



EU Project: Professionalization of Literacy and Basic Education – Basic Modules for Teacher Training: TRAIN

PROFESSIONAL DEVELOPMENT IN THE FIELD OF LITERACY AND BASIC EDUCATION

Country report France Summary

1. General description of the situation regarding professionalisation of basic skills teachers

The main activity in France concerning the professionalization of adult basic education field focuses on the professionalization of practitioners. This aim concerns an individual process to turn the person concerned into a professional capable of solving problems in the complex context of this field. The professionalization of trainers in basic education is one factor amongst others for developing the quality of the systems used. However, the trainers' training offer remains heterogeneous and unevenly shared over the French territory.

There are many institutions or training centres in France where trainers in this field can be trained but only 8 of them offer university diplomas in literacy and basic education (apart from courses for French as a foreign language). At the local level, some region programs offer short modules for practitioners: more than 20 permanent training public centres for professionals and many private experts offer occasionally training teachers sessions in this field. On top of these, 50 literacy resource centres offer short training modules for practitioners especially relating to tools and didactic methods. At the national level, a few ministry departments organise specific training modules for their practitioners.

2. National professionalisation policy / program

Description	The ANLCI program, titled "Permanent Forum of Practices", has been launched in 2004
Priorities / Aims / goals	<p>The PFP supports and professionalizes the stakeholders and develops their skills. Its main goals are:</p> <ul style="list-style-type: none"> - To formalize specific national skills reference for teachers in adult basic education - To establish links between modalities of development of professional skills (high education, university studies, research-action, training courses, mutualization...) - To accredit professionalization actions in function of needs and teachers' skills required - To share and promote what works, mainly successful practices in all areas in the field of literacy - To develop professionalization processes to improve the quality and effectiveness of initiatives.

	<ul style="list-style-type: none"> - To establish guidelines for the various themes and practice in the field of literacy and basic education. - To define the key competences for practitioners in this field
Target group(s)	Practitioners (teachers, trainers, counsellors...), project coordinators, and organism leaders in the field of literacy and basic education
time span	2004 - 2010
financial resources	European Social Fund, members of the ANLCI Board of directors and some sponsors (private foundations, companies, local authorities...)

3. Current situation for literacy trainers / practitioners

The main category of persons concerned by basic education 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. Basic education trainers feel they have skills in terms of mastering the knowledge they need to transmit and in terms of available tools. Nevertheless, the situation is quite uneven given that a poor theoretical base and logic of prescription instead of logic of the implication of the learner has been noticed. Without any national data, it is difficult to clearly describe trainers' qualification and profile. Moreover, there is no specific diploma required for applying to these kinds of training jobs. Finally, the situation is characterised by some issues:

- Many different stakeholders' initiatives and professional origins of the practitioners;
- Poor legitimacy of actions;
- Low recognition of teachers' professionalism;
- Lack of job stability and high turn-over;
- Transversally of the problematic, multiplicity of references (subjects, contexts, etc...).

4. Description of Best Practice / literacy teacher course

Name	Illiteracy and Apprenticeships: Linguistic, cognitive and mathematical approaches (University Paris V)
Target groups	Educators and teaching staff with over three years' professional experience, including at least one in training illiterate persons.
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
qualification/level	University diploma. It is a part of the Professional Degree course (Licence)
Goal	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)
content (broadly)	<p>THREE BASIC MODULES (linguistics, mathematics and apprenticeship mediation: 144 h)</p> <ul style="list-style-type: none"> - Communication situations and skills - The framework for the cognitive mediation approach - Implementing the mediation approach - Numbering, know-how and mental arithmetic - Spatial activities and geometry <p>THREE SPECIALIST MODULES of 24 h each (Choose 2 out of 3)</p> <ul style="list-style-type: none"> - Linguistics module: didactics - Teaching mediation - Mathematics module: didactics and illiteracy

	Maintaining professional projects and assessment of training
5. Competences – Framework	
<p>Theoretical knowledge: To progress towards improved competence, is to increase and organise a stock of theoretical knowledge concerning areas of knowledge and objectives, context, learners, teaching/training and learning.</p> <p>Practical skills : To progress towards improved competence, is to develop concrete skills for "doing", is using procedures required in practice concerning areas of reception, positioning, assistance with learning, face-to-face teaching and evaluation.</p> <p>Empirical knowledge acquired from successful experience: To progress towards improved competence, is to develop concrete "know-how" and basic plans of action:</p> <ul style="list-style-type: none"> - 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. <p>Attitudes and behaviour: To progress towards improved competence, is to favour certain attitudes centred on human relations, communication and critical thinking.</p>	

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.