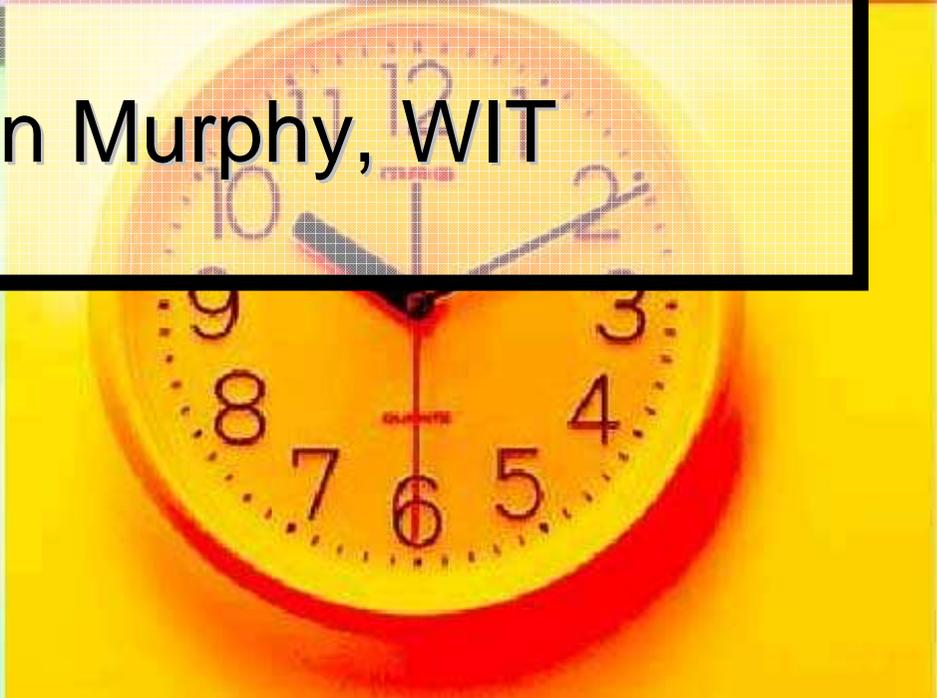
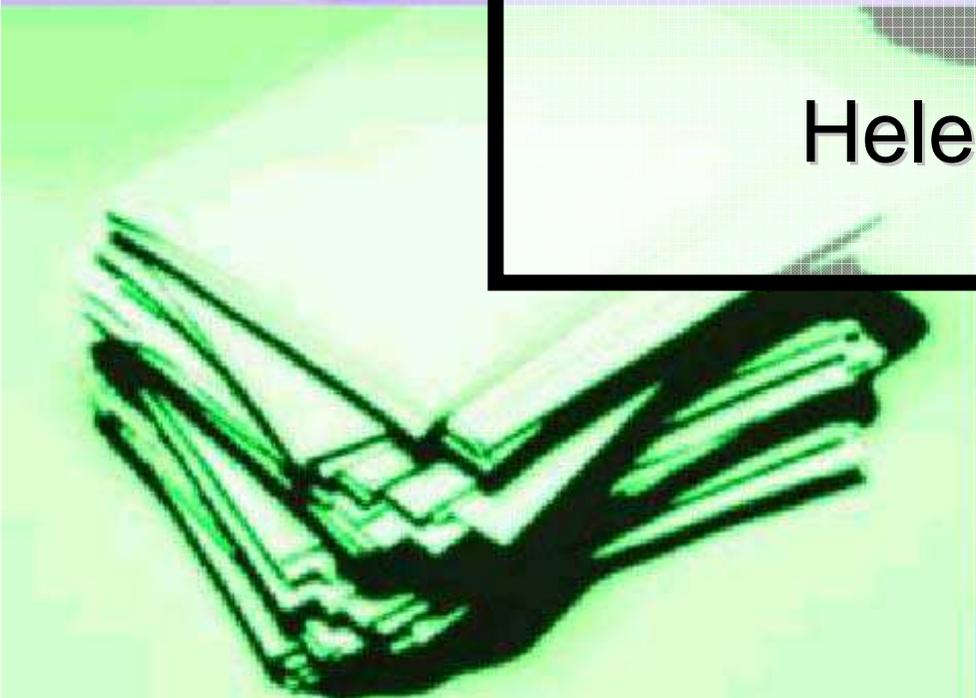




EU Project TRAIN: Final Conference  
Professionalization of Literacy and Basic Education: European  
Trends

Workshop 1: Career development, Professionalization and  
Accreditation for Literacy and Basic Skills Education Practitioners



Helen Murphy, WIT

# Workshop Overview

## ■ Presentation

- EU Further Education Policy
- Overview of situation in TRAIN Partner countries
- Overview of some other EU countries
- Common themes
- Key Issues for the future





# Workshop Overview

- **Questions for discussion**
- What does Professionalization for the Adult Literacy Tutor mean?
- Why is it important?
- Group discussion on situation in participants countries and the advantages and disadvantages of different approaches



# Workshop Overview

- Case Study presentations
- Slovenia
- Ireland



# Workshop Overview

- **Group Exercise**

- Workshop participants to consider the following questions in small groups:
- What kind of qualifications should Literacy and Basic Education tutors have?
- Do tutors need a teaching qualification separate to a subject specialism?



# Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

## ■ EU Policy

### **Lisbon Strategy, 2000 Development Plan for the EU**

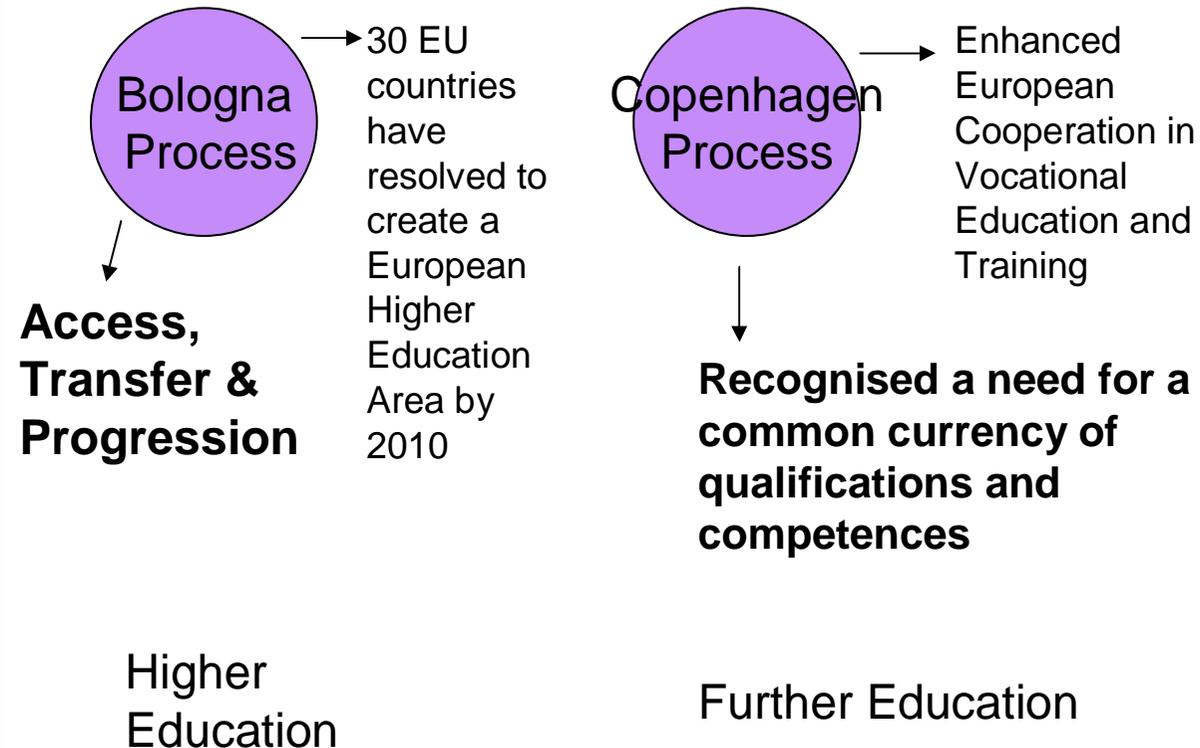
Its aim is to make the EU "the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment by 2010".

### **Lisbon Strategy Revisited 2005**

Sustainable growth and employment are Europe's most pressing goals and underpin social and environmental progress" and "that well-designed social and environmental policies are themselves key elements in strengthening Europe's economic performance".

# Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

## ■ EU Higher & Further Education policy





## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

### Copenhagen Process, 2002

The Copenhagen Process was launched as the contribution of Vocational Education and Training (VET) to the challenges identified in the Lisbon strategy. In the Copenhagen Declaration, approved on 30 November 2002, the ministers responsible for vocational education and training in the Member States, candidate countries, EFTA-EEA countries, the European social partners and the European Commission agreed priorities and strategies for the process. It's main aim is to promote **mutual trust**, **transparency** and **recognition of competences** and **qualifications** to increase **mobility** and to facilitate **access to lifelong learning**.



## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

### ■ The Copenhagen Process and Literacy and Basic Skills Education Practitioners

### ■ Key issues:

- Transparency
- Recognition and quality in vocational education and training



## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

- **The European Qualifications Framework (EQF) April, 2008**

- The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning
- Most Member States are now developing their own National Qualifications Frameworks (NQFs) to link into the EQF
- **European Credit Transfer and Accumulation System (ECTS)**
- **European Credit System for Vocational Education and Training (ECVET)**



## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

- Career Development for Literacy and Basic Skills Education Practitioners in TRAIN Partner countries

# Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners



## Germany

No national standards  
For teachers  
CPD for teachers  
Poorly funded  
Part-time and  
Voluntary work  
In the sector  
Lack of incentives  
For those entering  
The profession

## Ireland

Agreed national  
standards For Managers  
in Literacy  
And basic education  
Government funded  
Third level programmes  
Available to those working  
In the sector  
Some full time positions  
But mostly part-time  
For teachers  
Many volunteers

## Slovenia

Qualified (primary &  
Secondary) teachers  
Working in the  
sector  
CPD available  
Mainly part-time  
Positions available

# Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners



## **Cyprus**

Qualified Teachers from  
Primary and secondary  
Sectors  
No specific positions  
For Literacy  
No national programmes  
For Literacy teachers  
Some CPD available

## **France**

No national programmes  
For Literacy teachers  
No defined standards  
Or qualifications  
Part-time work  
Lack of job stability

## **Switzerland**

No national standards  
Agreed for Literacy  
Teachers  
Some qualified school  
Teachers, speech  
therapists  
And language specialists  
Working in the field  
Only part-time positions  
No real career  
progression  
opportunities



## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

- **Career Development in other EU countries**
- **UK & Scotland**
- Full and part-time positions and agreed national standards and qualifications
- **Netherlands**
- New national qualification structures to be implemented by 2010
- Some recognised qualifications exist



# Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

- Professionalization and accreditation for Literacy and Basic Skills Practitioners

## **Germany**

No national Programmes  
Federal Ministry of Education working On R&D and €30M To be invested by 2012  
One area is professionalization Of teaching in literacy And basic education

## **Ireland**

Recognised national Programmes available For Literacy and basic Education at various Levels up to Bachelors Degree

## **Slovenia**

Initial teacher training Programmes Available  
2006 National strategy for Literacy Development For Adults, youths and Children addresses Teacher training

# Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners



## Cyprus

Ministry for Education & Culture has responsibility For Lifelong Learning Centres And training for existing teachers In schools CPD available but No accredited Route for Literacy practitioners

## France

A number of accredited Programmes available through Universities and colleges Literacy and basic education Included as an elective in Some courses

## Switzerland

Reports in 2004 and 2005 agreed a process Professionalization Was required for Literacy Teachers Swiss Federation for Adult Learning mandated To develop a national System for the professionalization Of the sector



## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

- Situation regarding professionalization and accreditation in other EU countries
- **UK**
- A number of accredited routes have been developed at different levels for various positions within the Literacy and Basic Education sector
- **Scotland**
- Also a number of accredited routes available and a new teaching qualification since 2007

## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

- **Common themes – career development**
- Part-time work
- Lack of career progression opportunities
- Very few full-time positions available
- Literacy and Basic Education teachers not recognised at the same level as teachers in other sectors





## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

- **Common Themes – Professionalization and Accreditation**
- Professionalization is recognised by almost all EU countries as essential and forms part of national strategy (where there is a national strategy)
- Teacher training through accredited programmes is taking place in certain countries
- Lack of funding for CPD available to teachers in the sector



## Career Development, Professionalization and Accreditation for Literacy and Basic Skills Education Practitioners

### ■ **Key Issues**

- National policy in EU countries
- Agreed national standards
- Third level programmes specific to Literacy and Basic Education required
- Question of teachers from other sectors moving into Literacy and Basic Education and their training requirements
- New programmes for teachers need to be mapped to European frameworks



# Workshop Overview

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