

EU Project TRAIN: Final Conference

Workshop 3: Learning challenges for the literacy practitioners

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The literacy practitioners learning challenge is embedded in the context of social work and pedagogical work. This situation is well being reported by literacy practitioners, who often are confronted with other than mere pedagogical problems.

Therefore, the didactical and methodical demands on the one hand and the specific demands for social integration on the other side, are be summarized as the instructors' major challenge in the learning process of people with literacy problems. Throughout this workshop, we will discuss specific challenges alongside this presumption and will ask the following questions:

How to be a counsellor in the learning process and how to accompany as well as to support the learner? This learning process has its starting point in the recruitment and is being transferred to the permanent task to keep the learner motivated. The process is targeted on that point, when the learner has gained enough skills and confidence to continue learning in a regular educational system.

A second block of questions deals with the role and competences of a lecturer:

The situation of the literacy field is about to change but until now, it has been the case, that there is no generally accepted professional job description for a literacy practitioner. Practically this means, that we find very different occupations in the field. All lecturers have their different professional backgrounds and tackle the demands with their specific experience and views.

We will discuss the question, how to be open for ones own further learning, as experience is never enough in literacy education.

In this workshop we want to identify and discuss chances and limitations as well as suggestions how to challenge obstacles and be proactive to overcome problems.