

PROFESSIONAL DEVELOPMENT IN THE FIELD OF LITERACY AND BASIC EDUCATION

State of the art in Wales

Klitos Symeonides

Cyprus Adult Education Association (CAEA)

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1 Introduction

Reviewing the literature on training of literacy teachers in Wales, I am impressed about the commitment of the authorities and the services in general, about the necessity of sound training of literacy teachers as a prerequisite for eradication of illiteracy.

This report will examine the Government of Wales Policy and Strategy for preventing, and eradication of illiteracy and the efforts undertaken to train literacy teachers. The reports will examine the basic skills problem and the principles for success of the measures taken. The competences of literacy teachers will be examined. The main training modules will be presented and good practices in the field will be discussed.

The information contained in the report has been compiled from a number of government publication, publications, from other bodies involved in literacy and reading and texts from academy researchers in the field.

The information was gathered over two months period from March to the middle of April 2007 and involved internet-based research and discussion with the practitioners.

2 Development of Literacy and Basic Education

2.1 The Policy

The Policy in Wales is expressed with the following statement by the Minister of Education of Wales Jane Davidson:

“I therefore make no apology for putting considerable resources into the Basic Skills strategy. £40 million in the first 3 years which is of course on top of all the mainstream funding provided through local authorities, colleges and learning providers.

Through out strategy we aim to get many people up to Level 1 in both literacy and numeracy. To prepare all young children for learning before they begin school. To reduce the number of children leaving primary school struggling with basic skills. To reduce the number of young people leaving compulsory education struggling with basic skills. And to reduce the number of adults with poor basic education.

If we stimulate interest we must be able to meet the demand. Ensuring that teachers are well trained to deliver basic skills is essential and we can now offer a Level 3 Basic Skills accredited course for teachers and supporters in the post-16 sector. Training of teachers will continue with the establishment of a National Support Project for Training and Continuous Professional Development.

It is really impressive to examine the strategies and programmes in Wales. By 2010, 80% of working age adults will have at least Level 1 literacy skills and 55% will have at least Level 1 numeracy skills.

It is widely accepted in Wales that basic skills are the foundation stones of education and learning opportunities which enable to manage the financial and health affairs and to participate in society. A good quality of life depends on these skills and they are key to Wales's knowledge based economy.

2.2 Government Strategy to improve Basic Literacy in Wales (2006-2010)

“The Learning country” is in the centre of the strategy.

There are 4 aims:

- All young children should be prepared for learning when they begin school;
- The number of children leaving primary school struggling over reading, writing and the use of number should be further reduced.
- Fewer young people should leave compulsory education still struggling with basic skills; and
- The number of adults with poor basic skills should be diminished significantly.

The strategy was planned and implemented for the period 2002-2006. An evaluation of the first period is leading the initiatives for the second strategy to cover the period 2006-2010.

Good progress has been made over the past four years (2002-2006) towards meeting these aims. Innovative and exciting programmes have been started, and a wealth of essential capacity-building and support work undertaken. The new strategy, which will apply until April 2010 will:

- ensure that the Strategy remains relevant and fresh;
- overcome the key barriers that are holding back progress; and
- embed successful developments into relevant mainstream programmes.

The purpose of the Strategy is to raise awareness, develop new ideas and strengthen capacity to tackle basic skills deficits. It will add new dimensions to mainstream learning provision but will not replace it.

A further period of sustained effort is needed to deal with the serious basic skills problems in Wales. These hold back too many people, and that in turn holds back our economic, social and cultural development. We aim to take action on a number of fronts – applying a comprehensive, all-age approach, fit for the long haul.

The Strategy 2006-2010 is structured into horizontal themes and vertical priority groups. The horizontal themes address issues and barriers that face all those with a basic skills need – such as the quality of learning provision, and the sufficiency of help and support. At the same time we must focus attention on those whose needs are greatest.

2.3 Important Features 2006-2010

This second Basic Skills Strategy includes a number of important new features.

- An all-age approach that concentrates on ten horizontal themes and ten priority groups.
- An expanded Language and Play programme, together with an innovative Number and Play programme, targeting Communities First areas.
- Recognition of basic skills as a core part of the 14-19 agenda under Learning Country: Learning Pathways.

- A requirement that all learning providers assess the basic skills needs of all learners and take follow-up action to support their needs.
- An expanded Employer Pledge scheme, plus more support for employers.
- A fit-for-purpose suite of qualifications and associated assessment tools.
- New learning programmes developed to be flexible and attractive to learners across all settings.
- An integrated programme of basic skills support for offenders.
- Enhanced support for ESOL learners.
- A new best practice programme plus dissemination support – notably through the Strategy website.
- A range of new targets. By 2010, 80% of working-age adults to have at least Level 1 literacy skills, and 55% to have at least Level 1 numeracy skills. All schools to maintain the Basic Skills Quality Mark standards, and all post-16 learning providers to hold the Quality Mark by 2006. 50% of employees working for employers that have signed the Employer Pledge by 2010.
- An integrated programme of practitioner development.
- An extensive research programme into what works, to assist mainstreaming of good practice.

3 Concept of Teaching Literacy and Basic Education

3.1 Principles for Success

Based on the last 4 years the new strategy will give emphasis on certain areas where weaknesses were identified.

- It will be more inclusive of the partner organization have significant expertise and involvement in basic education. These include Local Education Authorities, employees and employers organizations, voluntary sector, youth organizations.
- It will aim to integrate strategic development into all relevant programmes. Links will be promoted with other strategies such as those for health, community and economic development.
- It will introduce better systems to research and monitor progress.

Awareness raising and improving the quality of provision are priorities. There are also some other issues which should be addressed for all groups that have basic education need.

1. Raising awareness

Lack of awareness remains a significant obstacle to progress. Many people do not realize that their basic skills are low. Therefore, we shall continue to promote the importance of good basic skills and disseminate information about the programmes through a combination of high profile media campaigns, exhibitions, conferences, and newsletters. Evaluation has shown they have been effective in raising awareness of the importance of good basic skills.

2. Better identification of learning needs.

The need for skills tests is obvious. It is expected that in 2007-2008 new skills tests will be implemented.

3. **Providing a better range of attractive learning**

Although there is a wide range of basic skills learning provision available shortages are reported in some areas from time to time. Just as importantly, suitable provision to meet the needs of individuals is not always available. This applies across the whole range of provision, including specific basic skills courses for adults and adults. For many people, traditional adult basic skills classes are not attractive. Also, we shall look at the scope for widening the range of settings in which learning can take place, and its timing, working particularly with the voluntary sector. This will include examining the existing range of distance learning provision, including e-learning, to see whether this could play a bigger role in future.

4. **Improving the quality of provision**

Outcomes from basic skills learning are often not as high as it is expected. The evidence is that although there is much good provision and improvement taking place, the situation is not satisfaction, learners fail to complete their courses and obtain qualifications, and too many do not obtain the amount or type of help they need. There can be several reasons for this, but quality is often a significant factor – of the teaching in some cases, or of the learning materials, or of the learning environment. First, we shall bring together all available evidence on what works well, and publish a comprehensive guide to good practice.

5. **Developing the Practitioner Workforce**

Practitioners are at the heart of good basic skills provision, and efforts are underway to introduce an integrated package of practitioner development. Teachers can apply to the General Teaching Council for Wales for funding under its individually-focused Continuing Professional Development (CPD) programme which is being administered by the Council on behalf of the Welsh Assembly Government. The programme aims to provide opportunities for teachers to identify their own professional development needs within the context of performance management, and to organize CPD activities which meet those needs.

We also propose to support improvements in basic skills for the longer term by developing an objective set of standards for teaching in literacy and numeracy. If this can be done we shall consider whether they would be appropriate for inclusion in the requirements for Qualified Teacher Status, and thus covered in initial teacher training courses.

In the post-16 sector, there is a shortage of qualified basic skills teachers. Many work part-time, sometimes for very few hours a week, and the most experienced are often in non-teaching co-ordinating roles. We need to attract more people into this area and retain them by improving their career and pay prospects and by establishing a clear qualifications framework to which is attached high-quality, accessible training.

Level 3 training programme for literacy teachers will develop the provision and to support this development, and to mirror our approach for schoolteachers, we will consider, in consultation with the sector, strengthen Teacher Training of all those who wish to teach in the Further Education sector.

3.2 The Basic Skills Problems

A recent survey of basic skills in the adult population of Wales presents the following results:

	LITERACY	NUMERACY
Entry Level 1	4%	7%
Entry Level 2	3%	20%
Entry Level 3	18%	26%
Level 1	37%	25%
Level 2 and above	38%	22%

Before the presentation of some figures related to the above findings it is necessary to present the Adult National standards Framework for Literacy and Numeracy.

The national standards framework for literacy and numeracy defines skills at Entry level (divided into three sub-levels), Level 1 and Level 2 or above. Levels 1 and 2 are broadly comparable to GCSE English and Mathematics.

General descriptions of each level within the National Standards are given below.

Level	Literacy (reading)	Numeracy
Entry level 1	<ul style="list-style-type: none"> Understands short texts with repeated language patterns on familiar topics Can obtain information from common signs and symbols 	<ul style="list-style-type: none"> Understands information given by numbers and symbols in simple graphical, numerical and written material
Entry level 2	<ul style="list-style-type: none"> Understands short straightforward texts on familiar topics Can obtain information from short documents, familiar sources and signs and symbols 	<ul style="list-style-type: none"> Understands information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material.
Entry level 3	<ul style="list-style-type: none"> Understands short straightforward texts on familiar topics accurately and independently Can obtain information from everyday sources 	<ul style="list-style-type: none"> Understands information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material

Level 1	<ul style="list-style-type: none"> • Understands short straightforward texts of varying length on a variety of topics accurately and independently • Can obtain information from different sources 	<ul style="list-style-type: none"> • Understands straightforward mathematical information used for different purposes and can independently select relevant information from given graphical, numerical and written material
Level 2 or above	<ul style="list-style-type: none"> • Understands a range of texts of varying complexity accurately and independently • Can obtain information of varying length and detail from different sources 	<ul style="list-style-type: none"> • Understands mathematical information used for different purposes and can independently select and compare relevant information from a variety of graphical, numerical and written material

- Overall, about 440,000 adults (25% of total aged 16-65) do not have Level 1 literacy skills and 990,000(53%) do not have Level 1 numeracy skills. These results need to be interpreted carefully – for example, it is known that numeracy skills decline with age particularly if not used. Nevertheless, they do show a worrying picture even at Level 1 and particularly for numeracy. For literacy, there are relatively few people with very low skills (and a significant proportion of those probably have a learning disability) but 18% have entry level 3 skills. This group, in particular, should be able, with help, to reach Level 1. This is therefore a prime target group.
- In comparison with England, where a similar survey was completed in 2003, these results show that the position in Wales is worse, by several percentage points, for both literacy and numeracy. At the international level, Britain does not compare well either. The International Adult Literacy Survey (IALS) conducted in 12 countries in the mid 1990's (using definitions that do not exactly correspond with the above data) showed, for example, that Britain had proportionately 3 times as many people with low literacy and numeracy skills as Sweden, and was also significantly worse than Germany and the Netherlands.
- At school level in Wales, standards have been improving and Key Stage 1 and 2 assessments were higher in 2004 than in 2003. But there are still damaging levels of under-attainment. Even at age 11, a significant minority are falling below the level expected of them at that age (23% are behind in English, 23% in Welsh and 22% in maths). This picture deteriorates further at age 14. As far as GCSEs are concerned, not all pupils take these but, of those who are entered, results for 2003/04 show that 98% of candidates obtained an A*-G pass in English (56% grade C and above) 100% in Welsh first language (72% grade C and above) and 96% maths (50% grade C and above). The figures indicate that we still have a long way to go to stem the inflow of young people with poor basic skills.
- At the pre-school level, a survey of teachers in Wales undertaken by the Basic Skills Agency in 2002 showed that the majority considered that more children were starting school without good speaking and listening skills, in particular being able to speak audibly and be understood, recite rhymes and songs, and to listen and respond to instructions.
- There is a need to address the quality of learning provision for basic skills. The two most recent annual reports of Her Majesty's Chief Inspector of Education and Training in Wales (2002-03 and 2003-04) note that, compared with five years ago, there

has been a big improvement in the standards that pupils are achieving in primary and secondary schools. However, language skills are still very low and pupils are not making full use of these skills to enhance learning across the curriculum, with the effect that this is holding them back in other subjects. At Key Stage 4, too many pupils of average and below-average ability do not do as well as they could. Estyn also expresses concern about the quality of some post 16 basic skills provision, particularly the support given to trainees on vocational programmes.

- **A survey by the Basic Skills Agency in Wales showed that many adult basic skills tutors had relatively low levels of qualifications. This, allied to a generally poor career structure in this area, is a significant constraint on improving the quality of programmes.**
- Furthermore, relatively few adults enroll on basic skills courses and, of those, many do not obtain a qualification. We do not know enough about what types of learning work best for adults. There are also shortages of provision in some areas.

4 Skills and Competences of Literacy Teachers

Reviewing the literature the following skills and competences required for Adult Literacy Teachers in Wales.

a) Interpersonal Skills

- Ability to work in a team
- Ability to build relationships
- To have empathy and compassion
- Acquires and ability to evaluates information
- Personal attitudes and values
- Ability to observe, ability to solve problems

b) Administrative- organizational skills

- Leadership qualities
- Team building
- Communication skills
- Local needs analysis

c) Methodological skills

- Advising – teaching
- Group dynamics
- Ability to teach structure

d) How Adults Learn

- What motivates adults to learn
- Theories of learning

e) Techniques in working with adult

- Guidance techniques
- ICT teaching
- Presentation techniques and use of presentation media
- Working with groups
- Moderation
- Prepare workshops

5 Good Practices

Level 3 Certificate in delivering Basic Education

The Government of Wales and the responsible services in order to promote the professionalisation of literacy and basic education teacher have developed the level 3 certificate in delivering basic education. The course is in two modules. It is interesting to present shortly the two modules.

Module 1 in 4 units give teachers all necessary information to work with the adult learner and covers motivation , barriers to learning, inclusive learning styles assessment, effective learning planning and delivering learning. A very rich set of information related to the above issues is also in the hands of the teachers.

Description of Module 1,
Mandatory Scheme of Work

Unit/Session/Topic	Outcomes	Activities	Resources	Formative Assessment	Assessment
Unit 001 Session 1 Adult learners and motivation	Analyse current theories of Adult learning and teaching. Recognise what motivates adult learners to want to return or to continue to learn.	Small group discussion on definitions of adult learners. Task 1- good and bad learning experiences using own experiences, paired activity. Task 2 – identifying features of pedagogy and andragogy, from examples, individual activity followed by discussion. Task 3- sources of motivation, discussion on theory, Task 4- motivational styles, individual questionnaire.	Slides Task sheet – a Recent Learning Situation. Task sheet – Extracts Handout – Adults and Young People as Learners Task sheet- Sources of Motivation. Questionnaire – What’s Your Motivation Style?	Observation of discussion on andragogy/pedagogy	
Unit 001 Session 2 Barriers to learning And how adults learn	Explore demotivators and barriers to learning. Examine how adults learn.	Task 1 – what makes adult learners vote with their feet?, paired activity. Whole group discussion on barriers to learning Task 2 identifying non- participants, constructing a wall	Sledes Set of feet templates. Handout – Case studies Set of brick templates	Identification of non participants.	

		<p>Task 3 – knowledge of learning styles, whole group wordstorm.</p> <p>Task 4 – identifying own learning style using a questionnaire, individual activity</p>	<p>Questionnaire – What’s your learning style?</p>	
<p>Unit 002 Session 1 Inclusive learning in a basic skills context</p>	<p>Identify own prejudices with regard to equality and diversity and how this influences delivery.</p> <p>Define inclusive learning and its role within Basic Skills teaching. Consider the implications of SENDA for Basic Skills provision.</p>	<p>Task 1- to identify own prejudices, individual task followed by sharing with a small group.</p> <p>Task 2- card sort to identify positive terminology. Trainer presentation on Inclusive Learning. Small group discussion of inclusive learning in participants’ organizations.</p> <p>Introduction to Access for All trainer input and discussion.</p>	<p>Task sheet – Recognising and acknowledging own prejudices and behaviour.</p> <p>Set of language cards.</p> <p>Slide presentation.</p> <p>Access for All document.</p>	<p>Observation of discussion on inclusive learning in different organizations.</p>
<p>Unit 002 Session 2 Styles of learning and resources</p>	<p>Identify learner needs and match with teaching strategies and suitable learning environment.</p> <p>Examine best ways of working with support staff in the classroom</p>	<p>Task 1 – identifying needs from case studies, small group activity</p> <p>Task 2- Planning an introductory session for 3 learners, small group activity</p> <p>Task 3 – practical activity to produce a resource or activity using least preferred style of working, small group.</p> <p>Task 4 – participants look at a variety of resources and identify suitability.</p>	<p>Case studies</p> <p>Task sheet – Introducing the learners</p> <p>Task sheet – Introductory session.</p> <p>Coloured paper, card, scissors, glue etc.</p> <p>A range of basic skills resources and ideas.</p>	<p>Outcome of practical activity, suitability for purpose.</p>

		Task 5- small group activity identifying good practice in the classroom.		
Unit 003 Session 1 Stages of assessment	Identify the role of assessment in the learning cycle. Demonstrate and understanding of the stages of assessment. Identify and evaluate appropriate assessment tools.	Discussion in small groups to identify what is meant by assessment. Trainer input on different stages of assessment. Participants to look at different tools and to discuss advantages and drawbacks. Whole group discussion on assessing for dyslexia.	Slides A range of assessment tools for initial, diagnostic, summative and formative assessment. Handout – 20 signs of dyslexia.	Observation of discussion on advantages and disadvantages.
Unit 004 Session 1 Elements of an effective learning programme	Identify the principles of the learning cycle. Describe the elements of an effective learning programme.	Whole group discussion about learning, referring back to Unit 001. Task 1 – activity to choose one of the given definitions of “Learning” and note the salient points, small group Trainer presentation on models and principles of learning with comments from group. Trainer presentation on planning with group feedback. Modeling of an individual learning plan. Task 2 – determining aims and objectives, completing a work pack, Individual activity.	Slides Task sheet – What is learning Handout – definitions. Model on slide. Aims and objectives work pack.	Effective aims and objectives produced.
Unit 004 Session 2	Consider appropriate strategies	Task 1- activity to identify what con-	Task sheet – Styles of Delivery	

<p>Planning and delivering learning</p>	<p>for facilitating learning. Plan effective sessions.</p>	<p>tributes to effective teaching, small group Trainer input on direct teaching with comments from group. Wordstorm to define differentiation. Task 2- activity to identify features of differentiation, working in pairs. Task 3- activity to look at differentiation in the classroom, small groups.</p>	<p>and word cards. Task sheet – Definition Handout – Different definitions of differentiation. Handout – Planning Differentiated Lessons Task sheet – Issues and Changes.</p>	<p>Observation of discussion on differentiation.</p>
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MODULE 2 covers units 5 and 6 and deals with Literacy Scheme of work. It mainly deals with language techniques – reading, speaking, listening, spelling, strategic for developing reading skills, assessment techniques etc.

Description of Module 2

Unit/Session/Topic	Outcomes	Activities	Resources	Formative Assessment
<p>Unit 005 Session 1 Language</p>	<p>Explain what language is Demonstrate an understanding of how language is learned.</p>	<p>Wordstorm on what is meant by “language”. Presentation on language by the trainer. Task 1- Identifying examples of adults with language difficulties and the reactions they may get from others. Task 2- Identifying the stages of language development, card sort exercise in small groups.</p>	<p>Slides Post it notes, Chart 1 – Examples. Chart 2 Public reactions Milestones cards. Handout – Language</p>	<p>Check understanding of stages of language development.</p>

	<p>Identify the major communication skills involved in pragmatics.</p> <p>Explain the differences between oral and written language.</p>	<p>Task 3- Looking a scenarios and identifying suitable language, paired work.</p> <p>Task 4- writing brief definitions of Standard English, small group activity.</p> <p>Wordstorm – participants to suggest differences.</p> <p>Group discussion after reading handout.</p>	<p>Development Milestones</p> <p>Task sheet – Scenarios</p> <p>Handout – Pragmatic skills</p> <p>Post it notes and chart.</p> <p>Handout – Written and spoken language – what are the differences?</p>	<p>Observation of discussion on differences.</p>
<p>Unit 005 Session 2 Developing speaking and listening</p>	<p>Use appropriate strategies for developing speaking and listening skills.</p>	<p>Trainer presentation – the role of the teacher</p> <p>Modelled lesson on job seeking.</p> <p>Whole group directed teaching.</p> <p>Task 1- discuss jobs shown and write down words to describe them, paired activity.</p> <p>Task 2 – participants indicate preferences using traffic light cards.</p> <p>Task 3- Word web activity using case study, individual activity</p> <p>Wordstorm sessions on speaking and listening.</p> <p>Task 4 – active listening task with observer, in threes.</p> <p>Whole group discussion on questioning.</p> <p>Task 5 – plan-</p>	<p>Slides</p> <p>Slides</p> <p>Task sheet – Job Seeking</p> <p>Traffic lights cards</p> <p>Task sheet – Word web</p> <p>Handout – Megan’s statement</p> <p>Slides</p> <p>Task sheet – Active listening</p> <p>Literacy Core Curriculum</p> <p>Task sheet –</p>	<p>Effective plan produced.</p>

		<p>ning an activity to develop speaking and listening for a mixed group of learners, small group activity.</p>	<p>Speaking and listening group activity plan.</p>	
<p>Unit 005 Session 3 The reading process and the assessment of reading</p>	<p>Identify and explain the processes involved in reading.</p> <p>Examine the best ways to assess learners' reading levels in order to inform ILPs.</p>	<p>Task 1 – write a definition in one sentence, paired activity Task 2 – Using more than print, identifying meaning, individual activity. Trainer presentation on reading strategies + whole group responses to modeled exercises. Task 3- Skimming and scanning articles, paired activity. Task 4- Using the core curriculum to identify reading skills from Entry 1 to Level 1, in threes. Task 5- identifying examples of text types, small group activity+feedback from group using cards. Modelling of key features of one text type by trainer. Trainer presentation on miscue analysis Task 6- short miscue exercise, paired activity. Modelling of a learning plan by</p>	<p>Task sheet – Using more than print</p> <p>Slides</p> <p>Task sheets – Cheltenham Jazz Festival/the Home Place literacy Core Curriculum Task sheet – Core Curriculum Standards Handout – text types Sets of text type cards BSA Text type posters</p> <p>Slides</p> <p>Slides</p> <p>Task sheet Miscue analysis Handout – Miscue Analysis Slide</p>	<p>Observation of discussion on text types</p>

<p>Unit 005 Session 4 Strategies for developing reading skills</p>	<p>Apply a range of strategies to develop reading with learners at all curriculum levels.</p>	<p>trainer. Trainer input on Language Experience approach. Role play exercise in pairs, one as teacher and one as learner. Trainer demonstration of modeled, shared and guided reading with participants. Task 1 – preparing a range of DARTs activities, small group activity.</p>	<p>Explanation by trainer. Slides Texts to use in demonstrations Handout – Modelled, shared and guided reading. Slides Handout - DARTs</p>	<p>Effective activities produced.</p>
<p>Unit 006 Session 1 The terminology of phonics and phonemic knowledge</p>	<p>Identify and explain the sound structure used in English. Demonstrate knowledge of commonly used phonemes.</p>	<p>Wordstorm – What do we mean by phonics? Tutor presentation on the terminology of phonology, phonetics and phonics. Whole group comments and participation Trainer input and group discussion on phonemes Trainer presentation on phonic awareness and segmenting and blending. Task 1- list bullet points on the advantages and disadvantages of teaching phonics in small group and add to a chart for group discussion. Task 2 – identi-</p>	<p>Slides Handouts – vowel phonemes, consonant phonemes. Slides. Post it notes and flip chart sheets. Task sheet – Counting phonemes</p>	<p>Observation of discussion on advantages and disadvantages.</p>

		<p>fyng and counting phonemes</p>		
<p>Unit 006 Session 2 The language of phonics and developing phonological knowledge and skills.</p>	<p>Demonstrate an understanding of the processes involved in the teaching of phonics.</p> <p>Apply strategies for the development of phonics.</p>	<p>Trainer presentation the language of phonics with group participation. Modelling by trainer of annotated text showing elements of phonics Task 1 – annotate a piece of text to show different phonic elements, paired activity. Task 2 – identify onset and rime – nucleus and coda – in words, paired activity. Task 3 – identify the phonic errors in an example of a learner’s dictated work, small group activity. Trainer input on the progression in phnocs identified in the Core Curriculum. Discuss integrated activity at Entry Level as on page 60 of the Core Curriculum. Task 4 – prepare an integrated activity related to a text at either E1, E3 or Level 1, small group activity.</p>	<p>Slides</p> <p>Copy of annotated text on slide or flip-chart.</p> <p>Task sheet – Phonic elements in a text. (1)</p> <p>Task sheet – Phonic elements in a text (2).</p> <p>Task sheet – Learner’s writing.</p> <p>Slides Handout – progression in Phonics</p> <p>Literacy Core Curriculum</p> <p>Texts at E2, E3, Level 1 from Diagnostic Assessment Pack, DfES</p>	<p>Correct identification of phonic elements.</p>
<p>Unit 006 Session 3 The English spelling system and spelling strategies.</p>	<p>Identify the main features of the English spelling system. Demonstrate an understanding of the proc-</p>	<p>Trainer input and discussion on the English spelling system. Task 1 – look at statements provided individu-</p>	<p>Slides</p> <p>Task sheet – What do you thin about spell-</p>	<p>Observation of discussion on</p>

	<p>esses involved in supporting learners to improve their spelling.</p>	<p>ally followed by group discussion. Task 2 – participants to spell the words dictated by the tutor and identify ways to learn these. Trainer to record ideas for use later. Discussion on sound/symbol relationship. Task 3 – Write as many spelling rules as you can remember on Post it notes, paired activity. Group discussion on how you can use this knowledge. Task 4 – identifying the links between verbs and nouns, complete the task sheet and discuss relevance for learners. Task 5 – make compound words from sets of simple words. Group discussion on homonyms, homophones and homographs with participants providing examples.</p>	<p>ing? List of words unknown to group prepared by trainer. Flip chart Slides Post it notes Handouts – Spelling rules, Forming plurals, Awkward prefixes and suffixes. Task sheet- Insert the missing words. Sets of word cards Slides</p>	<p>spelling.</p>
<p>Unit 006 Session 4 Assessing and</p>	<p>Apply appropriate strategies for developing</p>	<p>Task 1- Trainer to list some strategies and</p>	<p>Trainer list of strategies. Traffic lights</p>	

developing spelling.	spelling strategies at all curriculum levels.	<p>participants to hold up traffic lights cards. Discussion of strategies using handout and those recorded on flip chart at last session.</p> <p>Task 2 – Look in detail at Core Curriculum at Word focus and identify dictionary tasks which are suggested. Small groups to look at one of the levels each.</p>	<p>cards. Handout - Spelling strategies. Handout - Look, say, cover, write, check.</p> <p>Literacy Core Curriculum</p>	
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6 Prevailing Problems and Challenges

ADULT LEARNERS – PRIORITY GROUPS

The Adult Learners is the target group under review. In 2004 the Basic Skills Agency commissioned BMRB to undertake a survey of the literacy and numeracy skills – in English – of adults aged 16 to 65 in Wales.

Survey findings are based on literacy and numeracy tests undertaken by 2,554 adults and on follow-up spelling and ICT tests taken by 1,503 of the same people.

The report below summarises data from the literacy, numeracy and spelling tests. The ICT data is not yet available and will be posted at a later date.

Headline results.

- Entry Level 1 Literacy 4%, Numeracy 7%
- Entry Level 2 Literacy 3%, Numeracy 20%
- Entry Level 3 Literacy 18%, Numeracy 26%
- Level 1 Literacy 37%, Numeracy 25%
- Level 2 Literacy 38%, Numeracy 22%

The target level of achievement for the National Basic Skills Strategy is Level 1. This survey indicates that in Wales:

- the number of adults with literacy skills below Level 1 is 450,000 [25%]

- the number of adults with numeracy skills below Level 1 is 980,000 [53%].
- Help people with low basic skills to identify their needs and to tackle them; and
- Make sure that effective learning provision is in place and that learners receive sufficient support over both participation and completion.

Two measures have already introduced to help identify and address the basic skills needs of adults. From September 2004 all post-16 learners who enter publicly-funded learning programmes are being screened to identify those with low literacy and / or numeracy skills. Where a need is identified, learners should be given the opportunity to improve their skills. From September 2005 adult learners who enroll on basic skills courses funded by the Welsh Assembly Government will have their tuition provided free of charge. It is equally important, however, that those doing other courses, but who have basic skills needs, are helped to address those needs too. Otherwise, they are at risk not only of permanently having poor basic skills but also of failing to obtain the other qualifications they are working towards. We therefore need to work with providers to improve the “embedded” basic skills support for these learners. The Strategy will develop new approaches and support mechanisms for this.

There is, however, currently **an inadequate supply of good quality provision** to meet the demand that is being created by these developments. We shall explore with ELWA how the new national Planning and Funding System for post – 16 learning can be used to prioritize and increase the amount of provision that is available to meet the varied needs of learners. In particular, ELWA’s planning function will ensure increased delivery of basic skills provision by the provider network through use of provider planning and Regional Statements of Needs and Priorities. The weighting given to funding for basic skills will be evaluated as part of ELWA’s review of funding weightings. In addition, providers will be expected to attain the Basic Skills Quality Mark as a minimum standard and basic skills criteria will be incorporated in provider Self Assessment and Provider Performance Reviews.

To improve the co-ordination of post-16 basic skills activity and the planning for and quality of provision, we need effective action at local, regional and national levels. Community Consortia for Education and Training (CCETs) are ideally placed to develop these strategies in local areas and there have been some notable successes. However, not all CCETs have incorporated action on basic skills into their delivery plans. For the future we shall encourage them to develop a more co-ordinated approach to planning and delivery.

Poor basic skills in the workplace hold back business development and affect productivity and quality of service. The Skills Concordat signed by the Welsh Assembly Government, ELWA, CBI Wales and TUC Wales in October 2003 placed particular emphasis on supporting people who lack the numeracy and literacy skills needed to progress at work. The Employer Pledge scheme is in place to encourage employers to help their employees raise their skills, to support employers while they develop their Action Plans, and to provide links between employers and local providers. We shall expand the scheme; provide more support for employers; link the scheme more closely to ELWA’s workplace learning programmes; encourage all public-sector organizations to sign the Pledge; and ask Sector Skills Councils to embed it in Sector Skills Agreements. These actions will be augmented by training practitioners to deliver provision that is relevant to different groups of learners and by piloting a programme of intensive learning support for employees of small and medium-sized businesses that sign the Pledge.

involved Trades unions have an important role to play in identifying and supporting workers who need to improve their skills. Employees may feel more comfortable about approaching their Union Learning Representative rather than their employer to ask for literacy or numeracy training. We propose to offer training to Union Learning Representatives to support

them in their role as basic skills champions and learning mentors and coaches. The Wales Union Learning Fund (WULF) support a wide range of skills provision, including basic skills. As part of the future development of WULF we shall ensure that it takes a strategic approach to strengthening basic skills in the workplace.

Poor basic skills often prevent individuals from moving out of economic inactivity or unemployment. The Future Skills Wales Generic Skills Survey 2003 found that well over a third of those out of work in Wales wanted paid employment. Jobcentre Plus Wales in supporting our commitment to improve the basic skills of working age adults by screening all new benefits claimants and arranging for an assessment to be completed for those who have been identified as having a potential basic skills need.

Research studies have suggested that one of the most effective means of combating crime is through the provision of employment and training for offenders subject to statutory orders and those leaving prison. However, offenders are more than twice as likely as the general population to have low literacy and numeracy skills. So, as well as having the problem of rehabilitation into society at the end of their sentences, many are further disadvantaged in the jobs market. The Prison Service, Probation Service and Youth Offending Teams have their own strategies and targets for improving the basic skills of offenders under statutory supervision, but they are working closely with the Assembly Government on integrating these with our policies and programmes.

Within the target groups identified above, there will be many who are at risk of social exclusion, such as jobseekers and ex-offenders. But there are other groups, for example those living in deprived areas of Wales, who are less likely to get in community activities because they lack the skills and confidence to take part. Community organizations play a vital role in reaching these people and engaging their interest in learning. The same is true of voluntary organizations who support ethnic minorities, homeless people and travelers, and those recovering from drug or alcohol abuse. Our evaluation has shown that the foundations for basic skills are relatively weak in this area. We shall therefore continue to support the work of voluntary and community organizations by offering training for staff to identify and support those with basic skills needs, and to make sure they know where they can refer learners to quality provision.

We recognize that within our target groups, and more widely, there are individuals with learning difficulties and disabilities. This is a diverse group with a wide range of abilities and many will be served by mainstream provision. Providers are required to ensure that in accessing learning, people who are disabled are not disadvantaged. We have supported training for practitioners to deliver the new curriculum that has been introduced for adults with learning difficulties and disabilities and will continue to ensure that all providers have access to quality training for their staff and appropriate materials for delivery.

The necessity for professional literacy teachers is obvious having in mind the diversity and the complexity of the target population the adult learners.

7 Conclusion - Recommendation

1. There is a lot of interest and efforts for prevention and eradication of illiteracy and sound programmes for the professionalisation of literacy teachers.
2. The Government of Wales is devoted to promote basic education and basic skills.
3. The Government strategy is very impressive.
4. All institutions involve in literacy programmes are in close cooperation.
5. The aim is to get people 16+ up to Level 1 in both literacy and numeracy.
6. Today 25% of total aged 16-65 do not have Level 1 literacy skills and 53% do not have Level 1 numeracy skills.
7. In order to improve the literacy levels some principals are followed
 - Raising awareness
 - Better identification of learning needs
 - Providing a better range of attractive learning.
 - Improving the quality of provision
 - Developing the Practitioner workforce.
8. A survey by the Basic Skills Agency in Wales shared that many adult basic education tutors have relatively low levels of qualifications.
9. The level 3 certificate in Delivering basic education is the best development in the professionalisation of literacy teachers.
10. Incentives are given to schools, universities and other Adult Education institutions in order to maintain the Basic Skills Quality Mark standards.
11. Measures should be taken to reach the many adults who are still below the Level 1 (about 440,000 adults).
12. There are many adults workers with low education and measures should be taken to ensure that the education of working force is at satisfactory levels.
13. Scientific Assessment and evaluation of the literacy teacher is necessary in order to ensure better quality teaching and results.
14. Voluntary organizations working on literacy should be given more attention and resources, especially for the training of literacy teachers.
15. There is ground for improvements for the training of literacy teachers of the Adult Continuing Units of Wales Universities.
16. There is a need for an integrated strategic development into all relevant programmes. Links should be promoted with other strategies such as those for health, community and economic development.

17. There is a need for better systems to research and monitor progress.
18. Partner organizations such as Local Education Authorities, employees and employers organizations, voluntary sector, youth organizations should have expertise and more involvement in basic education.
19. There is an urgent need to increase the levels of qualifications of literacy teachers as there are many adult basic skills tutors with low levels of qualifications.

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www.estm.gov.uk,

patD@basic-skills.co.uk,

maggiiep@basic-skills.co.uk,