PROFESSIONAL DEVELOPMENT IN THE FIELD OF LITERACY AND BASIC EDUCATION

State of the art in France

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National Agency to Fight Illiteracy (ANLCI)

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1. Introduction

1.1 Project background

The EU project "TRAIN – Professionalization of Literacy and Basic Education – Basic Modules for Teacher Training" began in October 2006. The project has a term of two years and involves partners from Germany, Ireland, Slovenia, France, Cyprus and Switzerland.

Literacy, broadly conceived as the basic knowledge and skills needed by all, is a fundamental human right. In every society literacy is a necessary skill in itself and one of the foundation of other life skills. There are millions who lack opportunities to learn or who have insufficient skills to be able to assert this right. The challenge is to enable them to do so. This will often imply the creation of preconditions for learning through awareness-raising and empowerment. Literacy is also a catalyst for participation in social, cultural, political and economic activities, and for learning throughout life. In the rapidly changing world of today's knowledge society, the progressive use of newer and innovative technological means of communication, literacy requirements continue to expand regularly. In order to survive in today's globalized world, it has become necessary for all people to learn (new) literacies and develop the ability to locate, evaluate and effectively use information in multiple ways.

While there is a growing demand for adult education and an explosion of information, the disparities between those who have access to education and those who do not are also growing. There is therefore a need to counter this polarity, which reinforces existing inequalities, by creating adult learning structures and lifelong learning environments that can help to correct the prevalent trend. In February 2003, the United Nations proclaimed the Literacy Decade for the period 2003-2012 towards the goal of education for all.

In Europe the development of literacy and basic education systems differs between EU member states. The professional development of teachers differs in each country and there are various examples of teacher education programmes to be found. Teacher training within the adult literacy sector can be a complicated issue given the sensitivities around literacy and because teacher and trainer have to deal with adults who may be marginalised or disadvantaged and who may have had previous negative experiences with education. Therefore adult literacy teachers need to improve their knowledge about psychological and social aspects of adult learning. They also need to develop innovative methods of teaching and learning, including using interactive technologies. The importance of training literacy and basic education practitioners and professionals cannot be understated however there is no uniform approach to professional development in the sector in Europe. In Belgium and the Netherlands there are established positions within the education sector and universities who provide training and degree level programmes; in Great Britain core curricula and standards have been developed for students and there are efforts by the government to improve teacher training in the field of literacy and basic education. However in many European countries (most of the participating countries in this project) there are a lack of teacher training qualifications.

Within the TRAIN project it is planned to collect and analyse concepts, approaches and good practice examples in the participating countries; Germany, Ireland, France, Cyprus and Slovenia, as well as in countries which have developed structures around literacy teaching such as Great Britain or Belgium. This project aims to develop a number of basic modules for adult literacy teachers with the objective of creating a model for teacher training for literacy teachers that represents best practice across Europe.

1.2 Our interests/concern/aims

For people who attended school in France yet did not acquire a sufficient command of reading, writing and the basic skills to become self-sufficient in simple everyday situations, France has chosen the term "illiteracy". The challenge here is to help them to re-learn and re-discover the culture of the written word, with basic education courses in the framework an anti-illiteracy policy. "Illiteracy" is used to refer to this situation, affecting every age group, and to distinguish it from that of people who never attended school. A harsh word that provokes shock and indignation but that is still necessary today so that those who face it are not neglected, since they tend to hide this condition so often associated with failure. **Illiteracy is a glaring problem that remains invisible**.

There are many misconceptions about people facing illiteracy in a society where recognition is too often based only on academic success, without taking into account other skills acquired throughout a lifetime. To avoid stigmatizing those facing this situation, there is a need to find a way to restore their confidence so that they dare take the risk to re-learn.

This situation needs to be prevented since the illiteracy often takes root in childhood and even during infancy. The goal is to prepare children for initial learning, and to reinforce and consolidate their basic skills throughout mandatory schooling, but also throughout their lifetime.

Without necessarily leading to exclusion, illiteracy can isolate individuals and hinder their social integration, access to employment and professional mobility. It is a barrier to individual and collective progress. However, this situation can be reversed. Men and women of all ages living in very different environments are faced with it: crisis situations (school failure, unemployment, illness, family situations, etc.) can contribute to this erosion of knowledge, but a variety of appropriate solutions are available to put these people back on the learning track.

This is why acting on all fronts is needed as close as possible to individuals at every age in a coordinated manner in order to prevent and eliminate illiteracy.

Acting against illiteracy means allowing everyone to acquire or re-acquire this initial competency base in reading, writing and arithmetic, i.e. the basic skills required for the simple actions of daily life, to become more self-sufficient in their lives as family members, professionals and citizens.

In order to solve this problem and to avoid its occurrence upstream, the fight against illiteracy has become a national priority in France and its overseas territories where the extent of illiteracy is of particular concern. The National Agency to Fight Illiteracy (Agence nationale de lutte contre l'illettrisme - ANLCI) has been created to deal with this situation in October 2000. It is a public interest group with a national vocation.

Its aim is to federate and optimize the resources allocated by the State, local authorities, private companies and civil society to fight illiteracy. Its core missions are to promote both at the national and the local levels all actions towards prevention and reduction of illiteracy, to facilitate access for all to the reading, writing and basic skills and to support and professionalize the stakeholders who implement measures to fight illiteracy. It mobilizes stakeholders and enhances resources with taking inventory of the existing resources pooling them and supporting their mutualization.

"**Unite to act more effectively**"…These words truly reflect the Agency members' working method emphasizing exchange and mutual enrichment. Each organism contributes its own point of view, concerns and know-how, and in return benefits from the experience of others and the diversity of approaches. This creates a place for especially constructive social dialogue devoted to the fight against illiteracy, where a wide variety of stakeholders can meet and work together. The meetings of the different bodies are completed with forums, Agora groups for thematic exchanges, and technical groups to produce the recommendations for action, policies and tools. Altogether, over 100 Agency member institutions and associated partners participate in this work.

Sharing practice and learning about experience and the modes of operation save time and improve the quality of the basic education program. A "Permanent Forum of best Practices" has been launched in 2004 towards practitioners and stakeholders in the field of basic education and the fight against illiteracy with the support of the European Social Fund. It is used to publicize and share successful practices in all areas of the fight against illiteracy, to share and

promote what works, and to develop professionalization processes to improve the quality and effectiveness of initiatives.

In order to improve their works and experience, several organisms working in basic education are involved in many actions on the European and international levels. That is why the ANLCI wishes to support any cooperation with European and international counterparts. It has attended different Grungtvig projects since 2003 such as TRAIN, REPRISE, ALPHA PRO and MODEVAL. Moreover, ANLCI co-organised with CERI from OECD the study in France on "Improving teaching and learning for adults with basic skill needs through formative assessment" in 2006. It also organised three international conferences: one on "Fighting illiteracy together: policies and practices in many countries" in 2002, one on "Assessment of low levels of literacy (with the collaboration of the AEA-Europe)" in 2003, and the last one on "Literacy and the promotion of Citizenship: the challenge of learning (Regional meeting co-organized by UNESCO)" in 2005. In addition, the experts of the ANLCI take part in numerous international events centred on its field of action.

1.3 Description of procedure

The drafting of this report was essentially based on the pieces of work realised by the ANLCI in the field of professionalisation of trainers. The reports and documents published on the national level, particularly the outcome documents of the Permanent Forum of best Practices, provided substantive knowledge and information on the issues raised in this report.

The knowledge of different professionals constituted a second category of data. The interviews of lecturers at universities, consultants and counsellors working in the field of training of trainers in illiteracy resource centres were valuable sources of information for the elaboration of the report.

Furthermore, the report was completed by data collected in departments of the State. It provided information on the profiles of trainers in basic education centres.

Finally, the Internet research enabled to check and update the information collected in various documents or during interviews.

Moreover, a workshop day was organised on the initiative of the ANLCI in Paris on 6th of February 2007. This workshop gathered together projects coordinators and universities professor's in charge of training of trainers. It aimed at sharing their knowledge on training of trainers' activities and on the ways of promoting their activities in basic education. An expert was asked by the ANLCI to collect the different ideas and outcomes in order to elaborate a guide on the promotion of the professionalisation.

2. Development of Literacy and Basic Education in France

2.1 Overview on development

To build and implement a public policy, one must have elements for diagnosis and evaluation. Illiteracy, a multifaceted and complex phenomenon, can only be appreciated by linking qualitative and quantitative research approaches. The qualitative approach generally focuses on training institutions, associations and illiteracy resource centres. These stakeholders can evaluate the daily occurrences of illiteracy.

Companies investing in the development of their employees' basic skills also have information and experience that can be useful in defining the issues more clearly. The work carried out by scientific teams in varied fields of investigation also allows us to better understand the multiple facets of the phenomenon and the processes of the fight against illiteracy.

The quantitative approach can be used to count and characterise people in situations of illiteracy. This approach has been employed in France in the following two studies: firstly an assessment carried out among seventeen year olds during the Defense Preparation Day (Journée d'Appel de Préparation à la Défense: JAPD) organized by the Ministries of Defense

and Education. JAPD provides stakeholders with periodical data to help understand the evolution of the illiteracy phenomenon among French youth.

The second study is the IVQ (Information and Daily Life) survey carried out by the INSEE, in association with the main Ministry of Statistics and public research institutes. Because fighting illiteracy is a national priority, the IVQ survey, even though it assesses all levels of literacy, focuses on lower literacy levels. The IVQ survey was the catalyst for the development of the ANLCI module designed to face the challenge of lower literacy levels.

In France in the 1980s, national surveys were conducted, but only on a declarative basis. In 1994, France took part initially in the International Adult Literacy Survey (IALS), but withdrew before its results were officially revealed. The reason for this withdrawal was the finding that around 40 per cent of the adult population of working age performed at level one, IALS lowest level. The departure generated numerous comments, which we would rather not stir up, as well as reports criticising the methods used by IALS (Blum and Guerin-Pace 2000).

Such critical comments prompted the main Statistics and State Departments involved in educational processes for the prevention of illiteracy to cooperate in planning and conducting a survey, taking into account all the criticisms that had been levelled at IALS. Since then, in 1998, a group of experts bringing together (among others) the Statistics Departments of the Ministry of Education and the Labour Ministry have worked under the aegis of the National Institute for Statistical and Economical Information (INSEE) to produce a new survey known as the IVQ.

In 2000, at the request of INSEE, the ANLCI joined the working group, with a view to providing an evaluation test unit designed for people with reading problems. At the request of the ANLCI and in collaboration, the Psychology Lab (PsyEF) of the Lyon 2 University took over the theoretical and practical issues raised by the development of the test.

By choosing to draw out their own literacy survey, members of the IVQ steering group anticipated UNESCO's Institute for Education (UIE) recommendations to the European Union:

National studies are generally framed (drawn) to assess national educational goals or to provide information about the competencies of the national population. In its construction the national study is closer to the specific context of the country, even if one can consider that the national survey does not take into account regional contexts. …national studies provide more information on the real level of proficiency of the population than international surveys like the Adult Literacy and Lifeskills Survey, but cannot provide useful international comparisons. (UNESCO 2005:7)

The comparability of those surveys is small, but it exists. There are many examples of bilateral surveys using half of the items proposed by one country and half of the items proposed by the other country. All items proposed submitted by one country have to be accepted by the other (Wolf 2003, Jeantheau 1997). The way to combine national and international advantages should be by creating an international framework for the construction of national surveys. ANLCI, with twelve institutions from ten European countries, has been exploring in this way since the end of 2005 by initiating the Socrates Grundvigt 1 project MODEVAL.

The IVQ survey conducted as of 2002 by the INSEE focused on a sample of 10,000 people representing the adult population between 18 and 65 years of age[1], i.e. roughly 40 million people. Since the objective was to measure illiteracy rather than *analphabétisme*, the survey focused on the portion of the population schooled in France, i.e. over 34 million people.
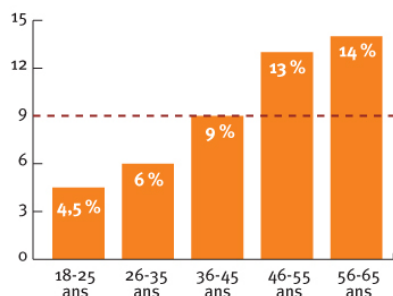
The last statistics on illiteracy were carried out in 2004:

- It resulted that **9% of the adult population between 18 and 65 schooled in France face illiteracy**, i.e. 3,100,000 people[2]
- Half of them are over 45, which negates the misconceptions that this phenomenon is limited to the youngest age groups.
- More than half of the illiterates are professionally employed. Therefore, the fight against illiteracy closely involves employees and companies.
- Nearly 30% of the individuals facing illiteracy, i.e. close to one million people, live in rural areas. This means that the policy must be organized throughout the national territory.
- 10% of them live in urban problem areas.

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[1] For the moment this survey has not been carried out in the French overseas territories nor in shelters, prisons, etc.
[2] INSEE Première n° 1044, Oct 2005

- The tests carried out with 17-year-old boys and girls during the Defense Preparation Day (JAPD) revealed that **4.5% of young people age 17 face illiteracy and 11% have reading comprehension problems**.

% OF PEOPLE FACING ILLITERACY ACCORDING TO AGE GROUP

2.2 National Policy, strategies and action plans

For over 20 years, citizens, associations, popular education movements, companies, national and local authorities have taken numerous initiatives to fight illiteracy. Together, public authorities, economic stakeholders and civil society must develop more cooperative and coherent intervention strategies, since the fight against illiteracy can only be won if all the forces in our country join together in an intelligent way. The commitment of all stakeholders, volunteers and professionals and policy-makers is vital to combat illiteracy.

Persons of all ages and in very different situations can be concerned. Indeed, given the myriad of contexts, ages and situations in which illiteracy takes root, the efforts must be diversified and concerted. They do not make up a homogeneous public which makes the organisation of a global policy quite complex. The fight against illiteracy requires a cross-disciplinary approach. It must be a part of educational, linguistic, cultural and social policies, policies concerning access to employment and professionalization, as well as regional planning and company development projects.

Within the scope of their respective missions, all of the institutions in charge of these policies will have to develop their own action plans to prevent and deal with situations of illiteracy. But they must try to find their shared strands and build joint projects each time it is in the public interest. This is why in each region a concerted action plan must mobilize all of the stakeholders concerned by the fight against illiteracy and the development of basic skills.

The first national concerted action plan to fight illiteracy adopted on March 2002 was drafted after a very broad consultation. Based on four major priorities, "to manage better, to improve services, to share and to evaluate", it is a cross-disciplinary tool designed to facilitate the work of stakeholders in the field. It includes roughly 40 initiatives carried out for them and with them to solve common problems and answer questions of general interest. Its performance actively mobilizes the Agency members and their partners together with the national and regional project leaders and the illiteracy resource centres. It promotes successful practices and organizes meetings to share experiences and skills.

In order to organize the synergy of their actions, the Board of Directors of ANLCI brings together representatives of the various ministries and public agencies, representatives of the local authorities, three approved fund-raising organizations and one company. It is supported by an extensive advisory committee bringing together professional organizations, unions and chambers of commerce, family associations, federations, associations and groups involved in the fight against illiteracy.

Furthermore, a Scientific Evaluation Committee has been created and it is made up of experts, researchers, trainers, teachers and members of the Board of Directors who work together to better understand illiteracy and build up knowledge on the subject. It supervises the coherence of evaluation and working approaches and tools, and proposes avenues of research.

A Project Leader from the ANLCI is appointed by the Regional Prefect and the Director of the Agency in collaboration with the regional council to manage the regional policy to fight illiteracy

in each region. With support from a partner body to define the priorities, the leader prepares the regional plan to fight illiteracy, leads and coordinates its implementation.

At the national level, a national operational team composed of National Project Leaders and a secretariat coordinates the national policy and the network of Regional Project Leaders and leads the national actions.

According to the priorities defined by the board and supported by the national team, the national guidelines and the illiteracy assessments, the ANLCI's regional project leaders draft, implement and monitor **regional anti-illiteracy plans** to harmonize the actions of the State, its associated agencies, the local authorities, civil society and economic stakeholders. By publicizing and sharing the regional diagnosis, the strategic objectives of public action in the region and the resources mobilized to prevent and fight illiteracy at all stages of life, these regional plans mobilize all of the stakeholders in an operational and sustainable manner.

The **Permanent Forum of best practices** is the biggest activity of the ongoing action plan. It is a collective dynamics: almost 80 "effectives' practices" in all areas of the fight against illiteracy were presented during the first phase of the Forum in 2004-2005, thanks to the contributions of 900 stakeholders in the field. Many reports, recommendations and studies were produced by the 35 national and regional groups. Furthermore, an international meeting was organised in April 2005. The second stage of the project was launched throughout the country resulting in a vast exercise in every region starting in 2006, marked by milestone events and it will bring together 2500 participants. The outcomes will be discussed during a national meeting from 20 to 22 June 2007 in Lyon. This event will gather more than 700 persons who will attend 17 workshops and about 20 stands will exhibit the actions undertaken in the regions.

The main activities of the Forum is covering the central themes of the fight against illiteracy: prevention, basic education in companies, professionalization of trainers, volunteer work, cultural action, learning of basic skills in prison structures, new learning methods and tools, the use of information and communication technologies (ICT's) in basic education, etc.

2.3 System of Literacy and Basic Education

Four areas of intervention play a key role in the acquisition of basic skills and their maintenance:
- Initiatives focused on toddlers, children and adolescents
- Initiatives focused on adults
- Initiatives focused on young people over 16
- Initiatives focused on the elderly

They are however not of the same nature: the problems to be solved are different, the number of actions is not comparable, they do not have the same history and, while they sometimes mobilize the same stakeholders, they each have their own specialists and working methods. They must be both well differentiated and stringently linked together.

Historically, it was mostly the initiatives focused on adults during their working lives that mobilized the stakeholders in the fight against illiteracy. It is now important to reinforce this area of intervention and to complete it with the three other areas in order to act as effectively as possible, at all ages, upstream and downstream of a person's working life.

From the viewpoint of open access to the basic skills for all, the fight against illiteracy is "at the base of the base…" since it is a question of making available to all a functional base that includes all of the competencies required by daily life.

The acquisition of this functional base is a first stage and a lever to change and move forward. The initiatives to combat illiteracy therefore have a twofold objective since the stakeholders putting them into place must:

• Work together so that people facing illiteracy become able to independently perform the everyday activities that require using the written word and other basic skills (skills degrees 1 & 2).
• Maintain the course towards the final objective of complete acquisition of basic skills, which is the access to autonomy in the knowledge society (skills degrees 3 & 4).

Four degrees of skill have been identified so far:

1st Degree: Structuring points of reference
2nd Degree: Functional skills for everyday life
3rd Degree: Skills facilitating action in diverse situations
4th Degree: Skills reinforcing autonomy to participate in the knowledge society

2.4 Relevant bodies and providers

The State, local governments, public institutions, private and public teaching establishments, associations, professional, union and family organizations, and companies each have their role to play. They work to offer possibility to any person facing illiteracy problems who should be able to:

- Benefit from support to take the first step
- Be welcomed and encouraged to commit to a project and to see it out to the end
- Train in a learning program adapted to his or her needs:
- Approach the written word during cultural or social activities
- Enhance the value of their professional and social experience

When the will to learn and the hope to succeed turn into concrete projects with objectives, a location, a schedule and especially with an attentive and competent learning mediator, progress can be made! If in addition, the entourage is encouraging and supportive, all of the conditions for success are in place. Learning can take place in different types of systems:
- Permanent basic education workshops
- Experimental centres to learn the French language
- Clinic-type initiatives
- Basic education programs integrated into the workplace
- Specific initiatives

50 illiteracy resource centres actively contribute to the implementation of services such as information, documentation and teacher training to support these organisms and practitioners' network.

3. Concept of teaching Literacy and Basic Education

3.1 Professionalization: what does it mean?

A difference must be made between general professionalization of adult-education professions and professionalization of each practitioner. In the first case, the issues at stake are social recognition of the professions in terms of the services provided to the community, setting up a set of identified skills for carrying out a certain number of activities successfully, the claim to professional specialisation, the existence of precise statutes, giving rise to retribution, etc. In the second case, professionalization concerns a more individual process to turn the person concerned into a professional capable of solving problems in a complex context, who relies on rational knowledge and who develops his or her autonomy. Three aspects are to be considered:
Professionalization expresses the idea of permanently developing the skills needed for exercising a profession.
Skills reside in the capacity to mobilise knowledge, know-how and attitudes in order to face up to professional situations. On the one hand, affective and cognitive resources must be present so that they can be mobilised whenever necessary and, on the other hand, the person must know how to mobilise the right resources, taking account of constraints and also be able to combine them together in order to construct realistic solutions. The professional must articulate knowledge, techniques and strategies for carrying out tasks. Development of skills is a dynamic, continuous process. It never comes to an end.
Professionalization expresses the idea of sharing expertise within a group.
A professional group shares a culture, values, standards, ethics as well as knowledge. All these must be formalised and made visible in order to facilitate their acquisition in a training process.

This is where we meet professionalization, not on a personal level but on that of the different trades and professions. Social recognition of professions linked with the fight against illiteracy and more especially of the profession of educator cannot exist without formalising professional skills and, conversely, this formalisation cannot save on social recognition of the value of the services provided to the community by all the people doing this type of work.

Lastly, professionalization expresses the idea of being increasingly adaptable to the evolutions in the contexts in which training is carried out.

Evolutions in training professions are dependent on transformations in the finalities of continuous training and public expectations in a restricted socio-economic context. Within this general framework, educators see their work contexts evolve: the need to be recognised by sponsors, requirements of quality and efficiency, a demand for polyvalence, adaptation of strategies taking account of costs, etc.

Become more professional also means taking account of these new constraints and adapting one's self to them actively, but critically.

It should be noted that the dominant characteristic of work carried out in this domain primarily concerns professionalizing trainers: developing skills for achieving jobs successfully, better participation in an identified professional community that has come together around a shared sense of educational action, increasing empowerment, development of initiatives and margins of manoeuvre. However, the process is directly linked with social and economic recognition of training professions in general in a context where the finalities and practices in this sector of activity are being constantly transformed.

Professionalization of trainers in basic education is one factor, amongst others, for developing the quality of the systems used. Other variables also play an important role. Moreover, the demand to become more professionalized does not rest solely on the shoulders of the individuals concerned, but on the whole training system as well.

Professionalization of trainers in the sector is consistent with a global, coherent policy of training throughout life, a policy based on rights of access for all to basic education, a policy that gives itself the means of attaining its objectives. It is the social and/or economic and statutory recognition of training activities that gives a sense to the efforts made by the stakeholders to develop their skills.

3.2 National strategy in the field of professionalization of literacy teachers training

The main modalities of training of trainers can be classified in three categories:
1. Training courses with university diplomas and certificates.
2. Short training modules for coaches (1 to 8 days):
   - Days on given themes;
   - Modules on given themes;
   - Support presentation modules
3. Networks working in partnership.

1st method: training courses with university diplomas and certificates (approved qualifications)

- These training courses are proposed by universities and open the way to university diplomas, professional degrees and professional master's degrees which have received ministerial approval and/or have been registered in the National Register of Professional Certification (Répertoire National des Certifications Professionnelles or RNCP). Subjects covered: language sciences, education sciences and psychology. Approaches are often multi-disciplinary. Certain training courses are offered by other institutions with approved qualifications registered in the RNCP.
- Few courses are entirely centred on basic education and the fight against illiteracy (See an initial non-exhaustive list in Appendix 2). Most of the time, specialist modules are proposed, either in the context of preparatory diplomas for professions in adult-

education, or in the context of diplomas focused on sectors of activity other than educational training. Other forms of training are similar, for example diplomas centred on integration engineering.

- In the context of thesis written in sociology, educational science, psychology, sociology and language science studies, certain students choose to do their memoires on populations in difficulty, socio-professional integration and basic education. These works constitute an important data base, but they have not been listed unfortunately.

- Diplomas in French as a Foreign Language (Professional Master's degree or research) form another road to professionalization within universities. Specialising in problems of illiteracy is a subject also to be found in a number of training courses.

- Training courses with diplomas or certificates are accessible to students who have undergone initial training, but also to employees or job applicants undergoing continuous training. Entry to these courses is possible by means of "Validation des Acquis Professionnel" (VAP or validation of professional knowledge acquired). Diplomas may partially or completely issued by Validation d'Acquis de l'Expérience (VAE or Validation of Experience Acquired).

Strong points and limits
- The offer is sufficiently wide for all trainers to have access to these courses, no matter what their initial level of training may be. Moreover, the VAP fully plays its role.

- Teaching combines theoretical contributions with practical approaches. Normally, trainees have to carry out a professional mission during the course, which has to be explained and justified in a detailed written report.

- The systems mix people with initial training with those who are on continuous training courses, which gives birth to a dynamic form of intermix. Training enables students who have been given initial training to encounter the professional world of basic education and integration. It enables salaried employees to do retraining or development courses at their place of work. Institutional recognition of all the knowledge acquired is given by a level III, II or I diploma or qualification.

- Unfortunately these training courses are costly in terms of personal investment. As they are long-term courses, they cannot always be integrated into timetables of full-time employed educators. Leave for training purposes is not always given in institutional bodies. The length of the practical section of the course is sometimes a handicap for persons who are already employed.

2nd method: short training modules
- This method is well-represented in all the offers available on professionalization. It provides trainers with tools to be used on theoretical and practical levels, by offering them specific, targeted training modules. Financing comes from State services, territorial authorities, Approved Collection Equal Representation Bodies (Organismes Paritaires Collecteur Agréé - (OPCA) or the European Social Fund. Certain companies also sponsor financing for training voluntary workers. Systems are coordinated and organised by institutions such as the Centre of Resources against Illiteracy linked with operational centres and regional resources.

- The dominant method is the module that only lasts for a few days (2 to 5 days all together or spread over a wider period). Knowledge concerned is theoretical; it concerns the populations of interest, the context of actions to be taken, subjects to be taught, adult-education and didactic aspects… Practical knowledge is also developed. Another possible method is conference days on given themes.

- Certain regions have made up a durable, coherent offer. For example, between 1991 and 2005, together with the Centre of Resources against Illiteracy, the Educational

Resource Dept. of the Limoges area organised 493 days of training for educators and 34 conferences!
- "Educator educators" are academics, specialist consultants, high-level civil servants. The target public is a public of educators, educational coordinators, young or experienced employees, but voluntary workers as well. Certain modules target a wider public: teachers, social workers, librarians, etc. Certain days are co-organised with IUFM (University Teacher Training Institutes), for example, the education rendezvous at Montpellier.

Strong points and limits
- These modules combine various types of contribution and take account of the latest progress made on the subject concerned: psychology, sociology, education sciences. In this respect, the evolution in the themes over the last twenty years is highly indicative of the openness and wealth of the information supplied.
- The modules enable stakeholders from different backgrounds to work together and meet each other face to face.
- Being of different form and duration, they take trainers' professional constraints into account. This method requires less investment than diploma courses.
- The modules are real levers for more complete professionalization courses and they also represent meeting points for professional socialisation, notably for newcomers entering professional communities via this gateway.
- In the chapter on "drifts" and limits, we will find a disparity in the quality and quantity of offers on our national territory, linked to the disparities in the basic education policies applied in different regions. Even if progress has been made in decentralising training away from the big cities, there is a still a wide variation in accesses to training.
One drift concerns the days devoted to presenting supports and tools, which sometimes look more like marketing operations and are spent searching for magic recipes. This tendency has been less present over the last few years. Modules are very much centred on practical and theoretical knowledge, but practical "how to do it" knowledge, resulting from successful experiences is relatively little taken into account. Analysis of efficient routines is dealt with in other methods.
- The main limit to these short modules concerns the degree in which they correspond to educators' requirements which are extremely varied by definition. How can all the trainers be satisfied? How can one adapt to turnovers in teams? How can a real continuously developing course be programmed for the same people over a long period?
Certain experiments aim at making the training offer better suited to educators' needs.

3rd method: Networks working together in partnership
- Participating in partnership networks is a flexible and open method of professionalization. It means participating in setting up a group that agrees on the sense of educational action and on common rules and values. The concept also contributes to empowering the professional body. Working together in a network gives stakeholders in the educational process the opportunity of opening up to other sectors of intervention (cultural, social, economic and other sectors). It enables a force of reaction to be created, and powers to speak to be obtained, in a given space in the face of certain institutions. At the same time, trainers compare their points of view and are led to changing their portrayal of the situation and their opinions.
- More often than not, participation in these networks is voluntary and varies depending on the availability of the persons concerned. There are different forms of work: informal meetings, study days, evening debates, etc.
The way territorial systems are structured in terms of basic education provides a favourable context for creating the dynamics for bringing together the persons in charge of training, educators, professionals from employment, reception and orientation

services, etc. Anti-illiteracy Resource Centres play an essential role in this method of professionalising trainers and professions. Internet can be a useful tool for promoting networking.

The Permanent Forum of Practices is one of the best examples of this method. The professionalization of the stakeholders is supported by the mutualization of their resources and the sharing of their experience.

- **Strong points and limits**
- Participation in specialist networks in the domain of basic education brings together two aspects of professionalization: the aspect that concerns developing trainers' skills and the aspect that concerns developing a recognised professional community, both sharing the same core of expertise. The convivial, human aspect of the job, the flexibility in the different forms of commitment favour stakeholders' full participation and contribute to the fight against their isolation. Open to both experienced and young educators, these networks are an opportunity for the latter to create socio-professional links and confront their ideas with those of more experienced and expert trainers.
- However, it must be noted that the existence of these networks depends on local dynamics, on the type of relation that exists between training operators, as well as the commitment, even devotion, of the persons who coordinate these networks and keep them alive.

4. Review of literacy teachers competences

4.1 Trainers in basic education: who are we talking about?

Actions for adults with low levels of education take place at the crossroads between different domains: social accompaniment, cultural animation, prevention in school environments and training. Our interest lies in the persons involved in training, no matter whether they participate in basic general education systems, prequalification training, social integration or in developing skills in a professional environment.

The main category of persons concerned by training includes all the people who physically take the training offer in hand, whether they are employees or volunteers, or are working in private or public structures, either big or small. They are educators, teaching coordinators, reception and guidance personnel, training course managers, integration advisors etc. Relatively often trainers are responsible for several missions. In addition to face-to-face teaching activities in the context of systems whose objective is to master basic knowledge (verbal and written communication, mathematics, logic, initiation to office automation, etc.), they carry out missions of individual accompaniment (reception, orientation, project monitoring, etc.); socio-cultural accompaniment (articulating basic education with socio-cultural activities); development of individual employability (monitoring trainees in the context of periods spent within companies, job-finding techniques, training in professional French, etc.).

It is to be noted that educators sometimes have to intervene within their organisations on two types of population: people who are illiterate in the strict sense of the word and people coming from immigration and who have foreign mother tongues. These different types of population are sometimes united together in the same course.

Reflections on professionalizing these trainers do not exclude supervision personnel, in charge of designing and setting up systems (training engineers, training managers, directors of structures, etc.). They are all directly concerned by transforming institutions into real teaching organisations and by developing collective skills liable to improve the quality of the systems used in the fight against illiteracy.

No sociological study has brought together national data on all the people who specialise in the sector, whereas they exist for all the trainers working in continuous professional training. However, certain indications concerning the people working in this sector can be found in training system specifications as some data resulting from replies to project tenders in regions.

4.2 Skills in basic education professions

Strictly speaking, there are no reference frames for trainers' skills in this domain. But incomplete resources exist, scattered throughout educators' training specifications, in dossiers recognising diplomas and certificates and in certain studies.

The "knowledge map" drawn up in the context of a national study group on professionalization represents a support for formalising the skills of an educator who specialises in general basic education (See appendix 1).

The "knowledge map" lists four categories of knowledge:

1. **Theoretical knowledge**: This is knowledge that concerns the subjects to be taught, but also knowledge that also helps teaching. It is conceptual, factual knowledge in domains such as French didactics, adult education, cognitive psychology and sociology.
2. **Practical knowledge**: This is know-how related to the educator's concrete activities. We know what procedures must be used, what techniques must be implemented.
3. **Empirical knowledge** coming from successful experiences: Contrary to practical knowledge, it is not always formalised. It is implicit, sometimes subconscious and invisible. It covers efficient routines (automated behaviour), together with action and thought schemes that make actions operational. This knowledge is developed through practicing. Little by little the educator internalises efficient practices.
4. **Attitudes and behaviours**: This concerns life-skills, affective and relational resources that enable persons to act appropriately.

Certain types of knowledge are specific to the fight against illiteracy and to basic education, others are not. They are close to what is listed in reference frames for the profession of educator.

Every trainer can situate his own know-how. For example, a young specialist in language sciences or in French as a foreign language will have more chance of having developed theoretical knowledge in French didactics than practical knowledge in the domain of educational engineering. On the other hand, an experienced professional in popular education or socio-cultural activities will have a bigger requirement for developing his or her theoretical knowledge than attitudes and behaviours.

5. Good Practice in the Field of Teacher Training

One of the best practices in the field of teacher training in France is the university diploma "ILLITERACY AND APPRENTICESHIPS, Linguistic, cognitive and mathematical approaches. It's a multidisciplinary diploma in training teachers in basic education proposed by the university Paris V. A list of diploma's university for teachers in basic education in France is presented in appendix 2.

Objectives
The objective of the diploma is to provide a form of specialisation for educators and teaching staff working with illiterate audiences. The teaching provided aims at giving educators theoretic bases, information and knowledge of so-called illiterate populations, the means of diagnosing skills and specific teaching tools. Its objective is also to stimulate multidisciplinary reflection and to set up workshop production units on transverse themes (for example: space and time).

Obtaining the University Diploma: Testing a professional project (2 marks) and permanent controls (2 marks).

Several modules can be enrolled for, in view of a personalised programme. The University Diploma is a part of the Professional Degree course "Training educators: developing basic skills and apprenticeship mediation"

Target groups
- Educators and teaching staff (level, baccalaureate + 2 – validation of experience acquired) with over three years' professional experience, including at least one in training illiterate persons.
- Equivalence with training in apprenticeship mediation

Duration
Teaching: 246 h (258 h with theoretical prerequisites in linguistics) practical course: 30 h
Modules of 3 to 5 days from October to June

Programme
Knowledge of different populations (different varieties of illiteracy) and a multidisciplinary approach to the phenomenon of illiteracy, transverse workshops on time and space themes (24h).
Theoretical prerequisites in linguistics (this teaching unit is intended for candidates who have no training in language sciences: theoretical knowledge and descriptive tools on the French language in view of assessing trainees' productions (12h).
Teaching engineering: basic knowledge in teaching engineering (24h).

THREE BASIC MODULES (linguistics, mathematics and apprenticeship mediation: 144 h)
This concerns giving teachers theoretical knowledge that will enable them to look objectively at their teaching practices and then return to reflections on teaching, notably in specialist modules with wider perspectives and more varied approaches.

- Basic module in linguistics: 2 teaching components of 24 hours (or a total of 48 hours)
    - Communication situations and skills
        - How to appreciate the diversity of forms and skills in languages in both verbal and written communication
        - What are the specificities of reading and writing for illiterates?
        - How to develop textual skills through different types of writing?
        - What grids should be built up (communicational aspects, managing graphic space, writing standards, etc.) for analysing trainees' productions?
- Basic module in teaching mediation: 2 teaching components of 24 h (or a total of 48 hours)
    - The framework for the cognitive mediation approach
    - Implementing the mediation approach
        - How to envisage the act of teaching in an interactive system including social environment and the trainees' psychological characteristics?
        - How to develop teaching strategies that take account of the audience's specificities?
        - What didactic tools enable the principles of mediation teaching to be applied concretely?
- Basic module in mathematics: 2 teaching components of 24 h (or a total of 48 hours)
    - Numbering, know-how and mental arithmetic
    - Spatial activities and geometry
        - How to take account of the specificity of adults in a suitable progression, especially in numbering?
        - How to take account of cultural specificities?
        - How to tackle geometrical activities and using tools (ruler, square, compass, etc.)?

THREE SPECIALIST MODULES of 24 h each (Choose 2 out of 3)
- Linguistics module: didactics
        - How to prepare teaching sequences?
        - What reference frames and methods are to be used?

- Teaching mediation: designing mediation sessions and putting them into application (popularised interactions)
- Mathematics module: didactics and illiteracy
  - What position and approaches to finding solutions are to be adopted with illiterate audiences?
  - What specific didactics should be explained?

Maintaining professional projects and assessment of training.

6.   Prevailing problems and challenges

This question is approached on three levels:
- MACRO, concerning institutional, political, social choices: Public policies, history of the combat against illiteracy, depictions by society and the media, general development of adult education, etc.
- MEDIUM, covering organisational and institutional aspects de of policy implementation: history and culture of teaching organisations, regional and local partnerships, formulation of project specifications, regional contexts of the policy of combat against illiteracy, etc.
- MICRO, situated at the level of the educator: competence, values, recognition, professional project, etc.

Blockages: Ruptures, divergences, dispersion, compartmentalisation
Macro: Poorly-defined field and complicated set-up
> Scattered public policies succeeding each other
> Multiple participants / initiatives, poor legibility / low recognition of actions
> Radicalisation of public logic
> Priority to rehabilitation goals rather than learning objectives

Medium: Lack of job stability, high turn-over and low recognition of educators' professionalism
> Administrative complexity (multiple sources of financing)
> "Unprofitable" actions, interchangeable operators, de-qualification, requirement for immediate adaptation
> Orphan subject (transversal but peripheral problem)
> Evaluation of actions by non-pertinent criteria (access to employment)
> Lack of co-ordination, of articulation of volunteer initiatives and great variability of paid activities according to the organisations

Micro: Difficult identification
> Difficulty investing oneself in a "profession" lacking clear definition and offering little permanent employment
> Attraction and transversality of the problematic, multiplicity of references (subjects, contexts of intervention and professional origins of the participants)

1. Levers: Permanence, convergence, synthesis, sharing
Macro: To structure public requirements
> Regional plan of combat against illiteracy,
> > Involvement of the regional "Préfet" *(governor)* (Minister of the Interior)
> > Regional Head of Mission provided with means of operation
> > observatory / construction of needs, local diagnoses, reflection about relevant indicators
> Define the participants and their respective rôles
> Sensitise the participants (elected officials, institutions, deciders, etc.)

Medium: To guarantee the educators' conditions of intervention and organise permanent actions
> Affirm the general right of access to education, obtain recognition for the specificity of actions of basic skills

Organise the articulation of basic skills with the other facilities (existing or under construction)
Promote a logic of action (not of the public)
Formulate shared specifications (benchmarks)
Shared pedagogical principles, Rules of operation, Local adaptations
Modes of direction, control and evaluation
Analysis and repository of activity / analysis of costs (project engineering, co-ordination, partnerships, accompaniment, administration, etc.)
Clauses of professionalisation, requirements and means of co-ordination of volunteer teams, definition of the complementarity between paid and volunteer activities
Organisation of durable co-financing (fungible, long-term)
Collective convention, union action, putting into practice the principle of public service
Recognise learner participation, partnerships, local solidarity and history of structures
Organise replacements of educators
Training trainers of educators: Professionalisation of Literacy Resource Centre resources workers
Refine a typology of educators in order to target modes of professionalisation (permanent/temporary, seniority, availability, career- situation- professional project, initial training, etc.)

Micro: Formalise specific identity reference points
Skills map: a framework to be adapted (specific / common)
Co-ordination of teams: recognition of position, of activities and of means (time, materiel, etc)
Encourage reflection on practice
Formalise shared values
Exchange practice and propose conditions of implementation
Encourage development, capitalisation of experience and creative capacities of participants

7. Conclusions and recommendations

One of the main recommendations concerning the professional development in the field of literacy and basic education aims at the acknowledgement of the job of teacher in basic education as a real profession, requiring specific skills related to the specificity of the target groups and of the training goals.
It is also recommended to lead and support the basic education centres toward a quality control procedure. The goal is to support training centres to become continuing learning places for teachers and push these centres to promote the training trainers right.
Networking and partnership, either between basic education centres or between training trainers centres will encourage tutorial guidance for trainers and collaborative work within centres and between organisations.
Mutualization of means and experiences among concerned stakeholders, such as experts, resource centres and money providers, depends on their capacity to support the trainers' professionalization. National initiatives such as the Permanent Forum of effective practices need to be encouraged in order to create a specific professional body.
A wide variety of methods can be found for developing professional skills of educators working in basic education. The forms of work, the objectives and the methods of organisation are manifold. There is a wide palette of possibilities: training in theoretical knowledge, developing transverse strategies, critical reflection work on one's profession and its under-lying values, etc. Usually, training sessions alternate theoretical and practical approaches and leave a great deal of room for sharing knowledge and confronting ideas.
The trainers can choose the method they prefer depending on their own path, their requirements and their constraints. What is important is that they can take part in these works as well as influencing the choice of content and the type of activity. The persons in charge of official bodies contribute to generally professionalizing the basic education sector by distributing

information widely, by giving impetus to community dynamics and by participating in national and local networks. Organisers and promoters of professionalization systems, for example Anti-illiteracy Resource Centres, participate largely in building this wide offer by proposing innovative, sometimes poorly known forms of action.

The stakeholders in basic education (consultants, academics, project coordinators) fulfil the role of couriers linking together research and the difficulties encountered by practitioners on a daily level. Lastly, bodies that take decisions and finance basic education in France also have a decisive role to play to ensure that professionalizing educators is not just a one-way incantation or order.

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SKILLS MAP FOR TEACHER IN BASIC EDUCATION

9. Appendix

◈ The heart of the profession

The educator is dealing with a particular sector of the population: adults of a low level, not very well-adapted socially and professionally, with little academic or cultural baggage, but still with certain skills and experience.

He or she is working in a given socio-cultural and economic context which gives meaning to social, cultural and professional exclusion. The educator has to transmit precise skills, basic skills of spoken and written communication, of mathematics, logic, and also general knowledge about the environment.

The educator has to plan the intervention outside of the face-to-face teaching, then deal with concrete situations of pedagogical interaction in real time and analyse and evaluate them.

♣ Theoretical knowledge	♣ Practical skills
→ *To progress towards improved competence, is to increase and organise a stock of theoretical knowledge concerning:*	→ *To progress towards improved competence, is to develop **concrete skills for "doing"**, is using procedures required in practice*

Theoretical knowledge

♣ Area of knowledge and objectives:
  - subjects to be taught: oral or written communication, mathematics, logic, etc.
  - programmes and curricula providing structure, progression or hierarchy of these things to be taught: knowledge of repositories, of possible progressions, etc.

♣ Area of context:
  - institutional and political context of the combat against illiteracy in France (history, evolution, structure of basic education), the socio-economic and cultural contexts, together with useful actions and arrangements at the local level.
  - research into illiteracy (history, sociology, psychology, etc.), terminology
  - the rôle of partnerships.

♣ Area of learners:
  - people in situations of illiteracy and their specificities (individual histories, sociological profiles, schooling, etc.),
  - types of difficulties and possible causes,
  - needs, expectations, motives for taking courses,
  - learning difficulties,

♣ Area of teaching/training and learning:
  - human learning and adult learning in particular, including cases of adults with learning difficulties,
  - processes of group dynamics, group leadership,
  - movements and models of andragogy (adult pedagogy),
  - specific movements and models for support of persons in difficulty,
  - modes and importance of evaluation,
  - methods, techniques and material available for adult education and in particular for teaching adults at a low level.

Practical skills

♥ Area of reception
  - Conduct of the initial interview at the start of the course
  - Presentation of the learning project to the users
  - Explanation of the modes of operation of the organisation, of the place and rôle of each partner.

♥ Area of positioning
  - Diagnosis of the student's basic skills,
  - Noting the student's career project,
  - Gathering relevant indications (life history, personal strategies, etc.)
  - Development of training plan

♥ Area of assistance with learning
  - Taking account of personal characteristics and environment,
  - Follow-up of learning process,
  - Maintaining students' desire to learn.

♥ Area of face-to-face teaching
  - Conception and conduct of teaching sequences (formulation of objectives, development of scenarios, choice of teaching material and techniques, etc.
  - Conception and adaptation of material,
  - Coping with group heterogeneity (demands, profiles, rhythms),
  - Implementation of pedagogical techniques,
  - Relating concrete practice to pedagogical reference models,
  - Management of a group of learners.

♥ <u>Area of evaluation</u>
- Conception of materials for evaluation of acquisitions,
- Interpretation of results and analysis of progress and of difficulties,
- Implementation of continuous educational evaluation.

<u>Comments</u>:

➢ We are close to what is often called **"declarative knowledge"** (knowing that) and of what is called **"theoretical knowledge <u>to</u> be taught and <u>for</u> teaching"**(1): didactics, pedagogy and andragogy, science of education, psychology of learning, cognitive psychology, etc.

➢ <u>This knowledge is acquired</u> above all at university courses centred on educational professions, at training courses for educators (lectures or theme-study days) and also by personal reading and by participation in professional networks based on la circulation of resources.

<u>Comments</u>:

➢ We are close to what are called **"procedural skills"** (knowing how) and of what are called **"skills <u>for</u> practice"** (1)

➢ <u>These skills are acquired</u> during long training courses or professional qualification courses on a sandwich-course basis, and above all by professional experience, exchanges between peers, support from experienced educators, on-site follow-up.

2

♦ Empirical knowledge acquired from successful experience

→ *To progress towards improved competence, is to develop concrete **"know-how"** and basic plans of action:*

- ♣ Implementation of efficient routines, i.e. stabilised plans of action to respond to a category of problems, practical scenarios,
- ♣ Development of capacities of improvisation and of dealing with the unexpected,
- ♣ Dealing with emergencies,
- ♣ Rapid adaptation to various situations,
- ♣ Rapid mobilisation of particular skills and knowledge, appropriately and at the right time,
- ♣ Creativity and inventiveness in teaching situations.

Comments:

- ➢ We are close to what is called ***"conditional knowledge"*** (knowing when and how) and of what is called ***" knowledge of practice"*** (1).
- ➢ This knowledge is acquired by practice in situations. Conscious awareness and formalisation of it may be furthered by training such as: analysis of practice, research-action, mutual observation, expert/novice exchanges, reflective analysis, etc.

♣ Attitudes and behaviour

→ *To progress towards improved competence, is to favour certain attitudes centred on human relations, communication and critical thinking:*

- ♣ Attention to others, comprehension, empathy, listening with discernment, openness towards other cultures or ways of thinking,
- ♣ Questioning clichés and stereotypes about illiteracy,
- ♣ Decentring with regard to one's own values and certainties,
- ♣ Permanent adaptation, continuous research, creativity and inventiveness, autonomy and exploitation of the room to manoeuvre available in the course of professional work,
- ♣ Critical reflection about movements and materials of all kinds,
- ♣ Co-operation and collaboration with one's peers,
- ♣ Openness to other fields than those of education in the strict sense.

Comments:

- ➢ We are close to what is often called ***"knowing-how-to-be"***.
- ➢ These attitudes are developed by experience, by on-going exchanges with students and with one's peers, by work-groups dealing with practice, by studies based on group dynamics, etc.
  NB. Some long training courses can also have an effect on this dimension.

The competence of the educator could be considered to be the mobilisation of this knowledge, these skills and attitudes deliberately and at the right time. It is therefore necessary to develop all of these resources, to increase the size and the quality of the "reservoir" (2), and also to develop the ability to draw on these resources and to assemble them coherently. Competence is developed over time, the different elements nourish each other.
For the development of this competence, account must be taken of the variables connected to the status of the educator, working arrangements within the organisation, the hierarchical structure, the territorial context which may be more or less favourable for professionalisation.

(1) *Marguerite Altet, Les compétences de l'enseignant professionnel : entre savoirs, schèmes d'action et adaptation, le savoir analyser, in Former des enseignants professionnels, L. Paquay et alii, De Boeck, 1998*
(2) *Clermont Gauthier et alii, Pour une théorie de la pédagogie, Presses Université Laval, 1997*

ANLCI – FPP – Extract from work of the national "Professionalisation" group, directed by V. Leclercq - Sept.2005

List of courses proposed by French universities for basic education teachers

University	Diploma	Objectives and durations of training courses
Université d'Avignon en collaboration avec CRI PACA	Licence Pro Adults trainer 2 units on basic education	Preparing teachers for mobilising skills and resources required for training populations that do not master basic knowledge. *Duration: 4 modules of 6 days*
Université de Bourgogne	Licence Pro Human Resource management, speciality : "trainer in workplace" - Option Literacy"	The professional skills targeted by the course are principally construction, implementation, piloting and assessing in a training and educational context. Training includes a specialist "Basic apprenticeships and the fight against illiteracy" module. *Duration: 450h of teaching, 150h of project under the authority of a tutor and 420h of practical work*
Université Lumière Lyon 2	**DU** **Didactics: Illiteracy (DUDILA)**	This course aims at developing intervention skills in the domain of illiteracy, focussed on writing practises by means of a reflection that combines various types of knowledge (psychology, sociology, linguistics and didactics) and an assessment of implementation on populations with low levels of education. *Duration: 150 hours of teaching and 40 hours of practical training*
Université Paul Verlaine Metz	**MASTER Pro** **L**anguage science and language didactics - speciality "Purchasing, learning and teaching and French foreign language" Course "Illiteracy and writing culture"	The main objective of the "Illiteracy and the writing culture" programme is to train educators working on populations who are in difficulty with the written word; another targeted skill: being capable of setting up continuous training systems for social workers and teachers working with populations who are in difficulty with the written word. This professional orientation of initial training or adult education is more especially justified by the fact the French society has problems in terms of social integration of populations in difficulty when faced with the culture of the written word. *Duration: 216 hours of teaching and a practical course*
Peuple & Culture Collège Coopératif Université Paris III	**DHEPS** **Course "Social coordinators reading-writing"**	- Analyse personal social experience and the context and issues at stake of which it is a part - Link personal experience and theoretical knowledge together - Learn how to use human sciences and an in-the-field approach to research and a subject of research related to personal practices *Duration: 11 weeks*

Université de Pau et des pays de l'Adour	**DU** **"Training for fighting illiteracy" (DUFLI), option Licence Pro "Social intervention - profession of the young and adults education"**	- Know how to analyse training and education requirements and meet up to them - Know how to conceive, implement and coordinate teaching actions - Know how to analyse, criticize, evaluate and adjust educational and training actions depending on different objectives - Know how to solve educational and teaching problems in different environments depending on different objectives - Know how to integrate one's self into a team and contribute to building local projects in line with more global development projects *Duration: 420 hours including 110 hours of project under the authority of a tutor and 14 weeks of practical works*
Université René Descartes Paris V	**Licence Pro Training of trainers : "Development of basic competencies and mediation of apprenticeships"** **DU Illiteracy and apprenticeships**	Professional degree: The objective of this multidisciplinary course is to train educators – teaching course designers, specialists in diagnosing difficulties with the written word, who are capable of developing basic skills. University Diploma: The objective of the diploma is to provide a form of specialisation in interventions with illiterate populations. It offers multidisciplinary training which is a part of the professional degree programme (common UEs). The programme includes theoretical bases, knowledge of so-called illiterate populations, approaches to skills diagnoses and information on specific tools. *Duration of the Professional Degree: Teaching: 384h, project under the authority of a tutor:144h and practical course: 420h* *Duration of University Diploma: 270h and a practical course of 30h*
Université de la Réunion	**DU Prevention and Illiteracy**	- Provide specialist capacities to teachers and educators already working, or having to work in the future, with children or adults either to prevent or to fight against illiteracy. - Offer the means of implementing theoretical/practical dialectics centred on an action research approach. - Synergise different professional activities so as to enhance the value of methods and techniques for preventing or fighting against illiteracy with increased recognition of social and cultural practices on the island of Reunion. *Duration: 200 hours*

DU – University diploma ; Licence Pro – Professional licence ; DHEPS – Diploma of high studies