



Institutionalisation of Work-related Literacy and Adult Basic Education

Prof. Dr. Michael Schemmann | UzK | Prof. Dr. Tom Sork | UBC | 13.03.2018



Agenda

1. Introduction
2. Empirical design & research methods
3. Programme phases & programme planning
4. Six factors supporting institutionalisation of adult literacy and basic education in companies
5. Final discussion

2. Empirical Design and Methodical Approach

Point of Departure, Research Design

Case selection: already involved and new companies in ABAG²

Recruiting of Interviewees between expert status and opportunity structure

Data collection: 13 guided expert interviews in 6 companies
(car industry, social services, temporary employment company, public transport, logistics)

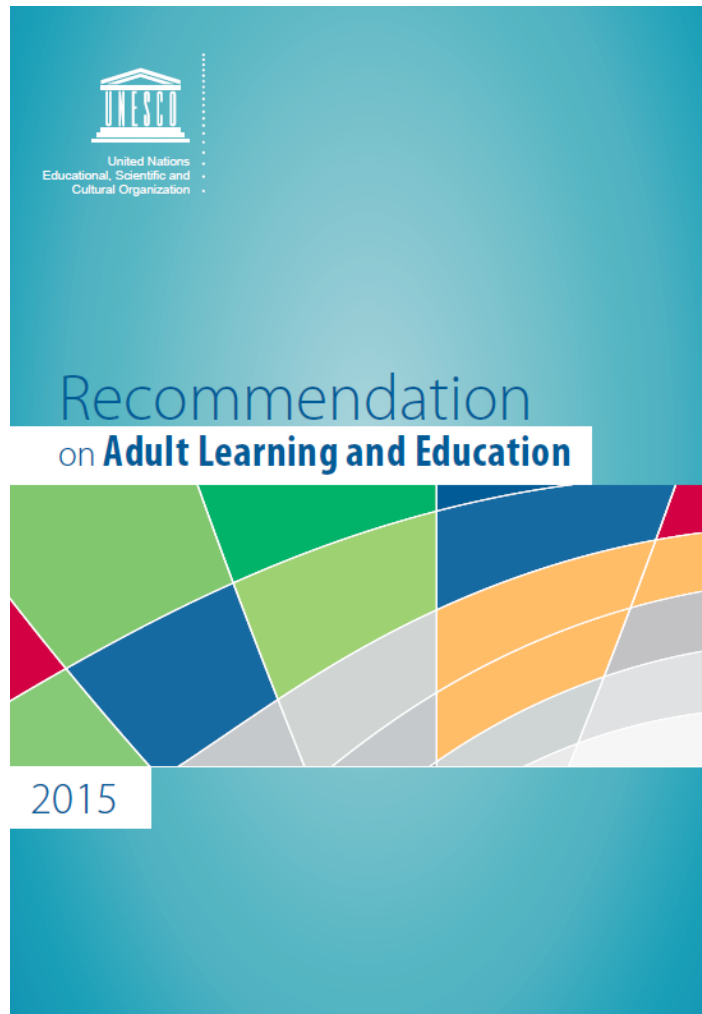
Understanding of basic adult education

- Qualitative content analysis
- Analysis of patterns of justification and legitimation

Supporting factors of institutionalisation

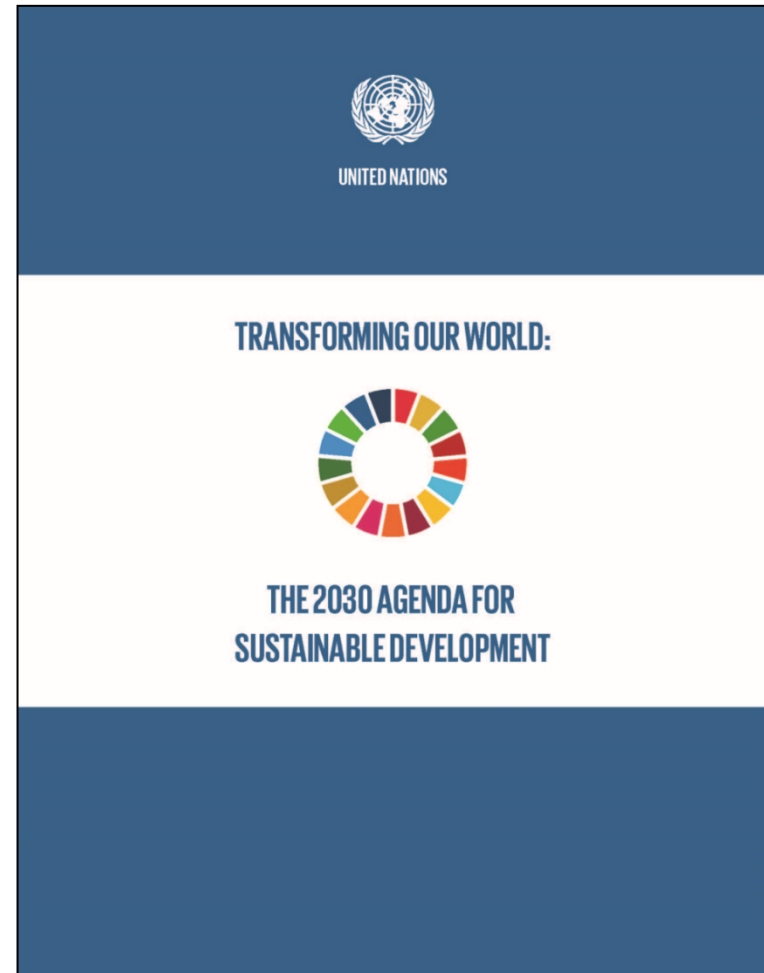
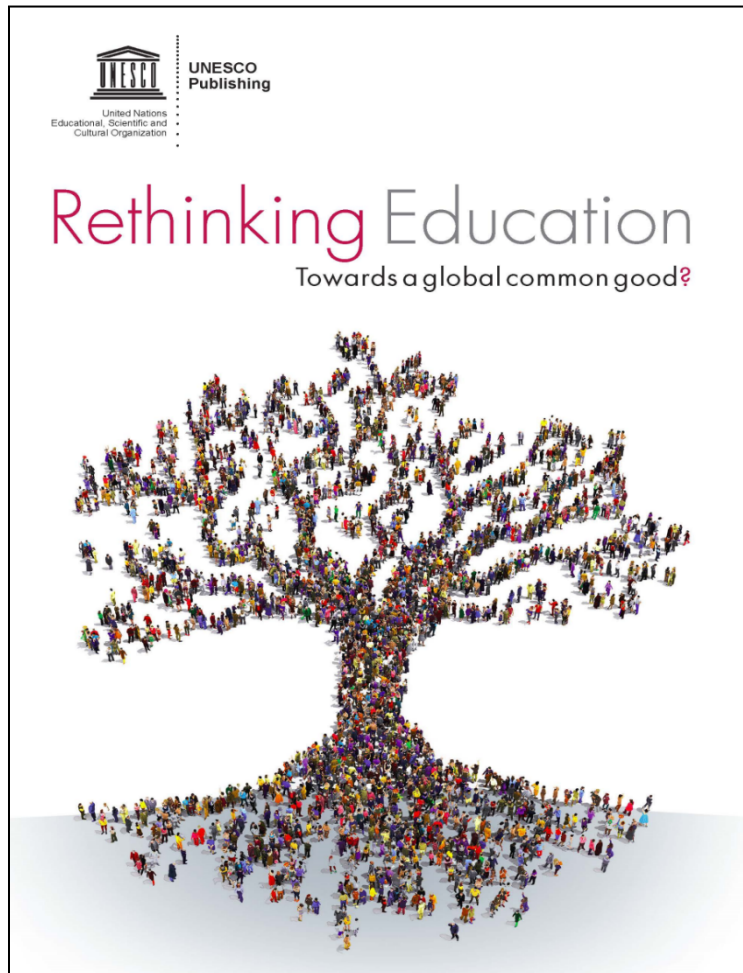
- Qualitative content analysis
- Analysis of beneficial factors

Global Views on Literacy & Basic Education

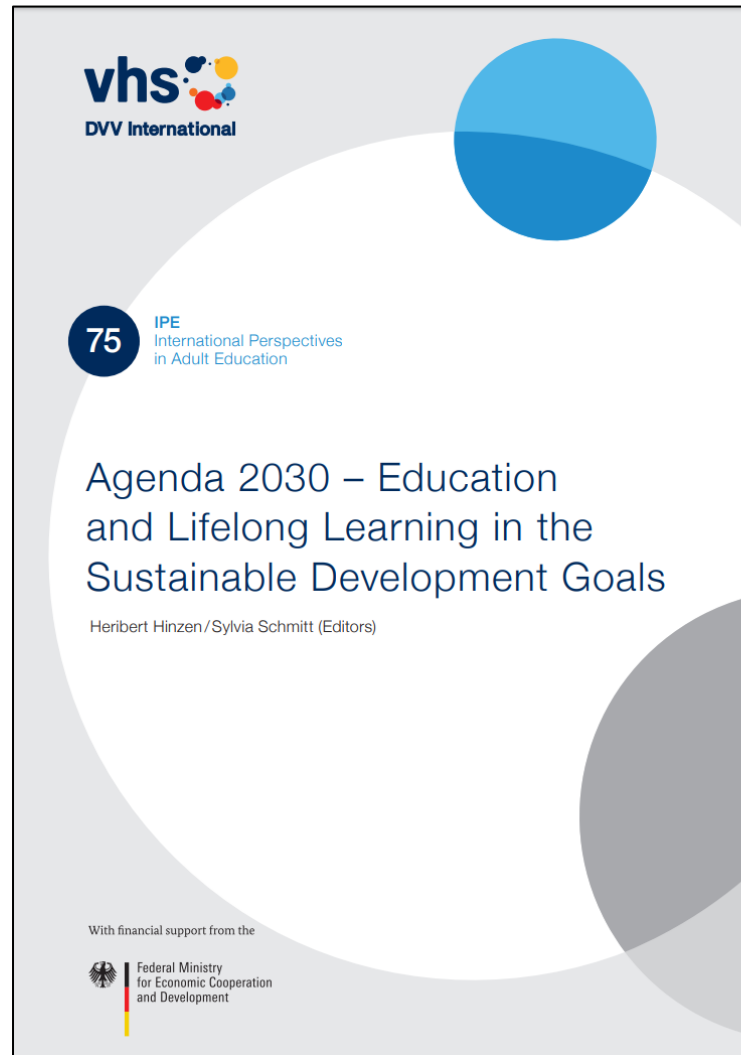


“Literacy is a key component of adult learning and education. It involves a continuum of learning and proficiency levels which allows citizens to engage in lifelong learning and participate fully in community, workplace and wider society.... Literacy is an essential means of building people’s knowledge, skills and competencies to cope with the evolving challenges and complexities of life, culture, economy and society.”

Global Views on Literacy & Basic Education



Global Views on Literacy & Basic Education



3. Programme Phases & Programme Planning

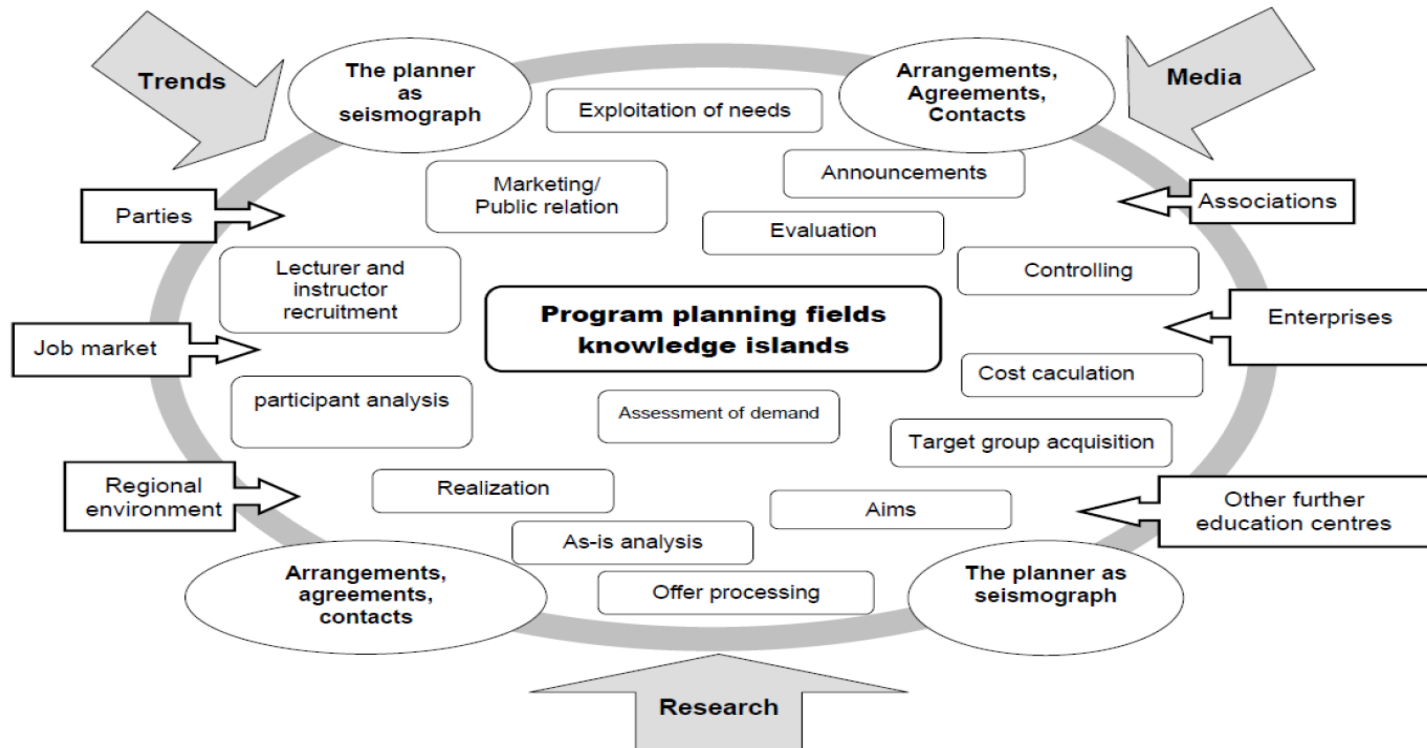
- Initiation/needs assessment phase
- Planning phase
- Implementation phase
- Evaluation/follow-up phase

3. Programme Phases

- **Initiation/needs assessment**
Factors 1-3
- **Planning**
Factor 4
- **Implementation**
Factor 5
- **Evaluation/follow-up**
Factor 6

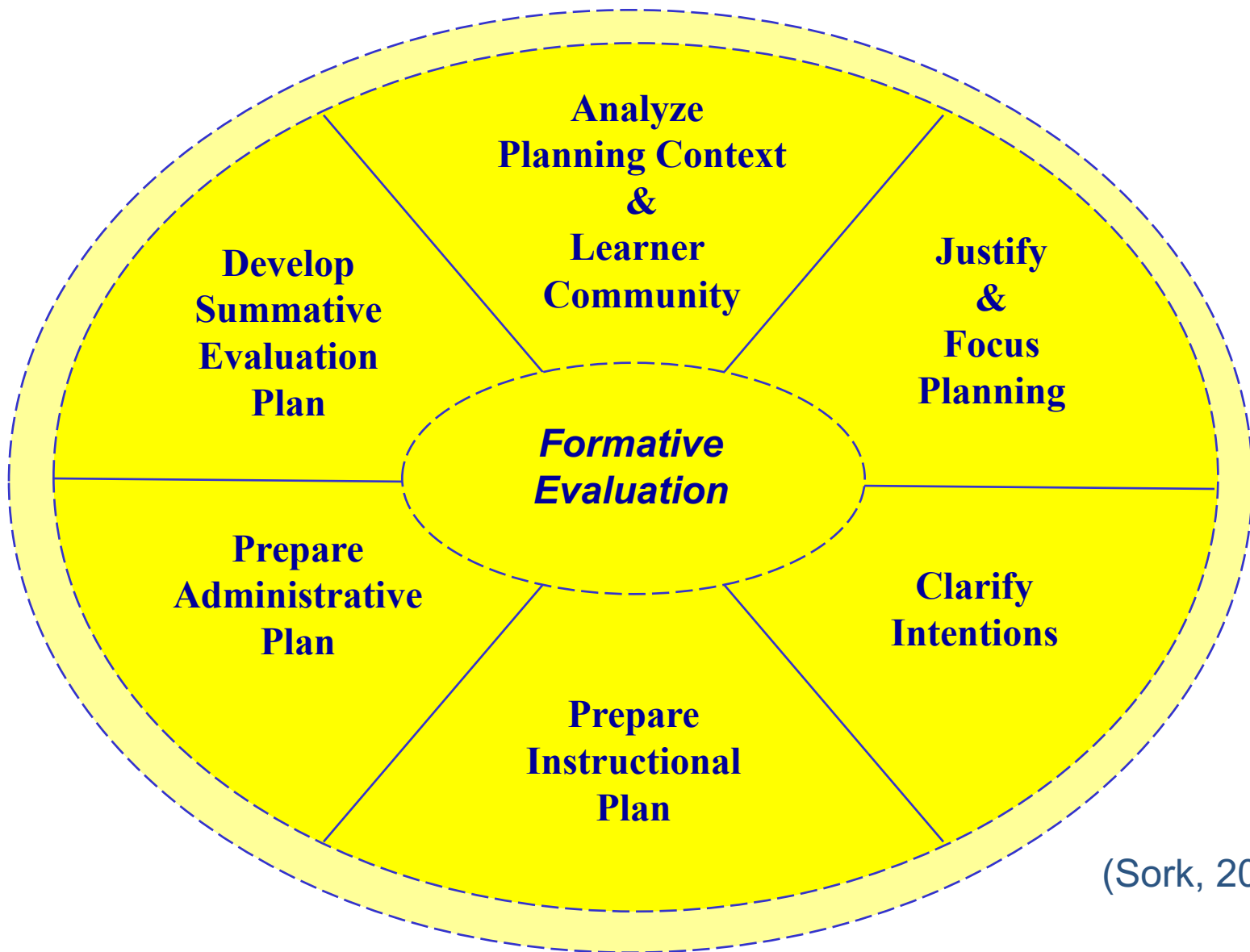
3. Programme Planning Processes

Fig.: Linkage of knowledge islands in the programming field



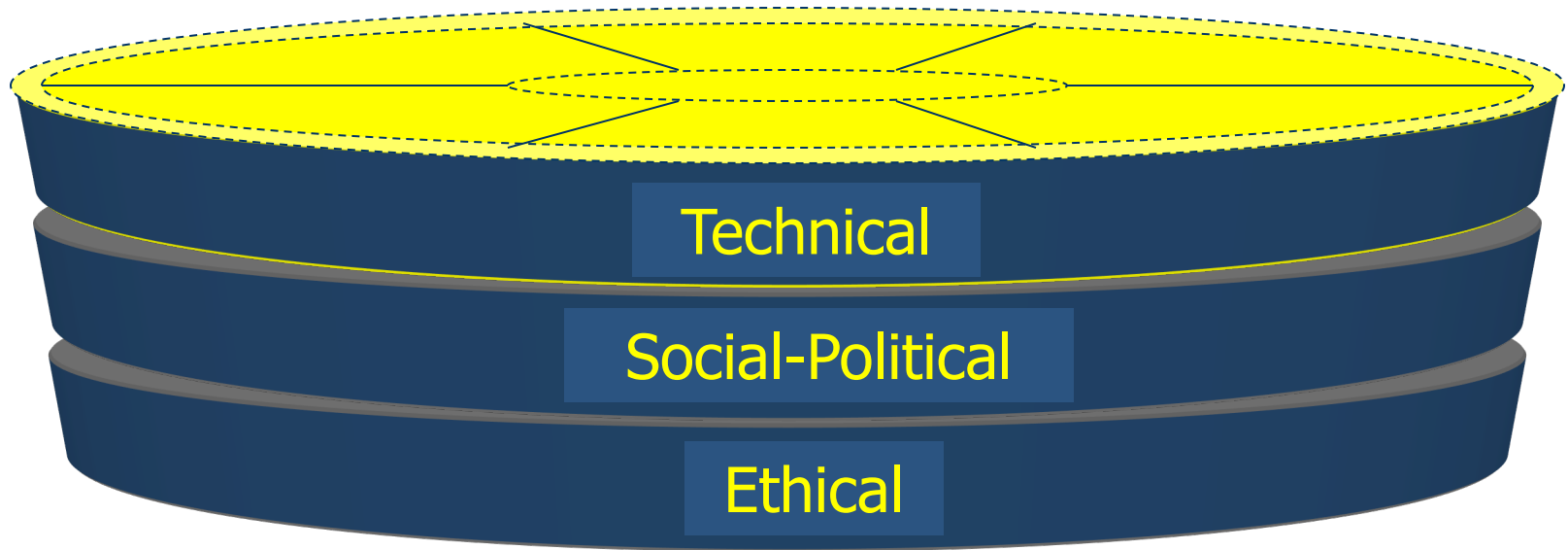
(Source: Gieseke 2000, P 330, revised. 2006)

Basic Elements of Program Planning



(Sork, 2000)

Three Domains of Program Planning



(Sork, 2000)

4. Beneficial Factors – An Overview

- Exogenous impulses for innovation
- Identifying basic adult education needs and making them visible
- Concept marketing in multi-perspective argumentation of advantages
- Tailored programme development with participation and shared expertise
- Expertise and professionalism of trainers
- Snowball effect after programme

4.1 Exogenous impulses for innovation

- To most actors, the concepts of literacy and adult basic education were new
- But even those who knew about them needed an external impulse to start the process
- The process, however, „took off“ more easily with those who knew about them:
 - „dann hat es zwei Monate gedauert und dann hatten wir ein spannendes Projekt hier, nämlich diese Kaufleute auszubilden, das waren alles leistungsgeminderte Mitarbeiter aus dem technisch-gewerblichen Bereich und so sind wir eigentlich dann zusammengekommen“ (I_Au_1: 150ff.).

[It took two months and we had an interesting project, that is to train these traders who were all reduced performers and that is how we got together.]

4.1 Exogenous impulses for innovation

- An active continuing education and training policy within the company is also beneficial for „kicking off“ the process after the external impulse

4.1 Exogenous impulses for innovation

Theoretical/empirical discussion

- Factors in the external environment
 - Competitive pressures for efficiency & effectiveness
 - Government policies & incentives
 - Pressures for social integration/inclusion

4.2 Identifying basic adult education needs and making them visible

- Identifying basic education needs and making them visible was important in companies where they were unrecognized as well as where there was an awareness
 - “Und ich hab’ gesagt: ‚Nö, das ist nicht unser originäres Geschäft, das sollen die mal schön bei der Volkshochschule machen oder sonst wo Kurse. Wir sind nicht dafür zuständig, das Deutsch auszubilden.‘ Sehr arrogant war ich da. [...] Wir müssen sehr viel Fachliches schulen und ne, das hat sich mir nicht so erschlossen. Ich hab’ immer so gedacht, naja wer jetzt hier arbeiten will der muss doch auch selber von sich aus interessiert sein die Sprache zu sprechen. Aber das ist nicht so. Das ist einfach definitiv nicht so und ich hab’ mich da auch sehr schnell belehren lassen, dass das eben anders ist“ (I_Pf_1: 58f.)

4.2 Identifying basic adult education needs and making them visible

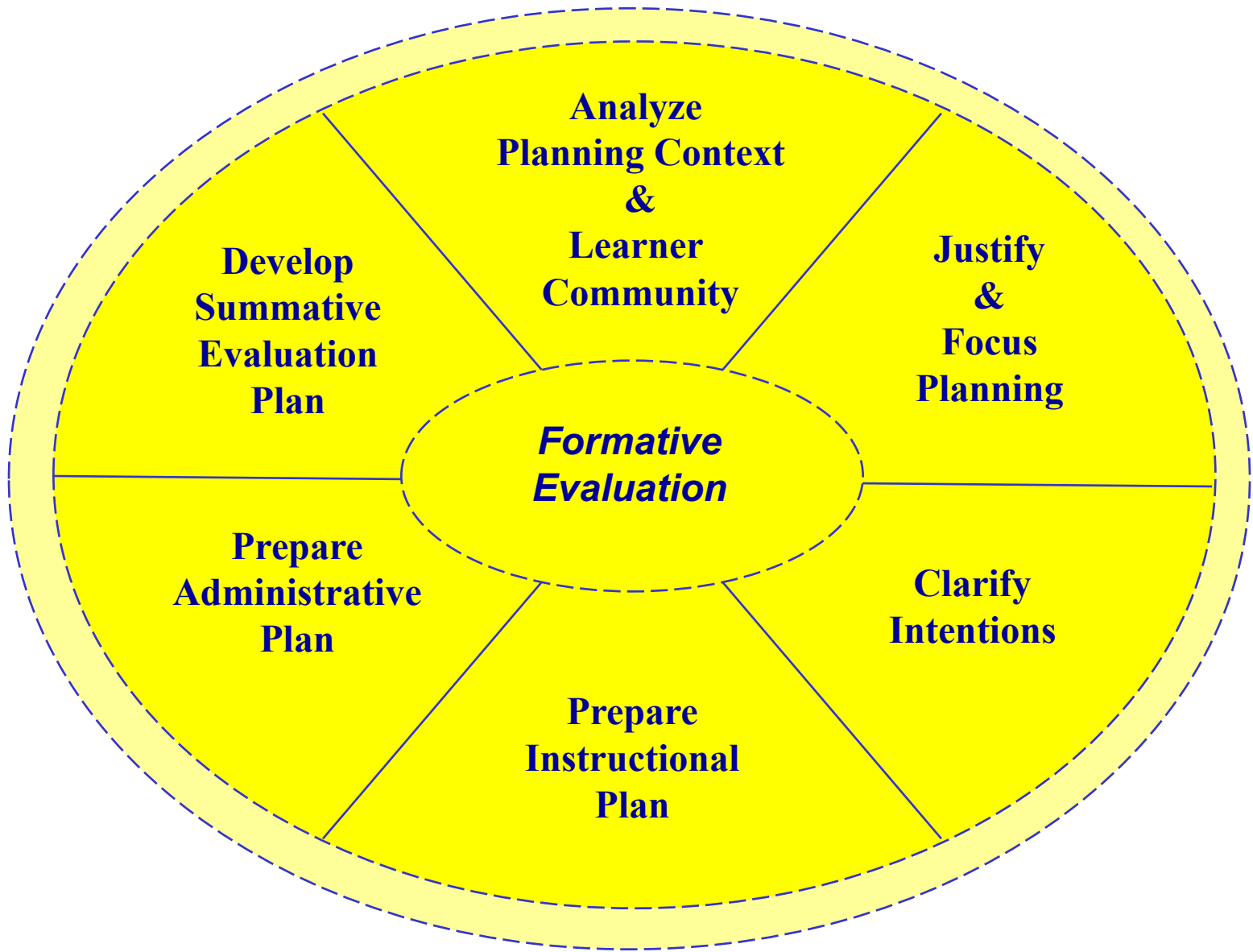
[And I said, no this is not our business. Let the public adult education organisations do it. I was very arrogant [...] We have to train to the job, so I did not get it. I always thought whoever works here, has to have an interest in speaking the language. But that is not the case. This is not the case and I had to learn that it is not.]

4.2 Identifying basic adult education needs and making them visible

- The study also shows that including actors—but particularly key stakeholders—in the process of identifying basic education needs and making them visible was important

4.2 Identifying basic adult education needs and making them visible

- Theoretical/empirical discussion



4.3 Concept marketing in multi-perspective argumentation of advantages

- As regards concept marketing in a multi-perspective argumentation the interviews differentiate between individual and company-related effects
 - „das ist so dieser Effekt privater Nutzen aber auch geschäftlicher Nutzen, ne. Man hat beides“ (I_Pd_2_ 213f.)

[It is this effect, it is a private benefit as well as a company benefit. It is both.]

4.3 Concept marketing in multi-perspective argumentation of advantages

- The individual/private benefit is seen in increased self-confidence and content, which have an impact on other domains
 - “weil die merken diese Selbstsicherheit, diese Zufriedenheit die wirkt sich auch auf andere Tätigkeiten aus“ (I_FI_1: 327f.)

[They realize the self-confidence and contentment which have an impact.]

4.3 Concept marketing in multi-perspective argumentation of advantages

Theoretical/empirical discussion

- Understanding stakeholder perspectives & interests
- Linking program goals to stakeholder interests
- Perceived value of:
 - Investing resources in building the capacity of trainees
 - Increasing effectiveness/efficiency/adaptability of trainees
 - Promoting basic skills as part of a social commitment to lifelong learning; valuing a „learning culture“ within the organisation

4.4 Tailored programme development with participation and shared expertise

- Tailoring the programmes to companies' needs was seen as essential
 - „das Schöne ist eigentlich, dass es nicht so eine Schulung von der Stange ist. Sondern dass man wirklich sagt: Was macht ihr? Also Wirklich auf den Arbeitsplatz eingeht“ (I_FI_2: 231ff.)

[It is great that this is not a programme off-the-peg. But instead the question is asked: What do you do? So the job is really considered]

4.4 Tailored programme development with participation and shared expertise

- „Company fit“ not only applies to meeting companies' needs but also to preparation of teaching materials
 - “Weil es etwas ist was wirklich absolut auf unsere Niederlassungen zugeschnitten ist, auf unseren Bedarf“ (I_Pd_2: 542f.)

[Since it is absolutely tailored to our branch offices and our needs]

4.4 Tailored programme development with participation and shared expertise

- Inclusion of local actors was also seen as a positive aspect
 - “Es hat n Nutzen für den ganzen Markt, es ist natürlich nen riesen Vorteil, dass wir persönlich aktiv an der Entwicklung beteiligt sind. Das hilft uns natürlich, unsere Interessen, ich sag mal richtig gut unter zu bringen. Die da jetzt nicht irgendwie, ich sag mal negativer Art sind, sondern unsere ganzen Fachinteressen“ (I_Lo_2: 325ff.) (

[It has benefits for the whole market, a big advantage for us, that we are actively involved in the development. It helps serve our interests. Not in a negative sense but our line of business interests.]

4.4 Tailored programme development with participation and shared expertise

- Participation of local actors had a beneficial impact
 - „Und wo man auch so Einfluss nehmen kann. Das find ich schon. Das ist sonst, ja man hat dann halt ein Thema, dazu wird ein Kurs angeboten, der Kurs wird durchgeführt und hier war das einfach toll, dass man da so mitwirken konnte von Anfang an. Das wir gesagt haben, was wollen wir da machen? Was wollen wir damit bezwecken?“ (I_Pd_2: 182ff.)

[And we have some influence. I like that. Normally you have a topic and then you offer a training, a training is run. But here it was great to be able to participate from the very beginning. That we asked, What do we want to achieve? What is our intention?]

4.4 Tailored programme development with participation and shared expertise

Theoretical/empirical discussion

- Planning involves negotiation of interests (Cervero & Wilson; others)
- Understanding the social relations of power among actors and navigating through asymmetrical power relations; tactics for negotiating power differentials (Yang & Cervero)
- Balancing subject-matter expertise with deep knowledge of the context and learner characteristics to tailor programme

4.5 Expertise and professionalism of trainers

- Expertise and professionalism was reported as an important factor
- Will be discussed at length in next presentation, thus only short glimpses here
- Trainers need to balance meeting the needs of the stakeholders of the company and the expectations of participants
- Adaptation to the company context is considered an important asset
- Carrying out the programmes at the highest level is asked for

4.5 Expertise and professionalism of trainers

- Trainers need to have multiple competencies
 - “Das sind aber auch alles Leute die, wenn ich jetzt in die Evaluation gucke, dann (...) spielt ja die Vermittlung der Fachkompetenz gar nicht immer so die zwingende Rolle, sondern oft liest man ja auch dann wie gut sind die klargekommen mit der Gruppe und das sind aus meiner Sicht Trainer, (...), die sowohl was die Methodenkompetenz als auch die Sozialkompetenz (...), die verstehen ihr Handwerk. [...] Und die kommen auch mit unseren Ausbildern gut klar. Das ist ja auch immer. Das ist ganz wichtig“ (I_Au_1: 330ff.).

[And looking at the evaluation, the training of professional skills is not always in the foreground, often you read how well they did with the group, they have methodological and social competencies, they know what they are doing. And they get along with our trainee teachers, which is very important]

4.5 Expertise and professionalism of trainers

- *Meeting actual needs* and didactical flexibility are pointed out as well:
 - „Also ich hatte schon das Gefühl, dass es echt gut angekommen ist die Schulungen und dass die halt auch einfach mal den Raum hatten eben da so ein paar Wehwehchen loszukriegen“ (I_FI_2: 276ff.).

[I had the feeling the trainings were really well received and they had the chance to get rid of some problems]

4.5 Expertise and professionalism of trainers

- Meeting actual needs and *didactical flexibility* are pointed out as well
 - „Ich glaube, dass (...) sich die Trainer da auch sehr gut drauf einstellen, dass die wirklich also mitgehen mit den Leuten und merken: Hm, da ist jetzt noch ein bisschen Redebedarf, (...) (...) die reagieren halt auch auf die Leute und sagen: Ne, ne Moment, ich merke da ist jetzt hier ein Brandherd und da müssen wir jetzt erstmal da drauf eingehen“ (I_FI_2: 239ff.)

[I think that the trainers attune really well, that they feel/connect with the people and realize, well they need to talk. Then they react and say: Hang on a minute, there is a problem and I need to react to that.]

4.5 Expertise and professionalism of trainers

Theoretical and empirical discussion

- „Felt“ vs „ascribed“ needs as the basis for programmes
- Multiple motivations of adult learners
- Role of trainers in successful programs:
 - Personality
 - Knowledge of subject & instructional skills
- Adapting the training approach to the context and learner characteristics

4.6 Snowball effect after programme

- Snowball effect on the level of employee „buy-in“ is observed and has an impact on institutionalisation
 - „Natürlich war es auch teilweise so, dass die Mitarbeiter gesagt haben: Hey! Beim nächsten Lehrgang möchte ich gerne mal dabei sein, ne. Das hat sich dann schon positiv herumgetragen“ (I_FI_3: 147f.).

[And of course employees said: Hey, I would like to be part of the next training. The positive word spreads around.]

4.6 Snowball effect after programme

- The participants need to be convinced as well
 - „Das Schöne ist die Kollegen und Kolleginnen die bereits, ich sag mal in den Genuss des Projektes gekommen sind, die haben den Mehrwert erkannt, die wissen auch, dass die Refinanzierung relativ schnell gelingt auch, insofern würden wir da auch offene Türen einrennen, wenn wir sagen würden wir wollen da nochmal weitermachen“ (I_PD_2: 275ff.)

[The good thing is, those who participated know about the added value, also that payback happens quickly.]

4.6 Snowball effect after programme

- Snowball effect and positive effects on participants' motivation also changes the standing of basic adult education within general trainings offered
 - “Mittlerweile hat aber das auch die Runde gemacht, das ist ja oft der Schneeballeffekt: Mensch, das führt ja auch zu was! Und das war ja auch gut und da hat ja auch die Leute motiviert und die freuen sich auch und das hat wieder ein bisschen Schub gegeben. So dass ich schon glaube, dadurch, dass wir eben auch auf dem Weg hin zur Personalentwicklung sind, dass wir einen anderen Stellenwert haben und da mit Sicherheit auch mehr ins eigene Portmonee greifen würden“ (I_FI_2: 166ff.).

[In the meantime the word spread, often a snowball effect: Wow, that leads somewhere. And it motivated people. So I think in terms of human resources, we have a different standing there and they would certainly contribute more to funding.]

4.6 Snowball effect after programme

Empirical/theoretical discussion

- Building and maintaining stakeholder support for the programme
- Gathering and reporting evidence of program impacts

Evaluation of training: The four levels (Kirkpatrick).
Reaction - Learning - Behavior - Results

Importance of establishing a „*chain of evidence.*“

- Linking program impacts to interests of stakeholders
 - Benefits to learners
 - Benefits to companies (return on investment—ROI)
 - Long-range social and economic benefits to Germany

5. Final discussion and outlook

- Discussion Questions
 - Are there differences to institutionalising other work-related trainings?
 - What do we know now?
 - What do we need to know?
 - Cui bono?

3. Institutionalization Depends on Participation and Satisfaction of Stakeholders

- **Motivational orientations** of adult learners (Boshier; others). What factors account for decisions to participate and persist?
- **Deterrents to participation** (Darkenwald & Valentine; Hayes; others). What factors prevent adults from participating in programs?
- **Evaluation of training**: The four levels (Kirkpatrick).
Reaction → Learning → Behavior → Results

Importance of establishing a „*chain of evidence*.“