

Professional development of adult basic skills teachers in partner countries

Country: Germany

MACRO LEVEL:

<p>1. What do you think are the top five challenges in your country around the training of adult basic skills teachers?</p>	<ul style="list-style-type: none">• The key issue is a lack of funding for the training of adult basic skills teachers.• There are still no formal requirements for teachers in the field of adult basic education.• We still do not have common framework or standards for the professional development of teachers in the field of adult basic education.• The topic of adult basic education is still not really recognized in society.• The professional development of teacher educators should be improved and institutionalized.
<p>2. Do you have the support of your government? Is there a national policy?</p>	<p>The federal government wants to support literacy and basic education but due to the federal structure the Federal Ministry of Education and Research can only promote innovative projects in the area of basic education and literacy. The Federal <i>Länder</i> and local governments are in charge of creating an infrastructure and implementing promising project results.</p>

	In December 2011 the Federal Ministry of Education launched an initiative together with the Federal Länder and other relevant stakeholders to develop a national strategie for literacy and basic education.
3. Is there a statutory entitlement to adult basic education?	There are no national statutory arrangements for programmes being offered throughout Germany in the area of literacy and basic adult education. The programmes and their infrastructure differ among the <i>Länder</i> .
4. What are the employment prospects for trainee teachers? What conditions would they work in? Employment conditions / volunteering / how attractive is the role?	<p>Due to the fact that that literacy and basic education is not widely recognised in society and because of the poor employment conditions the situation is quite challenging. There should be changes in the near future.</p> <p>The employment conditions for teachers in the field of basic education are quite difficult. Most of them are freelancers and they are paid on a fee basis. There are not so many volunteers till now but there are initiatives to increase the number.</p>
5. Are basic skills seen as separate subjects or one single subject? Reading, writing, numeracy, ICT, second language etc	Basic skills are seen as different subjects but there are also a lot of integrated approaches.
6. Is there a national requirement for teachers of adults to have a qualification to teach adults? (separate from school teaching qualifications?)	There no formal requirements for teachers in the field of adult basic education.
7. Is there a requirement for teachers to have a subject specific qualification? Literacy/numeracy etc	Well, even if there are no formal requirements or subject specific qualifications employers or provider will prefer those with specific

	qualifications.
8. What are the qualifications?	The qualifications may be literacy, numeracy, adult education, German as a second language.
9. How long does it take to qualify as a adult basic skills teacher?	It depends. There are different modules which can be chosen and/or be combined. There is no limitation but most of the teachers are interested to finish the modules within one to two year(s). Furthermore a master study for literacy and basic education has been developed and it takes two years part time to finalize it.
10. What levels are required from adult basic skills teachers? Use EQF?	In general a teaching degree for secondary schools, a bachelor or master degree, a degree for German as a second language.
11. What are the entry requirements for trainee teachers? What do trainee teachers need to know to be accepted on a training course (qualifications, subject knowledge, prior teaching qualifications, Accreditation of Prior Learning?)	See no. 10.
12. Are the entry requirements based on national standards?	There are no national standards for adult basic education.
13. Is there a distinction made between ITT / CPD? Please explain	ITT: pre-service qualification CPD: in-service education/training
14. Who delivers the training for adult basic skills teachers? Universities? Private trainers?	The trainings are mainly delivered by the <i>German Adult Education Association</i> [Deutscher Volkshochschul-Verband e.V.], the <i>Länder Associations of Adult Education Colleges</i> [Landesverbände der Volkshochschulen] and <i>The Federal Literacy Association</i> [Bundesverband Alphabetisierung und Grundbildung e.V.]. Just recently a few universities also start to provide

	trainings within the avobe mentioned master study (see no. 9).
15. Who are the teacher trainers? Are there any qualifications?	In general the teachers trainers are teachers with a lot of experience in the field, a lot of them have further qualifications but there are no specific requirements.
16. Assumption of learners / contexts that the trainees will teach?	The learners will be very different concerning their learning experiences, needs and levels of basic education.
17. Who pays for the training?	Sometimes the employers pay but very often the individual teacher has to pay for the training. Sometimes it is a mix of payment.
18. Do you also have non-formal/unaccredited professional development/training? Give examples / links	Yes, it also exists.
19. Recruitment? Marketing of courses? Incentives? Give examples / links	<p>There are different announcements to promote the trainings. <i>The Federal Literacy Association</i> [Bundesverband Alphabetisierung und Grundbildung e.V.] provides a newsletter with information about trainings – the information is also available on their website http://www.alphabetisierung.de. The German Institute for Adult Education (DIE) runs a website with information about adult education training courses http://www.die-bonn.de/Weiterbildung/Qualidat/Default.aspx.</p> <p>There are no incentives.</p>