. URL: <http://www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?lang=en&id=674>

Tippelt, R. / Hippel, A. v. (ed.) (2009): Fortbildung der Weiterbildner/innen. Eine Analyse der Interessen und Bedarfe aus verschiedenen Perspektiven. Weinheim. f) Dobischat, R., Fischell, M. & Rosendahl, A. (2009): Beschäftigung in der Weiterbildung. Prekäre Beschäftigung als Ergebnis einer Polarisierung in der Weiterbildungsbranche? Gutachten im Auftrag der Max-Traeger-Stiftung. URL: [www.bwpaed.uni-due.de/wirtschaft/Material/Beschaeftigung\\_in\\_der\\_Weiterbildung\\_Dok\\_09\\_2009.pdf](http://www.bwpaed.uni-due.de/wirtschaft/Material/Beschaeftigung_in_der_Weiterbildung_Dok_09_2009.pdf)

g) Ongoing studies on competence development and assessment of teachers using digital media. Research Project "Promoting teachers' competence through computer-supported case-based learning: Experimental research on the implementation of pedagogical innovations" Link: [www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?id=700](http://www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?id=700)

Research Project "Using digital media to assess adult education teachers' general pedagogical/psychological knowledge" (Think) Link: [www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?id=702](http://www.die-bonn.de/weiterbildung/forschungslandkarte/projekt.aspx?id=702)

Study on demand-led funding programmes of CVET (Educational vouchers) Reference: Käßpflinger, B., Klein, R. & Haberzeth, E. (Hg.): Weiterbildungsgutscheine. Wirkungen eines Finanzierungsmodells in vier europäischen Ländern. Bielefeld: W. Bertelsmann.

h) Further Studies: Research project CurVE: empirical modelling of financial literacy competence. Project "Debt counselling as a starting point for literacy – Curricular Networking and Transitions" project ("Schuldnerberatung als Ausgangspunkt für Grundbildung – Curriculare Vernetzung und Übergänge", CurVe) Link: [www.die-bonn.de/Weiterbildung/Forschungslandkarte/Projekt.aspx?lang=en&id=675](http://www.die-bonn.de/Weiterbildung/Forschungslandkarte/Projekt.aspx?lang=en&id=675)

EU-Alpha study. Comparative Research on effects of governance structures on literacy (2014-15) Project „EU-Alpha - Politiken zur Stärkung der Grundkompetenzen, insbesondere Alphabetisierung in der EU: Ein Vergleich der Akteurs- und Governancestrukturen“ Link: [www.die-bonn.de/Weiterbildung/Forschungslandkarte/Projekt.aspx?id=704](http://www.die-bonn.de/Weiterbildung/Forschungslandkarte/Projekt.aspx?id=704)



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| <p>6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?</p>                             | <p>Yes</p>  |
| <p>6.6.1. Give details and provide sources and URL links if possible.</p>   | <p>Competence orientation of training regulations: The process of setting up a German Qualifications Framework and linking existing formal qualifications to it has also led to reform plans for the further training regulations. In March and June 2014, The board of the Federal Institute for Vocational Education and Training (BIBB) has issued recommendations concerning the structure and quality assurance of the state regulated further training (<a href="http://www.bibb.de/dokumente/pdf/HA159.pdf">http://www.bibb.de/dokumente/pdf/HA159.pdf</a>, <a href="http://www.bibb.de/dokumente/pdf/HA160.pdf">http://www.bibb.de/dokumente/pdf/HA160.pdf</a>). Following these recommendations, from 2015, the training regulations will adopt the concept of competence orientation of the DQR. Quality Assurance and Certification in Adult Training: The reform of the Aufstiegsfortbildungsförderungsgesetz – AFBG has introduced new procedures for certification of education and training providers (see 2.4. for details) Quality assurance as component of policy programmes and initiatives: Many programmes and initiatives in the field of ALE or relating to ALE (cfr. 2.4) include elements designed to promote quality assurance and quality development in ALE, see there in particular: - BMBF Programme “Digitale Medien in der beruflichen Bildung” - „Allianz für Aus- und Weiterbildung“ - BMBF Project “Weiterbildungsberatung: Servicetelefon und Internetportal” - BMBF Project “Beratungsqualität”</p> |
| <p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners?<br/>[Health and well-being]</p> | <p>somewhat</p>   |
| <p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners?<br/>[Society and community]</p> | <p>somewhat</p>   |

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| <p>Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners?<br/>[Employment and labour market outcomes]</p> | <p>somewhat</p>  |
| <p>7.1. Indicate the extent to which your country's ALE policy and practice<br/>[Recognizes the contribution ALE can make to personal health and well-being]</p>  | <p>4</p>   |
| <p>7.1. Indicate the extent to which your country's ALE policy and practice<br/>[Follows the World Health Organization's holistic approach, including mental as well as physical health]</p>            | <p>4</p>   |
| <p>7.1.1. Explain your response here.</p>   | <p>The contribution of ALE to personal health and well-being is normally not explicitly mentioned in ALE legislation or policy programmes. The aims and contributions of ALE which are mentioned in such documents typically include personal and professional development, active citizenship, or promotion of equal opportunities. Nevertheless, numerous and strong relationships between ALE and health can be seen. ALE provision which is eligible for financial state support includes health education amongst others. Some ALE laws in Germany (e.g. in the state of Hesse) define health education as part of the provision which must be obligatorily provided to the population. ALE provision in the area of health account for an important part of the overall ALE provision and ALE activities in Germany as can be shown from various surveys and statistics, and this trend has been rising in recent years. According to the AES Trend report 2014, approximately a quarter of all non-vocationally related activities and a fifth of all vocationally-related activities were in the area of health and sports (Bilger/Strauß 2015). The provider survey wbmonitor has shown that approx. one quarter of the ALE providers have a particular focus on health/wellness in their course provision (DIE 2013) A theoretical or conceptual discussion of the WHO's concept is mostly absent in the German ALE field. German ALE practice reflects, however, WHO's holistic approach to a large extent. Looking at current ALE provision in the field of health it can be seen that many offers education relate to personal-well being (e.g. yoga, stress reduction etc.). Explicit reference to WHO's concept is also made in some cases. For example, the German Adult Education</p> |

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|   | <p>Association (DVV) which represents about 1.000 Adult Education Centres and thus an important share of the ALE providers in Germany, claims on its homepage to follow the WHO's approach to health. (<a href="http://www.dvv-vhs.de/themenfelder/gesundheit/einfuehrung.html">http://www.dvv-vhs.de/themenfelder/gesundheit/einfuehrung.html</a>)References: Bilger, F./Strauß, A. (2015): Weiterbildungsverhalten in Deutschland 2014. AES 2014 Trendbericht. Bonn: Bundesministerium für Bildung und Forschung (BMBF) (<a href="http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf">http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf</a>)Deutsches Institut für Erwachsenenbildung (DIE) (2013). Trends der Weiterbildung. DIE-Trendanalyse 2014. Bielefeld: W. Bertelsmann (<a href="http://www.die-bonn.de/doks/2013-weiterbildung-07.pdf">http://www.die-bonn.de/doks/2013-weiterbildung-07.pdf</a>)</p> |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:<br>[Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.] | Yes   |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]  | Not selected  |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]   | Not selected  |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]  | Not selected  |

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| <p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]</p>                                      | <p>Not selected</p> |
| <p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]</p> | <p>Not selected</p> |
| <p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]</p>  | <p>Not selected</p> |
| <p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]</p>          | <p>Not selected</p> |
| <p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]</p>   | <p>Not selected</p> |
| <p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local</p>   | <p>Not selected</p> |

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| <p>environment more healthy (e.g. through community action)]</p>  |                     |
| <p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]</p> | <p>Yes</p>          |
| <p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]</p>  | <p>Not selected</p> |

7.2.1. Please provide your sources.

As mentioned in 7.1: ALE provision in the area of health makes up an important part of the total ALE provision in Germany. ALE therefore can be said to make an important contribution to health competence development in the adult population promoting theoretical and practical knowledge about healthy lifestyles, prevention, etc. Concerning the actual impact of ALE provision on health, causal links are difficult to show. Existing studies usually show positive correlations between educational activities and health benefits but could not claim to provide evidence in the strict sense that ALE is the cause for good health. It is also more frequent that studies draw correlation between the qualification level of a person and his or her state of health, rather than focusing on ALE activity in particular (e.g. Mielck et al. 2013) That said, the following can be mentioned: BeLL-Study The EU-funded study on Benefits of Lifelong Learning (BeLL) study, which was coordinated by the German Institute for Adult Education (DIE), has provided some information on ALE benefits with regard to health. The purpose of the study was funded was to investigate individual and social benefits adult learners experience when participating in liberal adult education courses. The study showed that ALE brings benefits concerning mental health and well-being (such as self-efficacy) and contributes to promoting a healthy lifestyle (such as diet, exercise, stress reduction). Most important benefits German participants see when attending liberal adult education courses are related to adult learning itself (motivation to learn, positive attitude towards learning). The second major impact identified was in the area of mental well-being (directly related to the point "mental health and well-being"). Here participants report perceiving positive changes in their life satisfaction and that they feel happier. During the study the category well-being was connected from the participant's point of view with good spirits, the ability to cope better with critical life incidents and keeping the mind active. Furthermore, spending the evenings with a meaningful activity such as the participation in adult education helped them to relax more than other activities could (work-life-balance). Reference: Thöne-Geyer, Bettina (2014). Germany. In: Benefits of Lifelong Learning in Europe: main Results of the BeLL-Project. Research Report (pp. 89 - 101). URL: <http://www.bell-project.eu/cms/wp-content/uploads/2014/06/BeLL-Research-Report.pdf> BeLL-project internet page: <http://www.bell-project.eu/cms/Study on relationship between learning and well-being> Bertelsmann Stiftung (2008). Glück Freude und Wohlbefinden – welche Rolle spielt das Lernen? Ergebnisse einer repräsentativen Umfrage unter Erwachsenen in Deutschland. Repräsentativbefragung, Gütersloh. URL: [www.ihk-oldenburg.de/download/bue\\_bertelsmann\\_studie\\_glueck\\_2008.pdf](http://www.ihk-oldenburg.de/download/bue_bertelsmann_studie_glueck_2008.pdf) National Report on Education Findings concerning health related benefits of education are presented in the National Report on Education 2014 Reference: Autorengruppe Bildungsberichterstattung (2014). Bildung in Deutschland 2014. Bielefeld: W. Bertelsmann, , chapter I2, p. 210 ss. Link: [www.bildungsbericht.de/daten2014/bb\\_2014.pdf](http://www.bildungsbericht.de/daten2014/bb_2014.pdf) Further Studies The university hospital of Hamburg conducted a study on the medical impact of stress management and relaxation courses offered by community adult education centres. The authors established a positive impact on health related life quality and physical and mental well-being. Reference: Kliche, T., Post, M. & Wormitt, K. (2010). Gesundheitförderung durch Erwachsenenbildung. Wirkungen der Entspannungs- und Stressbewältigungsangebote an Volkshochschulen. DIE Zeitschrift für Erwachsenenbildung, H. IV, S. 46-48. URL: [www.diezeitschrift.de/42010/gesundheitsbildung-01.pdf](http://www.diezeitschrift.de/42010/gesundheitsbildung-01.pdf) Study on relation between educational level and health, establishing a negative impact of low educational levels on health-related life quality: Reference: Mielck, A., Reitmeir, P., Vogelmann, M. & Leidl, R. (2013): Impact of educational level on health-related quality of life (HRQL): results from Germany based on the

EuroQol 5D (EQ-5D). European Journal of Public Health 2013 23(1), p. 45-49. URL: <http://eurpub.oxfordjournals.org/content/23/1/45>

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| <p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]</p>                    | <p>4 = very important</p> |
| <p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]</p> | <p>4 = very important</p> |

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| <p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]</p> | <p>2</p> |
| <p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]</p>                           | <p>3</p> |
| <p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]</p>                    | <p>2</p> |
| <p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]</p>  | <p>2</p> |
| <p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of</p>  | <p>2</p> |



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| ALE for health and well-being: [Inadequate or misdirected funding]  |                              |
| 7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country? | Effectively and successfully |
| 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?  | No                           |
| [Name of coordinating body:]  |                              |
| [Briefly describe its mandate and activities:]  |                              |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities ]  | Yes                          |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]  | Not selected                 |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social   | Not selected                 |

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| integration/inclusion]  |   |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]   | Not selected  |
| 8.1.1. Give sources for checked options.  | <p>The introductory comments given in 7.2 apply here accordingly. Causal links between ALE and social benefits are difficult to show. Existing studies dealing with social benefits focus more often on their relationship with education/qualification levels in general rather than with ALE activity in particular. Findings concerning social participation benefits of education are presented in the National Report on Education 2014Reference: Autorengruppe Bildungsberichterstattung (2014). Bildung in Deutschland 2014. Bielefeld: W. Bertelsmann, chapter I2, p. 209ss. URL: <a href="http://www.bildungsbericht.de/daten2014/bb_2014.pdf">www.bildungsbericht.de/daten2014/bb_2014.pdf</a>The BeLL study mentioned in 7.2 showed that the participation in ALE is related to an increasing interest in politics after participation.Reference: Thöne-Geyer, Bettina (2014). Germany. In: Benefits of Lifelong Learning in Europe: main Results of the BeLL-Project. Research Report (pp. 89 – 101). URL: <a href="http://www.bell-project.eu/cms/wp-content/uploads/2014/06/BeLL-Research-Report.pdf">http://www.bell-project.eu/cms/wp-content/uploads/2014/06/BeLL-Research-Report.pdf</a>An older study on the effects of political adult education courses is:Sussmann, R. (1985). Außerschulische Politische Bildung: Langfristige Wirkungen. Opladen: Leske + Budrich</p> |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)] | to a small extent   |

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| <p>8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]</p>                               | <p>to a small extent</p> |
| <p>8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]</p> | <p>to a large extent</p> |
| <p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]</p>   | <p>to a large extent</p> |

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| <p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?<br/>[Increased access to education, literature, the arts and cultural heritage]</p> | <p>to a large extent</p> |
| <p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?<br/>[Environmental sustainability in local communities]</p>                         | <p>to a small extent</p> |
| <p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?<br/>[Active citizenship and political and community participation]</p>              | <p>to a large extent</p> |
| <p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?<br/>[Community solidarity and social justice]</p>                                   | <p>to a large extent</p> |

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| <p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?<br/>[Democratic values and peaceful co-existence]</p> | <p>to a small extent</p> |
| <p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?<br/>[Other]</p>                                       | <p>to a large extent</p> |

8.3.1. Please specify

Literacy and basic skills programmes in Germany are not limited to teaching reading and writing. The concept of literacy is largely understood as a social practice and is applied to different areas of life (workplace literacy, health literacy, food literacy, financial literacy etc.) (cf. Mania & Tröster 2015). Literacy and basic skills programmes are designed to strengthen the cultural and social resources of the learners in a wider sense. The National Strategy for Literacy and Basic Skills which was agreed in 2011 by governments and a range of stakeholders in 2011 reflects this broader concept. The overall aim to which the strategy is supposed to contribute with its various programmes and measures is to enable people to participate better in professional, social and cultural issues, to participate actively in society, labor market and politics and to provide and secure access to ambitious tasks. // The actual impact of literacy and basic skills programmes has been studied in a survey of participants in literacy programmes. Results of the study indicate that on the level of individual participants, besides the increasing knowledge related to literacy, also benefits for everyday life can be seen. Participants state that they experience an increase in personal competences as well as in reading and writing competence. Additionally, their self-confidence has changed positively by participating in literacy and basic skills courses (Reese, 2011). Further analyses provide evidence for changes in the fields of media usage, budget management, dealing with forms and private correspondence, family and partnership and travel and local transport during and after the participation in literacy and basic skills programmes. Also the participation can lead to an increasing motivation to learn and as a consequence to involvement in other educational offers (Pape, 2012). References: Agreement on a joint National Strategy for Literacy and Basic Skills of Adults in Germany 2012-2016. URL: [http://www.bmbf.de/pubRD/NEU\\_strategiepapier\\_nationale\\_alphabetisierung.pdf](http://www.bmbf.de/pubRD/NEU_strategiepapier_nationale_alphabetisierung.pdf)); Graduate Survey „Verbleibsstudie zur biographischen Entwicklung ehemaliger Teilnehmer/innen an Alphabetisierungskursen“, funded by the BMBF (2008 – 2011). URL: <http://grundbildung.de/projekte/archiv/verbleibsstudie.html>; Egloff, B. & Grotlüschen, A. (2011). *Forschen im Feld der Alphabetisierung und Grundbildung. Ein Werkstattbuch.* Münster, New York, München, Berlin: Waxmann; Ewelina M. & Tröster, M. (2015). *Kompetenzmodell Finanzielle Grundbildung. Umgang mit Geld als Thema der Basisbildung.* In: *Magazin erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs.* Ausgabe 25, 2015. URL [www.erwachsenenbildung.at/magazin/15-25/meb15-25.pdf](http://www.erwachsenenbildung.at/magazin/15-25/meb15-25.pdf); Reese, I. (2011). *Veränderungen der Schriftsprachverwendung durch die Teilnahme an VHS-Kursen. Ein Werkstattbericht.* In Egloff & Grotlüschen, p. 161-172; Pape, N. (2012). *Lern- und Entwicklungsprozesse aus Sicht von Kursteilnehmerinnen und Kursteilnehmern im Bereich Alphabetisierung.* In: *Projekträger im DLR e. V. (eds.), Lernprozesse in Alphabetisierung und Grundbildung Erwachsener. Diagnostik, Vermittlung, Professionalisierung* (p. 169 – 183). Bielefeld: W. Bertelsmann. // // *Re ALE Programmes in general: Compared to the amount of ALE provision for vocational and economic purposes, the amount ALE provision for social, cultural or personal purposes is notably smaller, albeit it at a still high level. All the issues mentioned above are covered to a substantial degree by ALE provision in Germany. ALE legislation explicitly targets the dimensions mentioned above and provides for a guaranteed minimum supply of ALE by the German adult education centres (Volkshochschulen) and other providers receiving public support. // The continuing education laws which currently exist in 14 out of the 16 German Länder provide an overall framework for ALE. In Berlin regulations regarding adult education are included in the education act. These laws mention the fields which ALE is supposed to contribute. According to these laws, adult education has a role*

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|   | <p>in strengthening the following resources and abilities: self-dependent, responsible and critical thinking and acting; responsible and sustainable treatment of nature; acquisition of new knowledge and abilities, development and extension of knowledge and skills which were gained on further stages of the education system; in the field of general, vocational and political adult and continuing education; providing skills and abilities for the workplace and to adapt to changing requirements of the labor market; promoting the ability to judge and to make decisions; promoting possibilities for personal development; reduction of prejudices, racism and extremism; integration of people from different migration backgrounds, strengthening in general the integrational effect of the society; promoting for learners the possibility to understand themselves as part of government and society, encouraging and enabling them to participate actively in shaping the society; reduction of inequalities, promoting equal opportunities for women and men and for persons with disabilities; promoting opportunities for acquiring intercultural competences. //</p> <p>References concerning provision: Deutsches Institut für Erwachsenenbildung (DIE) (2013). Trends der Weiterbildung. DIE-Trendanalyse 2014. Bielefeld: W. Bertelsmann, chapter „Angebots- und Themenstrukturen in der Weiterbildung“ URL: <a href="http://www.die-bonn.de/doks/2013-weiterbildung-07.pdf">www.die-bonn.de/doks/2013-weiterbildung-07.pdf</a>; References concerning legislation: Link: <a href="https://www.die-bonn.de/weiterbildung/wb_fakten/recht_politik/Landesgesetze.aspx">https://www.die-bonn.de/weiterbildung/wb_fakten/recht_politik/Landesgesetze.aspx</a>; Grotlüschen, Anke/Haberzeth, Erik (2015). Weiterbildungsrecht. In Tippelt, R./von Hippel, A. (eds.), Handbuch Erwachsenenbildung/Weiterbildung (forthcoming).</p> |
| <p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br/>[Multilingualism and cultural diversity]</p> |   |
| <p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?</p>  |   |

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| <p>[Increased access to education, literature, the arts and cultural heritage]</p>  |  |
| <p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br/>[Environmental sustainability in local communities]</p>            |  |
| <p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br/>[Active citizenship and political and community participation]</p> |  |
| <p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br/>[Community solidarity and social justice]</p>                      |  |



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| <p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]</p>  |                   |
| <p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]</p>                             | to a large extent |
| <p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]</p>  |                   |
| <p>8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.</p> | not at all        |

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| <p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]</p>                                    | <p>a lot</p>    |
| <p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]</p> | <p>somewhat</p> |
| <p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]</p>                                       | <p>a lot</p>    |
| <p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]</p>                        | <p>a lot</p>    |
| <p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]</p>   | <p>a lot</p>    |

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| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?<br>[Dance and theatre] | a lot        |
| Groups that are the hardest to reach with ALE programmes?<br>[Refugees]   | Not selected |
| (a) the hardest to reach with ALE programmes<br>[Those with no valid residency documents (sans-papiers)]  | Not selected |
| (a) the hardest to reach with ALE programmes<br>[Residents of rural or remote areas]  | Not selected |
| (a) the hardest to reach with ALE programmes<br>[Residents of institutions (prisons, hospitals, etc.)]  | Not selected |
| (a) the hardest to reach with ALE programmes<br>[Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]          | Not selected |
| (a) the hardest to reach with ALE programmes<br>[Migrants (not refugees) and their families]  | Not selected |
| (a) the hardest to reach with ALE programmes<br>[People living with chronic   | Not selected |

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| illnesses or disabilities ]  |   |
| (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]                    | Not selected  |
| (a) the hardest to reach with ALE programmes [Other]   | Reliable and comprehensive data regarding the participation of the most of the before mentioned groups in ALE is not available. But other groups of people which have a comparatively low participation rate in ALE has been identified by surveys such as the AES. Results of the AES 2014 for Germany show that people which are unemployed (32 %) or inactive (25 %) participate less compared to these which are employed (58 %) or in vocational training (54 %) (AES 2014, p. 26). Other characteristics related to work and employment are also important to consider (occupational status: workers – 44 %, salaried staff/civil servant – 64 %, self-employed persons – 53 %, p. 29; employment position: semi-/unskilled workers – 44 %, professionals – 64 %, management staff – 75 %, p. 30). Furthermore, lower income (p. 33), lower school-leaving qualification (p. 33), lower vocational qualification (p. 34 f.) seem to be related to lesser participation in ALE; Reference: BMBF (2015). Weiterbildungsverhalten in Deutschland 2014. AES 2014 Trendbericht. URL: <a href="http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf">http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf</a> |
| Groups where ALE programmes have had some success [Refugees]   | Yes   |
| (b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)] | Not selected  |
| (b) groups where ALE programmes have had some success [Residents of rural or remote areas]                     | Not selected  |
| (b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]   | Not selected  |

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| (b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] | Not selected  |
| (b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]   | Yes   |
| (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities ]  | Not selected  |
| (b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]   | Not selected  |
| (b) groups where ALE programmes have had some success [Other]  | <p>For many groups, including for some hard(er) to reach groups, AES data indicate an increase in ALE participation rates since 2009 (cf. 5.3) These includes for example: Adults with low formal qualifications (General Secondary School leaving certificate/Hauptschulabschluss or below): 2007: 29%; 2010: 27%; 2012: 32%; 2014: 36%); unemployed people (2007: 26%, 2010: 28%, 2012: 29%, 2014: 32%; semi-/unskilled workers: 2007: 34%; 2010: 33%; 2012: 37%; 2014: 44%); fixed-term employees (2007: 53%; 2010: 47%; 2012: 59%; 2014: 66%). Reference: BMBF (2015). Weiterbildungsverhalten in Deutschland 2014. AES 2014 Trendbericht. URL: <a href="http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf">http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf</a>. // The success of specific ALE (policy) programmes is documented in the relevant programme evaluation studies which show the respective achievements of the programmes. See for example Hanft et al. 2015 and Wonneberg et al. 2015 for successful outcomes of the Bund-Länder competition “Aufstieg durch Bildung: offene Hochschule” aimed at opening up higher education education to a broader range of target groups (see 2.4). // Concerning specifically hard-to-reach groups, see for example of Bremer &amp; Kleemann-Göhring (2011) and Bremer et al. (2015) who studied the outcomes of good practice projects in North Rhine-Westphalia targeting unemployed, migrants and other groups threatened by educational disadvantage. References: Hanft, Anke/Pellert, Ada/Cendon, Eva/Wolter, Andrä (2015). Weiterbildung und Lebenslanges Lernen an Hochschulen. Ergebnisse der wissenschaftlichen Begleitung zur ersten Förderphase der ersten Wettbewerbsrunde des Bund-Länder-Wettbewerbs „Aufstieg durch Bildung: offene Hochschulen“. URL: <a href="https://de.offene-hochschulen.de/public_pages/121">https://de.offene-hochschulen.de/public_pages/121</a>; Wonneberg, A., Weidtmann, K.,</p> |

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|   | <p>Hoffman, K. &amp; Draheim, S. (2015). Die Öffnung von Hochschulen durch flexible Studienformate am Beispiel zweier neuer weiterbildender Masterstudiengänge. Beiträge zur Hochschulforschung, 1/2015, p. 70 – 91, URL: <a href="http://www.bzh.bayern.de/uploads/media/1-2015-Wonneberger-Weidtmann-Hoffmann-Draheim.pdf">http://www.bzh.bayern.de/uploads/media/1-2015-Wonneberger-Weidtmann-Hoffmann-Draheim.pdf</a>; Bremer, H. &amp; Kleemann-Göhring, M. (2011): Weiterbildung und "Bildungsferne". Forschungsbefunde, theoretische Einsichten und Möglichkeiten für die Praxis. URL: <a href="http://www.laaw-nrw.de/uploads/media/Bremer-Kleemann-Goehring_ArbeitshilfePotenziale2_Juni2011.pdf">http://www.laaw-nrw.de/uploads/media/Bremer-Kleemann-Goehring_ArbeitshilfePotenziale2_Juni2011.pdf</a>; Bremer, H., Kleemann-Göhring, M. &amp; Wagner, F. (2015): Weiterbildung und Weiterbildungsberatung für Bildungsferne. Ergebnisse aus der wissenschaftlichen Begleitung von Praxisprojekten in NRW. Bielefeld: W. Bertelsmann</p> |
| <p>9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]</p> | <p>Yes</p>  |
| <p>9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]</p>  | <p>Yes</p>  |
| <p>9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]</p>   | <p>Not selected</p>   |
| <p>9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g.</p>  | <p>Not selected</p>   |

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| disabled, older workers)]  |  |
| 9.1.1. Provide sources for the selected options.   | <p>Study on impact of ALE activity on the attractiveness of companies as an employer: Mohr, S. &amp; Troltsch, K. &amp; Gerhards, C. (2013). Der Kampf um Köpfe. Verbessern Betriebe durch Weiterbildung ihre Attraktivität Arbeitgeber? In: Report, Heft 3, S. 37-47. URL: <a href="http://www.die-bonn.de/doks/report/2013-betriebliche-weiterbildung-02.pdf">http://www.die-bonn.de/doks/report/2013-betriebliche-weiterbildung-02.pdf</a></p> <p>Study on impact of ALE activity on company turn-over and productivity Bellmann, L. &amp; Büchel, F. (2001): Betrieblich finanzierte Weiterbildung und Unternehmenserfolg - eine Analyse für West- und Ostdeutschland unter besonderer Berücksichtigung von Selektionseffekten. In: U. Backes-Gellner &amp; P. Moog (Hrsg.), Bildungssystem und betriebliche Beschäftigungsstrategien. Beiträge der Jubiläumstagung "25 Jahre Bildungsökonomischer Ausschuß". Berlin: Duncker und Humblot, p. 75-92</p> <p>Kuckulenz, A. &amp; Maier, M. (2006): Heterogeneous Returns to Training. An Analysis with German Data Using Local Instrumental Variables. ZEW Discussion Paper 2. URL: <a href="http://ftp.zew.de/pub/zew-docs/dp/dp06002.pdf">http://ftp.zew.de/pub/zew-docs/dp/dp06002.pdf</a></p> <p>KUCKULENZ, A. (2006): Wage and Productivity Effect of Continuing Training in Germany: A Sectoral Analysis. ZEW Discussion Paper No. 06-025</p> <p>Kuckulenz, A. (2007). Studies on Continuing Vocational Training in Germany. An Empirical Assessment. Heidelberg u.a.: Physica</p> <p>Zwick, T. (2002): Continuous Training and Firm Productivity in Germany. ZEW Discussion Paper No. 02-50. Zentrum für Europäische Wirtschaftsforschung (ZEW). URL: <a href="ftp://ftp.zew.de/pub/zew-docs/dp/dp0250.pdf">ftp://ftp.zew.de/pub/zew-docs/dp/dp0250.pdf</a></p> <p>Innovative Capacity: Bertschek, I &amp; Meyer, J. (2010), IT is Never too Late for Changes? Analysing the Relationship between Process Innovation and, IT and Older Workers, ZEW Discussion paper No. 10-053, Mannheim. URL: <a href="http://www.zew.de/de/publikationen/5889">http://www.zew.de/de/publikationen/5889</a></p> |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]                  | Both   |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)] | Both   |

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| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]  | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]  | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]   | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification] | Both |



9.2.1. Provide sources for the selected options.

Re: Employability (entry into labour market, remaining in employment) AES Results: Bilger, F., Gnahs, D., Hartmann, J. & Kuper, H. (Hrsg.) (2013). Weiterbildungsverhalten in Deutschland. Resultate des Adult Education Survey 2012. Bielefeld: W. Bertelsmann, Chapter 10.3, p. 169ss; Chapter 11.,6, p. 181 ss, Chapter 12, p. 192 ss. URL: <http://www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf> National Report on Education: Reference: Autorengruppe Bildungsberichterstattung (2014). Bildung in Deutschland 2014. Bielefeld: W. Bertelsmann, Chapter G, p. 152. URL: [http://www.bildungsbericht.de/daten2014/bb\\_2014.pdf](http://www.bildungsbericht.de/daten2014/bb_2014.pdf) BIBB study (2003) on individual benefits of continuing vocational education and training References: Beicht, U., Krekel, E. M. & Walden, G. (2004). Weiterbildung nützt. Empirische Untersuchung des BIBB zum individuellen Nutzen beruflicher Weiterbildung. In: DIE Zeitschrift für Erwachsenenbildung, Heft 3, S. 38-41. URL: [www.diezeitschrift.de/32004/beicht04\\_01.htm](http://www.diezeitschrift.de/32004/beicht04_01.htm) Beicht, U., Krekel, E. M. & Walden, G. (2006): Berufliche Weiterbildung – Welche Kosten und welchen Nutzen haben die Teilnehmenden? Bielefeld 2006 Study on individual benefits resulting from advanced further training (Analysis of data from the BIBB-BAuA Labour Force Survey) Hall, A. (2014). Lohnt sich Aufstiegsfortbildung. Analytischen zum objektiven und subjektiven Berufserfolg von Männern und Frauen. Berufsbildung in Wissenschaft und Praxis, No. 4, p. 18-21. URL [www.bibb.de/veroeffentlichungen/de/bwp/show/id/7382](http://www.bibb.de/veroeffentlichungen/de/bwp/show/id/7382) Survey of graduates of the Chambers' of Industry and Commerce advanced further trainings: Deutscher Industrie- und Handelskammertag (DIHK) (2014). Aufstieg mit Weiterbildung. Umfrage-Ergebnisse 2014. 8. Umfrage unter Absolventen der IHK-Weiterbildungsprüfungen. Berlin: DIHK. URL: [www.dihk.de/ressourcen/downloads/8-wb-erfolgsumfrage-2014.pdf/at\\_download/file?mdate=1412061455491](http://www.dihk.de/ressourcen/downloads/8-wb-erfolgsumfrage-2014.pdf/at_download/file?mdate=1412061455491) Studies on employment effects of training for unemployed persons: Bernhard, S. & Kruppe, T. (2012). Effectiveness of Further Vocational Training in Germany: Empirical findings for persons receiving means-tested unemployment benefit. Nürnberg. URL: <http://doku.iab.de/discussionpapers/2012/dp1012.pdf> Deeke, A. u.a. (2011). Geförderte Qualifizierungsmaßnahmen in Deutschland: Aktuelle Evaluationsergebnisse im Überblick. In: Sozialer Fortschritt, H. 9, S. 196–203 Becker, R. & Schömann, K. (1996). Berufliche Weiterbildung und Beschäftigungsdynamik. Eine Längsschnittstudie mit besonderer Berücksichtigung von Selektionsprozessen. In: Kölner Zeitschrift für Soziologie und Sozialpsychologie, H. 3, S. 426–461 Büchel, F. & Pannenberg, M. (2004). Berufliche Weiterbildung in West- und Ostdeutschland. Teilnehmer, Struktur und individueller Ertrag. In: Zeitschrift für Arbeitsmarktforschung, H. 2, S. 73–126. URL: [http://doku.iab.de/zaf/2004/2004\\_2\\_zaf\\_buechel\\_pannenberg.pdf](http://doku.iab.de/zaf/2004/2004_2_zaf_buechel_pannenberg.pdf) Re: Performance in current job (individual productivity, quality of work, achievement) AES Results: Reference: Bilger, F., Gnahs, D., Hartmann, J. & Kuper, H. (Hrsg.) (2013). Weiterbildungsverhalten in Deutschland. Resultate des Adult Education Survey 2012. Bielefeld: W. Bertelsmann, Chapter 10.3, p. 169ss; Chapter 12, p. 192 ss. URL: [www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf](http://www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf) National Report on Education: Reference: Autorengruppe Bildungsberichterstattung (2014). Bildung in Deutschland 2014. Bielefeld: W. Bertelsmann; Chapter G, p. 152. URL: [www.bildungsbericht.de/daten2014/bb\\_2014.pdf](http://www.bildungsbericht.de/daten2014/bb_2014.pdf) BIBB study (2003) on individual benefits of continuing vocational education and training References: Beicht, U., Krekel, E. M. & Walden, G. (2004). Weiterbildung nützt. Empirische Untersuchung des BIBB zum individuellen Nutzen beruflicher Weiterbildung. In: DIE Zeitschrift für Erwachsenenbildung, Heft 3, S. 38-41. URL: [www.diezeitschrift.de/32004/beicht04\\_01.htm](http://www.diezeitschrift.de/32004/beicht04_01.htm) Beicht, U., Krekel, E. M. &

Walden, G. (2006): Berufliche Weiterbildung – Welche Kosten und welchen Nutzen haben die Teilnehmenden? Bielefeld 2006 Study on individual benefits resulting from advanced further training (Analysis of data from the BIBB-BAuA Labour Force Survey): Hall, A. (2014). Lohnt sich Aufstiegsfortbildung. Analytischen zum objektiven und subjektiven Berufserfolg von Männern und Frauen. *Berufsbildung in Wissenschaft und Praxis*, No. 4, p. 18-21. URL: [www.bibb.de/veroeffentlichungen/de/bwp/show/id/7382](http://www.bibb.de/veroeffentlichungen/de/bwp/show/id/7382) Survey of graduates of the Chambers' of Industry and Commerce advanced further trainings: Deutscher Industrie- und Handelskammertag (DIHK) (2014). Aufstieg mit Weiterbildung. Umfrage-Ergebnisse 2014. 8. Umfrage unter Absolventen der IHK-Weiterbildungsprüfungen. Berlin: DIHK [http://www.dihk.de/ressourcen/downloads/8-wb-erfolgsumfrage-2014.pdf/at\\_download/file?mdate=1412061455491](http://www.dihk.de/ressourcen/downloads/8-wb-erfolgsumfrage-2014.pdf/at_download/file?mdate=1412061455491) Analysis of SOEP Data regarding CVET participation and benefits: Pischke, J.S. (2000): Continuous Training in Germany. IZA Discussion Paper Nr. 137. URL: <http://ftp.iza.org/dp137.pdf> Re: Career prospects AES Results: Reference: Bilger, F., Gnahn, D., Hartmann, J. & Kuper, H. (Hrsg.) (2013). Weiterbildungsverhalten in Deutschland. Resultate des Adult Education Survey 2012. Bielefeld: W. Bertelsmann, Chapter 10.3, p. 169ss; Chapter 11.,6, p. 181 ss, Chapter 12, p. 192 ss. URL: [www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf](http://www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf) National Report on Education: Reference: Autorengruppe Bildungsberichterstattung (2014). Bildung in Deutschland 2014. Bielefeld: W. Bertelsmann, Chapter G, p. 152. URL: [www.bildungsbericht.de/daten2014/bb\\_2014.pdf](http://www.bildungsbericht.de/daten2014/bb_2014.pdf) BIBB study on individual benefits of continuing vocational education and training: Beicht, U., Krekel, E. M. & Walden, G. (2004). Weiterbildung nützt. Empirische Untersuchung des BIBB zum individuellen Nutzen beruflicher Weiterbildung. In: *DIE Zeitschrift für Erwachsenenbildung*, Heft 3, S. 38-41. URL: [www.diezeitschrift.de/32004/beicht04\\_01.htm](http://www.diezeitschrift.de/32004/beicht04_01.htm) Beicht, U., Krekel, E. M. & Walden, G. (2006): Berufliche Weiterbildung – Welche Kosten und welchen Nutzen haben die Teilnehmenden? Bielefeld 2006 Study on individual benefits resulting from advanced further training (Analysis of data from the BIBB-BAuA Labour Force Survey): Hall, A. (2014). Lohnt sich Aufstiegsfortbildung. Analytischen zum objektiven und subjektiven Berufserfolg von Männern und Frauen. *Berufsbildung in Wissenschaft und Praxis*, No. 4, p. 18-21. URL: [www.bibb.de/veroeffentlichungen/de/bwp/show/id/7382](http://www.bibb.de/veroeffentlichungen/de/bwp/show/id/7382) Survey of graduates of the Chambers' of Industry and Commerce advanced further trainings: Reference: Deutscher Industrie- und Handelskammertag (DIHK) (2014). Aufstieg mit Weiterbildung. Umfrage-Ergebnisse 2014. 8. Umfrage unter Absolventen der IHK-Weiterbildungsprüfungen. Berlin: DIHK. URL: [www.dihk.de/ressourcen/downloads/8-wb-erfolgsumfrage-2014.pdf/at\\_download/file?mdate=1412061455491](http://www.dihk.de/ressourcen/downloads/8-wb-erfolgsumfrage-2014.pdf/at_download/file?mdate=1412061455491) Re: Employee salary levels Findings on income effects from ALE/CVET are actually mixed and study results are sometimes contradictory. On the whole the impact seems to be less clear than for the other issues. For an overview of relevant research see Kuper, H./Schrader, J. (2013). Stichwort: Weiterbildung im Spiegel empirischer Bildungsforschung. In: *Zeitschrift für Erziehungswissenschaft*, vol. 16, issue 1, p. 12ss and Deutsches Institut für Erwachsenenbildung (DIE) (2013). Trends der Weiterbildung. DIE-Trendanalyse 2014. Bielefeld: W. Bertelsmann, chapter „Betriebliche Weiterbildung“; URL: [www.die-bonn.de/doks/2013-weiterbildung-07.pdf](http://www.die-bonn.de/doks/2013-weiterbildung-07.pdf) For details see also: AES Results: Reference: Bilger, F., Gnahn, D., Hartmann, J. & Kuper, H. (Hrsg.) (2013). Weiterbildungsverhalten in Deutschland. Resultate des Adult Education Survey 2012. Bielefeld: W. Bertelsmann, Chapter 10.3, p. 169ss; Chapter 12, p. 192 ss. URL: [www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf](http://www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf) National Report on Education: Reference: Autorengruppe Bildungsberichterstattung (2014).

Bildung in Deutschland 2014. Bielefeld: W. Bertelsmann, Chapter G, p. 152. URL: [www.bildungsbericht.de/daten2014/bb\\_2014.pdf](http://www.bildungsbericht.de/daten2014/bb_2014.pdf)

BIBB study (2003) on individual benefits of continuing vocational education and training: Beicht, U., Krekel, E. M. & Walden, G. (2004). Weiterbildung nützt. Empirische Untersuchung des BIBB zum individuellen Nutzen beruflicher Weiterbildung. In: DIE Zeitschrift für Erwachsenenbildung, Heft 3, S. 38-41. URL: [www.diezeitschrift.de/32004/beicht04\\_01.htm](http://www.diezeitschrift.de/32004/beicht04_01.htm)

Beicht, U., Krekel, E. M. & Walden, G. (2006): Berufliche Weiterbildung – Welche Kosten und welchen Nutzen haben die Teilnehmenden? Bielefeld 2006

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Study into the income effects of further training after higher education graduation: Reference: Leuze, K. & Strauß, S. (2011): Einkommenseffekte der Weiterbildung von Hochschulabsolventen – der Einfluss von Weiterbildungsquantität und -qualität. Beiträge zur Hochschulforschung, Heft 4, S. 36-56. URL: [www.bzh.bayern.de/uploads/media/2011\\_4\\_Leuze\\_Strauss.pdf](http://www.bzh.bayern.de/uploads/media/2011_4_Leuze_Strauss.pdf)

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Hubert, T. & Wolf, C. (2007). Determinanten und Einkommenseffekte beruflicher Weiterbildung. Eine Analyse mit Daten des Mikrozensus 1993, 1998 und 2003. RatSWD Research Notes Nr. 5. URL: [http://www.ratswd.de/download/workingpapers2007/09\\_07.pdf](http://www.ratswd.de/download/workingpapers2007/09_07.pdf)

Kuckulenz, A., & Zwick, T. (2005). Heterogene Einkommenseffekte betrieblicher Weiterbildung. Die Betriebswirtschaft (DBW), 65(3), 258–275.

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Pannenberg, M. (2008). Individuelle Erträge von Weiterbildung in KMU's und Großbetrieben: Evidenz für Westdeutschland. Sozialer Fortschritt, 57(2), 39–43.

Jürges, H., & Schneider, K. (2004). Dynamische Lohneffekte beruflicher Weiterbildung. Eine Längsschnittanalyse mit den Daten des SOEP. Beitrag für die Jahrestagung des Bildungsökonomischen Ausschusses des VfS, Frankfurt a. M., 25.–26.3.2004. Vortrag; Rev. Fassung. Mannheim: MEA. URL: [http://mea.mpisoc.mpg.de/uploads/user\\_mea\\_discussionpapers/71zmqtdya21on63\\_92-2005.pdf](http://mea.mpisoc.mpg.de/uploads/user_mea_discussionpapers/71zmqtdya21on63_92-2005.pdf)

Re: Job satisfaction, motivation and commitment to work

AES Results: Reference: Bilger, F., Gnahn, D., Hartmann, J. & Kuper, H. (Hrsg.) (2013). Weiterbildungsverhalten in Deutschland. Resultate des Adult Education Survey 2012. Bielefeld: W. Bertelsmann, Chapter 10.3, p. 169ss; Chapter 12, p. 192 ss. URL: [www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf](http://www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf)

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Study on individual benefits resulting from advanced further training (Analysis of data from the

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|  | <p>BIBB-BAuA Labour Force Survey): Hall, A. (2014). Lohnt sich Aufstiegsfortbildung. Analytischen zum objektiven und subjektiven Berufserfolg von Männern und Frauen. Berufsbildung in Wissenschaft und Praxis, No. 4, p. 18-21</p> <p>Re: Continuing professional and skills development leading to recognized certification or qualification</p> <p>AES Results: Reference: Bilger, F., Gnahs, D., Hartmann, J. &amp; Kuper, H. (Hrsg.) (2013). Weiterbildungsverhalten in Deutschland. Resultate des Adult Education Survey 2012. Bielefeld: W. Bertelsmann, Chapter 10.3, p. 169ss; Chapter 11.,6, p. 181 ss, Chapter 12, p. 192 ss. URL: <a href="http://www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf">www.die-bonn.de/doks/2013-weiterbildungsverhalten-01.pdf</a></p> <p>National Report on Education: Reference: Autorengruppe Bildungsberichterstattung (2014). Bildung in Deutschland 2014. Bielefeld: W. Bertelsmann, Chapter G, p. 152. URL: <a href="http://www.bildungsbericht.de/daten2014/bb_2014.pdf">www.bildungsbericht.de/daten2014/bb_2014.pdf</a></p> <p>Study on individual benefits resulting from advanced further training (Analysis of data from the BIBB-BAuA Labour Force Survey): Hall, A. (2014). Lohnt sich Aufstiegsfortbildung. Analytischen zum objektiven und subjektiven Berufserfolg von Männern und Frauen. Berufsbildung in Wissenschaft und Praxis, No. 4, p. 18-21</p> <p>Survey of graduates of the Chambers' of Industry and Commerce advanced further trainings: Reference: Deutscher Industrie- und Handelskammertag (DIHK) (2014). Aufstieg mit Weiterbildung. Umfrage-Ergebnisse 2014. 8. Umfrage unter Absolventen der IHK-Weiterbildungsprüfungen. Berlin: DIHK. URL: <a href="http://www.dihk.de/ressourcen/downloads/8-wb-erfolgsumfrage-2014.pdf/at_download/file?mdate=1412061455491">www.dihk.de/ressourcen/downloads/8-wb-erfolgsumfrage-2014.pdf/at_download/file?mdate=1412061455491</a></p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]</p> |  |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]</p>   | <p>Strong</p>  |

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| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]</p>         | <p>Strong</p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]</p> | <p>Strong</p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]</p>      | <p>Strong</p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]</p>        | <p>Strong</p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in</p>   |               |

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| <p>your country?<br/>[Informal workplace learning]</p>   |               |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?<br/>[Informal workplace learning]</p> |               |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?<br/>[Company training]</p>          | <p>Strong</p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?<br/>[Company training]</p>            | <p>Strong</p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?<br/>[Self-directed learning]</p>    |               |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on</p>   |               |

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| <p>employment in your country?<br/>[Self-directed learning]</p>   |               |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?<br/>[Advanced professional education]</p>                | <p>Strong</p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country?<br/>[Advanced professional education]</p> | <p>Strong</p> |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?<br/>[Distance education and e-learning]</p>              |               |
| <p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?<br/>[Distance education and e-learning]</p>                |               |

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| <p>9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?</p> | <p>Yes</p>  |
| <p>9.4.1. Give details and provide references and URL links if possible.</p>   | <p>Anger, C.; Plünnecke, A.; Schmidt, J. (2010): Bildungsrenditen in Deutschland – Einflussfaktoren, politische Optionen und ökonomische Effekte. In: iw-Analysen Nr. 65. Köln. URL: <a href="http://www.iwkoeln.de/studien/gutachten/beitrag/63670">http://www.iwkoeln.de/studien/gutachten/beitrag/63670</a></p> <p>Anger, C., Erdmann, V., Plünnecke, A. &amp; Stettes, O. 2012, Bildung in der zweiten Lebenshälfte – Bildungsrendite und volkswirtschaftliche Effekte, IW-Analysen, Nr. 85, Köln. URL: <a href="http://www.bmfsfj.de/RedaktionBMFSFJ/Abteilung3/Pdf-Anlagen/studie-bildung-in-der-zweiten-Lebenshaelfte_C3_A4lfte-Kurzfassung,property=pdf,bereich=bmfsfj,sprache=de,rwb=true.pdf">www.bmfsfj.de/RedaktionBMFSFJ/Abteilung3/Pdf-Anlagen/studie-bildung-in-der-zweiten-Lebenshaelfte_C3_A4lfte-Kurzfassung,property=pdf,bereich=bmfsfj,sprache=de,rwb=true.pdf</a></p> <p>see also the studies mentioned in 9.1 and 9.2</p> |