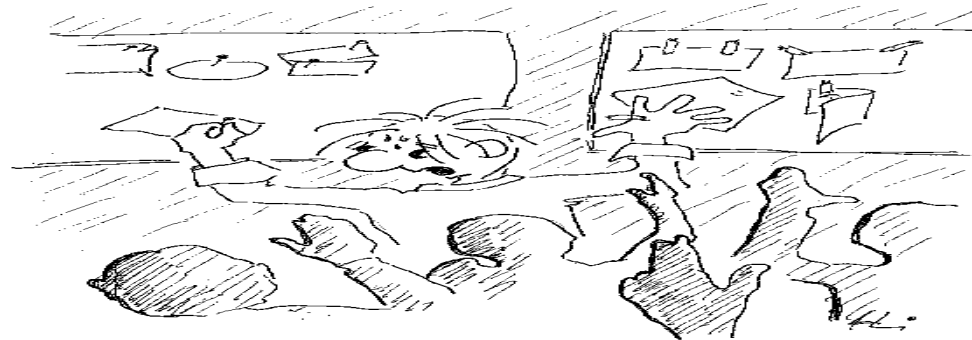
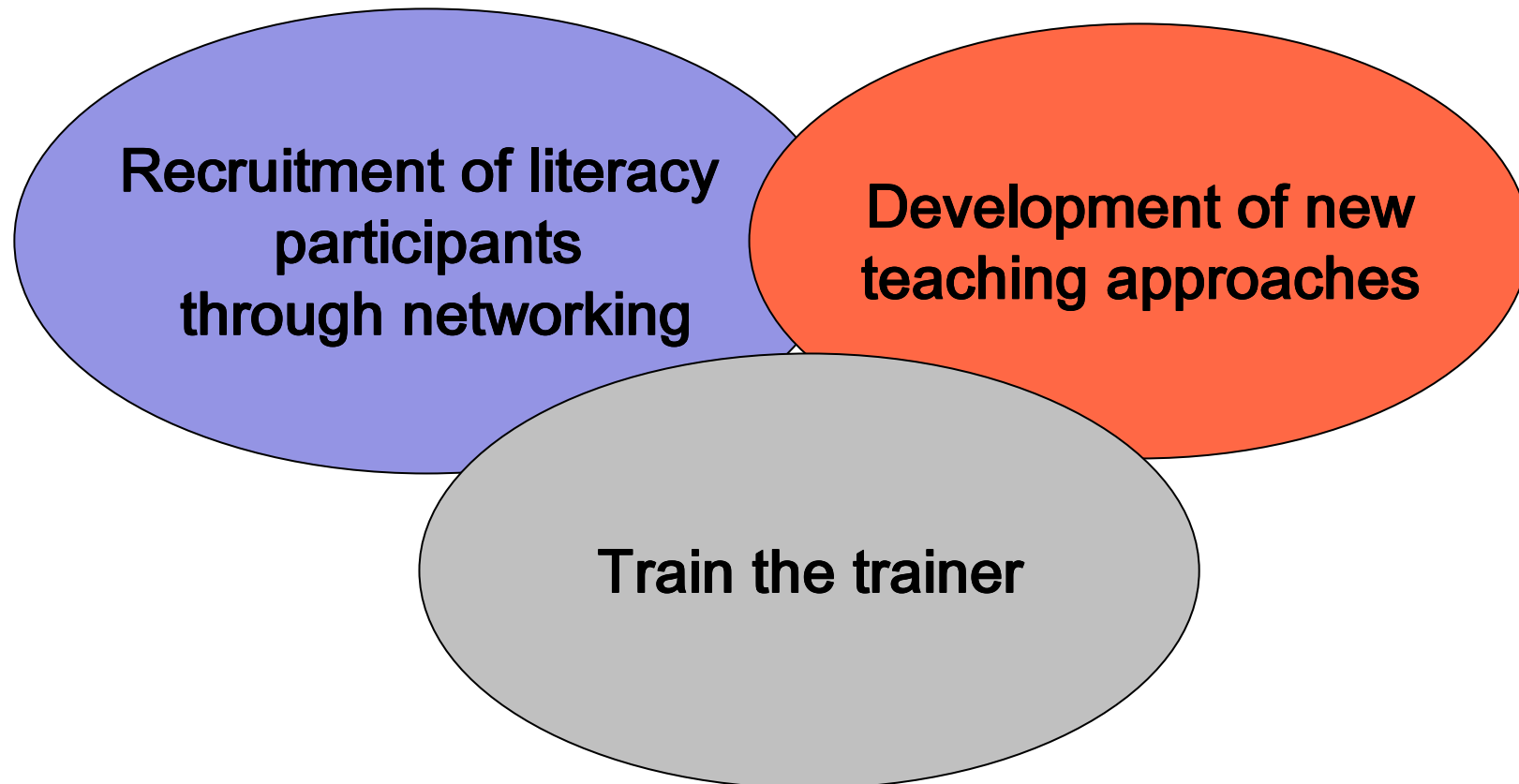


Learning challenges for the literacy practitioners



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ProGrundbildung in Munich – tasks and challenges



The situation in Munich – findings of the research

➤ The target group / the participants

➤ Structural conditions

➤ The literacy practitioners

The target group / the participants

Heterogeneous group with literacy needs

- Mostly between 25 and 49 years old
- Employed, at risk to drop out
- Unemployed, in the hope to find a job
- Mothers after the nursing time

The target group / the participants

Challenges

- Different people with different goals.
- Need for individualization!
- How to reach an unknown target group of non-participants?

Structural conditions

- **Financial problems**
- **The department of basic education finds itself in a niche**
- **Small courses**
- **Facilities are designed for elaborated learners**

Structural conditions

Challenges

- How to find systematic ways of financial support?
- How to develop adequate structures of basic education in the institution?

The literacy practitioners – chances and tasks

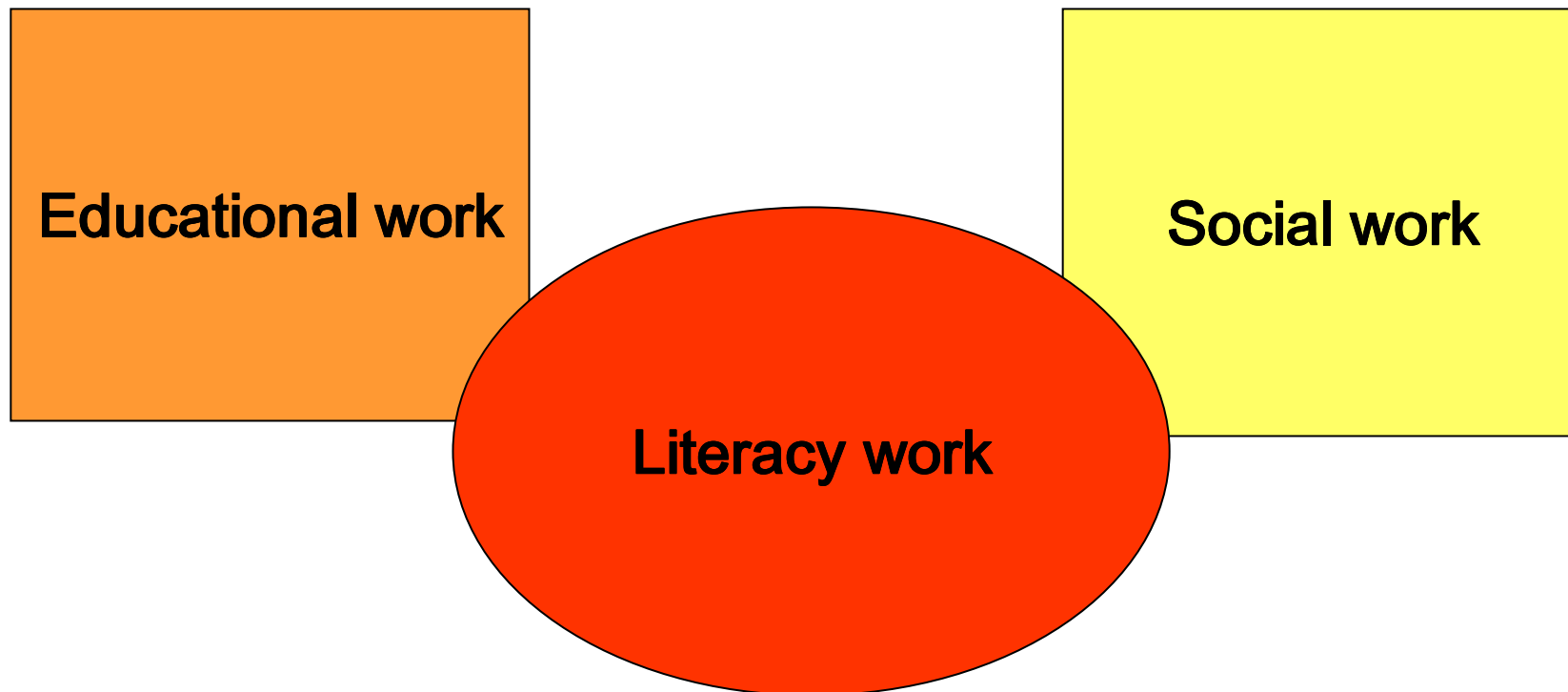
- No professional job description
- Different educational backgrounds
- Mainly freelancer
- Single workers without supervision
- Mutual dependency

The literacy practitioners – chances and tasks

Challenges

- How to keep the practitioners motivated?
- How to get transparency?
- How to form a team?

Presumption



Group work

**What are your challenges?
Do you agree to our findings?
Do you disagree?**

Please discuss the questions in small groups and
present the results in the plenum.
Time 10 minutes.

Summary of the challenges

Target group / participants

- How to deal with different people with different goals?
- How to give individual support?
- How to reach an unknown target group of non-participants?

Structural conditions

- How to find systematic ways of financial support?
- How to develop adequate structures of basic education in the institution?

The literacy practitioners

- How to keep the practitioners motivated?
- How to get transparency?
- How to form a team?

Statements of the participants



Statements of the participants

I never learned reading and writing, instead I was asked to sit in the last row in the classroom to keep quiet.

My fathers comment: You are stupid! You will never make it! – And I believed him.

If I had to fill a form in the public, I felt so much under pressure, that I could not do anything anymore.

It took me so much courage to participate in the first course, that I can understand everybody who does not want to do the step.

I was never aware that it is necessary to know how to read and write to get a job. In former time it used to be enough to be a reliable worker.

If one has friends among the group it is easier to learn. When I first come here I was so scared. If my friends leave the course, I will not continue.

Statements of the lectures



Statements of the lectures

No matter how long it will take, we will teach them how to read and write. “

One should never lose the faith that success is possible.

Personal contact is the most important tool for teaching.

One should always be aware that people with literacy problems have severe learning fears. The key is to make them curious about reading and writing.

One should not be astonished when learners don't learn. There have others than learning problems.

The learners' expectation is oriented according to former experiences. Mostly they associate learning with `frontal` lecturing.

I have to be active to keep them in the course.

Lecturing two or three semesters is not enough to be able to progress.

If you are patient and persistent, it's the way to get job satisfaction.

Our proposal to meet the challenges



„The meeting-place of learning“

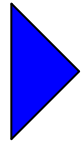
A place to prepare a path into the
regular adult education system

The Steps of the Learning Process

1. Diagnosing Learning Needs and Setting Goals
2. Relationship within the classroom:
Built up Dialogue and Peer Assessment
3. Techniques: Feedback, Questioning and Scaffolding
4. Developing Learner Autonomy
5. Recognising Learner Progress

Teaching, learning and assessment for adults: Improving foundation skills, OECD 2008

The learning-meeting place: Next issues



How the learning meeting place should look like?



Our work philosophy



Limitations on our way

How the learning meeting place should look like?



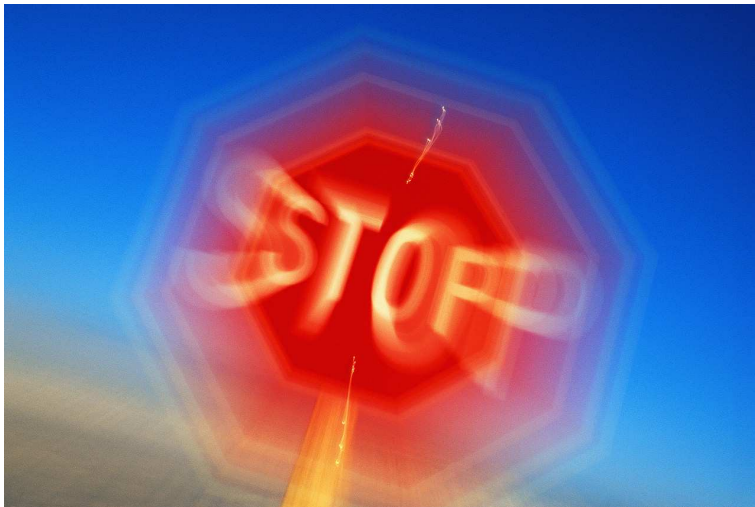
- permanent place
- Flexible time arrangements
- Open for anybody
- easily accessible
- Place with atmosphere
- Provision for
group working,
individual learning and
counselling
- Elaborate equipment

Our work philosophy



- Team work
- Personal relationship
- Individual work
- group building
- step by step
- creative methods
- Learn arrangement according of interest
- Learning documentation

Limitations on our way



How to recruit?

How to built up new co-operations?

How to consider the interests of supporting institutions?

How to charge the customers?
Where to get sponsors from?

How to organize the demand and for how long?

Thank you for your attention!

Now it is time for questions and discussion

