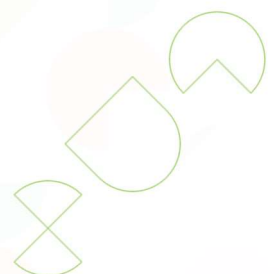**EBSN**

Professional
Development
Series

Basic Literacy - OER

EBSN PDS FOR BASIC SKILLS TEACHERS – 2022 SEPTEMBER (V3)

Welcome to Basic Literacy

Objectives of the course

Topic 1: Understanding Basic Literacy

Understanding Basic Literacy

What is Adult Learning

The Literacy Journey

Topic 2 - Personal Development Upskilling Pathways

Personal Development Upskilling Pathways

Skills Assessment

Validation and Recognition

Topic 3: Learning resources for Adult Basic Skills

Basic Skills Frameworks

Principles for Good Adult Literacy Work

Learning Resources for Literacy Skills Learning Programs

Topic 4: Best Practice Teaching for Basic Skills

Public Information Campaigns

Community of European VET practitioners

Preparing Learning Materials

Welcome to Basic Literacy

Hello and welcome to Basic Literacy! This OER has specifically been designed in tandem with the Basic Literacy MOOC to assist you in understanding the challenges that adults of basic skills face to enhance your teaching practices. It will introduce you to factors leading to impaired basic skills and equip you with knowledge of personal development upskilling pathways in your teaching context. It has been developed as part of the EBSN project in collaboration with Progress Consult and South East Technological University.
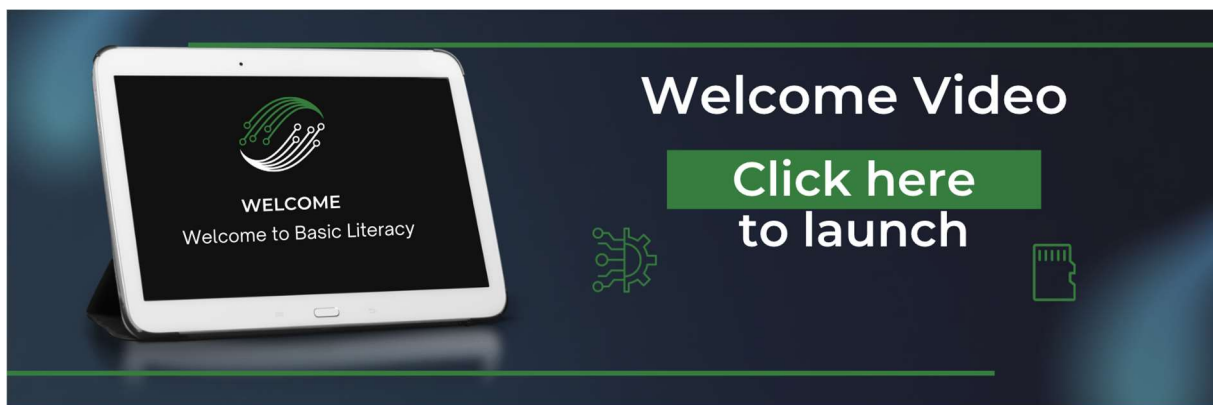
Objectives of the OER

After completing this OER you will be able to: Understand Basic Literacy.

- Identify Personal Development Pathways.
- Identify resources for basic literacy skills.
- Implement best teaching practices for basic literacy.

Welcome Video from Instructors

Take a look at the welcome video below from the corresponding Basic Literacy MOOC

Topic 1: Understanding Basic Literacy

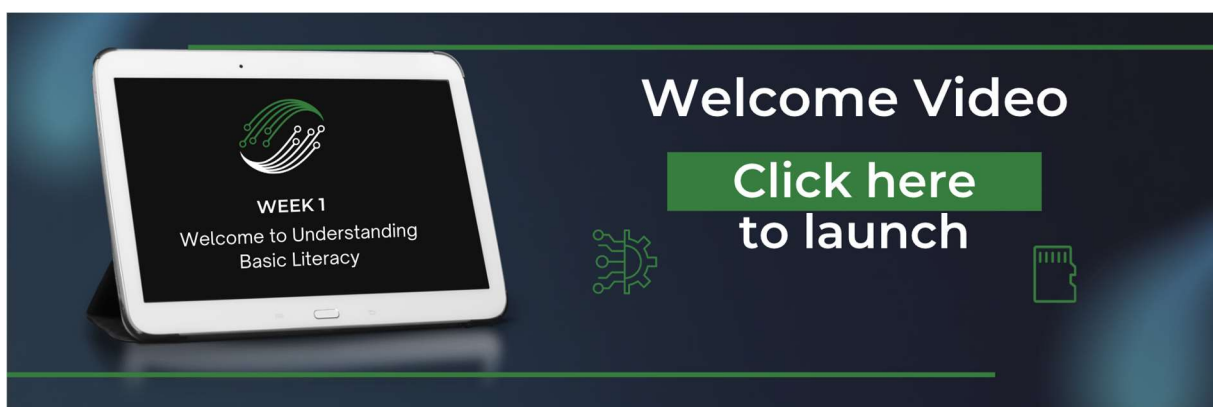## *Welcome to Understanding Basic Literacy*

Welcome to Understanding Basic Literacy!

When you complete this topic you will:

1. Understand what basic literacy is
2. Understand the factors which lead to impaired basic literacy
3. Be acquainted with basic literacy challenges

[1]

In this topic you will learn about basic literacy in general. You will be introduced to contributing factors to impaired basic literacy. You will also get the opportunity to be acquainted with the European landscape on basic literacy and how it relates to your own context.

Take a look at the Welcome Video below taken from the corresponding Basic Literacy MOOC:

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[1] Photo by Tim Mossholder on Unsplash is licensed under Creative Commons 0

Understanding Basic Literacy

[2] In the past, literacy was considered to be the ability to read and write. Today the meaning of literacy has changed to reflect changes in society and the skills needed by individuals to participate fully in society. It involves listening, speaking, reading, writing, numeracy and using everyday technology like smartphones and google to communicate and handle information.

'A basic level of adult literacy, numeracy and digital skills are essential for even minimal engagement in society as a citizen, consumer, parent or employee. These skills enable people to reach their full potential, be active and critical participants in society and help address poverty and social exclusion' (Literacy Now, NALA 2020).

'Literacy is essential for sustainable human development in today's complex and fast-changing societies' (UNESCO, 2016, 3rd Global Report on Adult Learning and Education). There are many reasons why people struggle with reading, writing and working with numbers. Some may have left school early. Others may not have found learning relevant to their needs. In Ireland nearly 30% of the workforce has only a Junior Certificate or less, while 10% has only primary level or no formal qualifications at all.

Most adults with unmet literacy needs can read something but find it hard to understand official forms or deal with modern technology. Some will have left school confident about their literacy skills but find that changes in their workplace and everyday life make their skills inadequate. For example, if a person left school before junior cert and didn't have to use their reading and writing skills in their work or home life, they could easily get out of practise and lose confidence in their ability to use those skills. Literacy is like a muscle. If you don't use reading and writing skills every day you can get out of practise.

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[2] Photo by Aaron Burden on Unsplash is licensed under Creative Commons 0

There is also a stigma attached to low literacy and numeracy skills. Often people feel too embarrassed to return to learning and go to great extremes to hide their difficulties from their friends and family, which exacerbates the problem for them.

Source: *NALA ,Literacy & Numeracy in Ireland*.

Defining Basic Literacy

'listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. But it includes more than the technical skills of communications: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals, families and communities to reflect on their situation, explore new possibilities and initiate change' (National Adult Literacy Agency (2012). Guidelines for Good Adult Literacy Work: Dublin: NALA).

Remember:

'Sometimes a person needs to develop confidence as well as the skills aspect of literacy. Even if a person already has a qualification, it does not always necessarily mean they have high levels of literacy.

Some will have left school confident about their literacy and numeracy skills but find that changes in their workplace and everyday life make their skills inadequate as the literacy demands of society are constantly changing. Others may not have used their literacy skills for a number of years and as a result can lose confidence and even literacy skills. Unmet literacy needs have many dimensions that require different responses in different settings' (Literacy Now, NALA 2020).

What is Adult Learning

Adult learning constitutes a key phase in the **continuum of lifelong learning**. It covers any learning activity (whether informal, non-formal or formal) **after the learner has left initial education**. Adult learning builds on and interacts with early childhood education, compulsory education at primary, lower and upper secondary levels, initial vocational education and higher education. Adult learning can be delivered by public, private or voluntary sector providers, by employers or organised by people for themselves through face to face groups, online communities or personal projects. Adult learners may be younger or older, employed or unemployed, in good or bad health; they may be prisoners or parents or migrants or in any number of other life situations. They engage in learning that can go on for just a few hours, or months, even years. Adult learning is the most diverse of the sectors of lifelong learning; national adult learning systems are complex and heterogeneous and vary significantly from one country to another.

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[3] Photo by Erika Giraud on Unsplash is licensed under Creative Commons 0

What are the benefits of adult learning?

A recent study[4] summarised the research evidence about the benefits of adult learning: for learners themselves, for employers and for the wider community. It shows that there is a statistical relationship between adult learning and a number of outcomes: For learners, positive outcomes from participation in learning or from completing courses and achieving qualifications are: Economic: improved employability comes from individuals' participation in learning and higher wages and incomes and come from improved basic skills gained from learning and the acquired qualifications; Wellbeing: Improved general wellbeing (including improvements in self confidence) as well as improved health (physical and mental) can be brought about as a result of participation in learning; and Social: Improved disposition to voluntary and community activity and improved civic attitudes can be brought about as a result of participation in learning.

For employers, the positive outcomes that arise from learning are: A firm's innovation performance can be increased as a result of the increased skills and competences brought about by workforce participation in learning; A firm can benefit from a more motivated workforce as a result of their participation in learning; and Economic benefits arise to the business as a result of the benefits brought by innovation and a more motivated workforce. Thus, increased productivity and profitability result from increased workforce participation in learning and the business' investment in this; For the community, positive benefits, both economic and social, arise from increased adult participation in learning: Economic: Countries where there are high rates of adult participation in learning are more economically competitive and feature higher levels of GDP; and Social: Participating in adult learning and increasing skills have positive effects on behaviours in relation to health, the environment and reducing reoffending.

Why is adult learning more important than ever?

The importance of adult learning stems from a wide range of factors including: changes in the structure of occupations, often requiring higher levels of skill; changing ways of work (due to new technologies, for example) that call for constant updating of skills;

- the need to reduce levels of unemployment; ageing societies in which individuals need to update their skills in order to stay in employment for longer; increasingly diverse and complex societies with stronger needs for intercultural understanding and democratic values; increased levels of

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[4] https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7851&type=2&furtherPubs=yes

migration requiring support for individual learning (languages, basic knowledge and values of the host societies) and societal learning (strengthening intercultural understanding and mutual respect); and

- the need to ensure shared understanding of new and complex issues such as protecting the environment. The next two chapters look at how to achieve policy coherence, effectiveness and efficiency in two important fields of adult learning: basic skills education and the use of ICT in adult education. In the last chapter, the importance of working towards coherence in adult learning policy is further explored. All three sections are supported by good practice examples from participating countries. The report concludes with key messages and policy recommendations.

Reference: https://epale.ec.europa.eu/sites/default/files/wg_al_2015_final_report_final_1_1.pdf

Contributing Factors to Low Basic Literacy levels

To set the scene take a look at the short video below[5]

Challenges of low Literacy

Low Literacy in individuals stems from different, generally interrelated causes which, together, create a series of often insurmountable barriers for those concerned. Some of the causes of low literacy in adults are:

- Undiagnosed learning disabilities
- Hearing or vision loss
- Lack of a role model, i.e. no one in the family or household stresses reading or education
- Poverty or a focus on survival needs rather than education
- Violence in the community or fear of violence, causing a student to miss large amounts of school
- Moving from one school to another throughout childhood, so that education didn't make sense and didn't fit together
- Leaving school at a young age to care for a sick or dying family member
- Leaving school at a young age to provide income for the family
- Living in a refugee camp where education was minimal or not available
- Being a foreigner and needing to learn English as a second language

Consequences of Low Literacy

The consequences of low literacy are many. It negatively affects individuals in their daily lives and can negatively impact upon their future. The issue also has a significant effect on society, both socially and economically.

For individuals

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[6] **Photo by Jukan Tateisi on Unsplash is licensed under Creative Commons 0**

- Limited ability to obtain and understand essential information
- Unemployment: The unemployment rate is 2–4 times higher among those with little schooling than among those with bachelor's degrees
- Low-literate adults who are employed often turn down promotions or advancement opportunities because they fear the paperwork that will be required
- Lower income
- Lower-quality jobs
- Reduced access to lifelong learning and professional development
- Precarious financial positions
- Little value is given to education and reading within the family, and this often leads to intergenerational transmission of low literacy
- Low self-esteem, which can lead to isolation

Impact on health: low literacy individuals have more workplace accidents, take longer to recover and more often misuse medication through ignorance of health care resources and because they have trouble reading and understanding the relevant information (warnings, dosage, contraindications, etc.)

For society

Since literacy is an essential tool for individuals and states to be competitive in the new global knowledge economy, many positions remain vacant for lack of personnel adequately trained to hold them. The higher the proportion of adults with low literacy proficiency is, the slower the overall long-term GDP growth rate is. The difficulty understanding societal issues lowers the level of community involvement and civic participation. Additional costs to taxpayers due to increased unemployment compensation and welfare payments.

Barriers to Getting Help.

Despite the numerous advantages associated with undertaking literacy or basic training, low literacy individuals face barriers that often prevent them from moving ahead.

Family constraints and imperatives

- Individuals' own disposition, in line with past learning experiences (e.g., doing badly at school)
- Pessimistic outlook and low self-esteem
- Lack of confidence in their ability to learn
- Lack of money (precarious situation, barely enough money for basic needs)

- Schedule conflict with paid job
- Distance from training site
- Concerns with the program itself: duration, level of difficulty, anxiety about being able to work at their own pace and relevance of content offered
- Difficulty dealing with change
- Shame at having their problem revealed to others

Benefits of Literacy Efforts

Everyone has to work together to defeat low literacy and its impact. Without the participation of individuals, community organisations, business and government, the situation will never be turned around.

- Give young people from underprivileged backgrounds the means to study
- Better job opportunities (prerequisite for access to lifelong learning)
- Greater effectiveness at work
- Greater competitiveness
- More dynamic, enthusiastic workforce
- Greater productivity
- Stronger economy
- Better occupational health and safety record
- Higher retention levels (employees and clients)
- Facilitate knowledge transfer from workers nearing retirement to employees of all ages
- Raising workforce skill levels to foster employment
- Adjustment and entry into employment
- Impact on the shortage of manpower
- Lever for economic growth

Adapted from the [Literacy Foundation](#)

One Woman's Moving Adult Literacy Journey

[7]**My name is Veronica Poole…'**

Meet the show-stealer at this year's An Post Irish Book Awards, Dubliner Veronica Poole, whose moving story is told in a splendid short film by award-winning documentary filmmaker Ken Wardrop – watch it below. It follows Veronica Poole – a determined woman who has taken the brave step to return to education after many years. Even though Veronica is only at the start of her journey back into education, the film sees her take on the sizeable challenge of writing a speech and reciting it in front of Ireland's greatest literary minds at the Irish Book Awards.

With the help of her tutors at Coolock Adult Literacy Service in Dublin and the support of her family and friends, we see Veronica's confidence grow as she composes and practices her speech. Interwoven with the story of her challenge we will learn about Veronica's backstory, why she has chosen to return to education, and why the work NALA does is so important.

The film ends with Veronica delivering her speech at the An Post Book Awards as she presents the "Booksellers Award for Non-Fiction"[8]

Source: NALA News and events

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[7] This photo by Hester Qiang on Unsplash is licensed under Creative Commons 0
[8] Link to the video: https://youtu.be/YIhXo5QoVKE

Topic 2 - Personal Development Upskilling Pathways
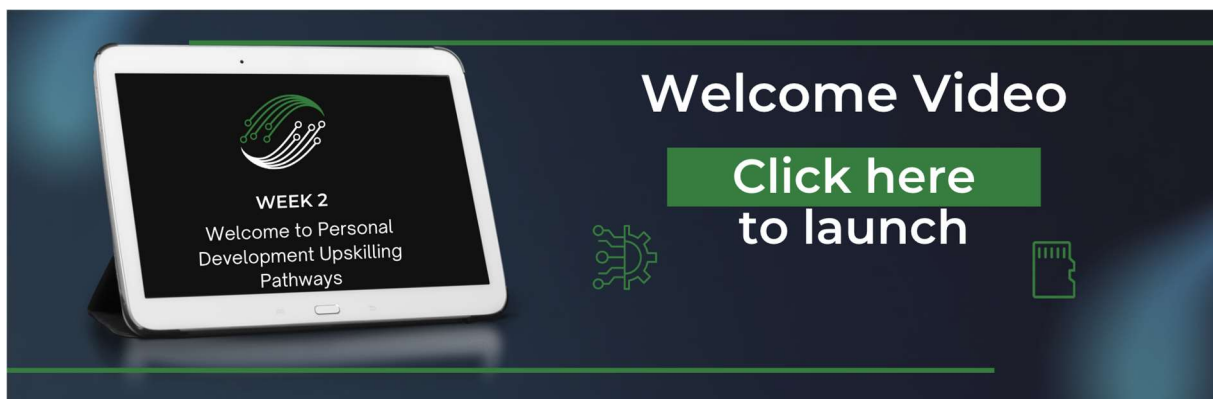
Welcome to Personal Development Upskilling Pathways

Welcome to Personal Development Upskilling Pathways. By the end of this topic you will be able to:

1. Understand the personal development upskilling pathways of basic skills learners
2. Understand the process of skills assessment & tailored learning
3. Validate Prior Learning

[9]

Check out the welcome video below taken from the corresponding MOOC on Basic Literacy

Personal Development Upskilling Pathways

About the same amount of adult Europeans (around 22%) only obtained a lower secondary education level at most. Without these skills and with low levels of qualifications they are at higher risk of unemployment, poverty and social exclusion. Reading, writing, making simple calculations and using a

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[9] Photo by Jonathan Klok
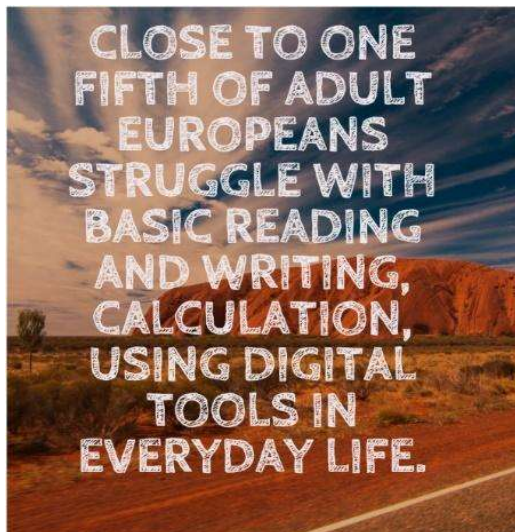
computer: these are things we do every day, putting in practice our basic skills, mostly without even noticing. This is not straight forward for everyone though. For almost 70 million in Europe, such tasks can pose problems.

For these reasons, the Recommendation on Upskilling Pathways was adopted in 2016 by the Council of the European Union. It is one of the main legislative proposals of the New Skills Agenda for Europe[10].

Whether in employment, unemployed or economically inactive, the new "Upskilling Pathways" initiative will provide a fresh start to people in need of basic skills development by mapping and recognising the knowledge and skills they already possess; enabling further education and training and ultimately lead to a new qualification.

Source: Developing integrated and cohesive basic skills policies, Graciela Sbertoli, Secretary General EBSN, Feb 2019

The aim of Upskilling Pathways is to help adults acquire a minimum level of basic skills (mainly literacy, numeracy and digital skills) and empower them to acquire a broader set of skills by progressing towards an upper secondary qualification or equivalent.

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[10] https://epale.ec.europa.eu/en/resource-centre/content/new-skills-agenda-europe

The Upskilling Pathways give access to three steps for each individual:

1. assessing skills
2. tailored learning offer
3. validation and recognition.

Source: Leaflet on Upskilling Pathways by the European Commission[11]

This below video[12] gives a short overview of the Upskilling Pathways recommendation:

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[11] https://epale.ec.europa.eu/en/blog/chapter-1-policy-framework

[12] https://audiovisual.ec.europa.eu/embed/index.html?ref=I-153339&lg=EN

Source: European Commission's official site for Upskilling Pathways

EPALE Podcast[13]

For more information on this topic listen to this EPALE podcast with Dr. Luis Carro, OBSERVAL - Spanish Observatory of Validation of Professional Competences and Lubica Gallová, State Vocational Education Institute (Štátny inštitút odborného vzdelávania (ŠIOV), Slovak Republic.

Podcast: Ensuring The Three - Step Approach Of Upskilling Pathways[14]

Afterwards, check your knowledge on Upskilling Pathways on the next page.

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[13] This photo by Matt Botsford on Unsplash is licensed under Creative Commons 0
[14] https://soundcloud.com/epale_eu/ensuring-the-three-step-approach-of-upskilling-pathways-podcast?utm_source=epale.ec.europa.eu&utm_campaign=wtshare&utm_medium=widget&utm_content=https%253A%252F%252Fsoundcloud.com%252Fepale_eu%252Fensuring-the-three-step-approach-of-upskilling-pathways-podcast
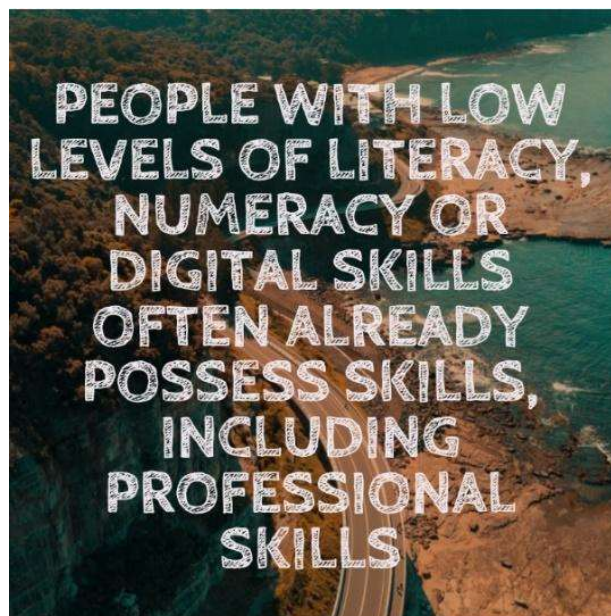
Skills Assessment

People with low levels of literacy, numeracy or digital skills often already possess skills, including professional skills, but may have specific gaps in relation to basic skills or wider set of skills; providing everyone with a standard education or training course that does not take into account their existing skills would be inefficient and counterproductive. So a key feature of effective provision is to tailor the training to individual needs.

The purpose of a skills assessment is to identify the skills that a person has already acquired, and any gaps that need to be filled in order to bring them up to a required level. This may take the form of a 'skills audit', as proposed in the 2012 Council recommendation on validation of non-formal and informal learning; this usually results in a statement of skills of the individual which can be the basis for a plan for the next steps in training and the support offered.

In adult literacy training initial assessment is usually characterised as a process which is informal, adult-friendly, and is usually carried out with learners during an informal interview.

Focusing on the ways in which learners use literacy, numeracy and digital literacy in their everyday lives, for example in the workplace, home, community or school, can help identify their current strengths and skills, as well as their needs and goals. It also ensures that we remain sensitive to the changing nature of learners' lives and are better placed to support learners in the new uses of literacy that might emerge with these changes. For example, these changes might create the need to do things learners have never done before such as write a note to a child's school or manage a budget. These changes might also reflect a move towards digital literacy practices such as buying online or creating social media posts.

Here is a checklist for helping learners to identify their needs and goals. You can use this or something similar in your teaching context.

> **To help students identify their needs and goals, have you considered:**
>
> - What are the students' most relevant or immediate literacy, numeracy and digital literacy needs? ☐
>
> - What reading and writing students do now, and for what purpose? ☐
>
> - How students use written and spoken language in their everyday lives? ☐
>
> - How students use numeracy in their everyday lives? ☐
>
> - How students engage with and use technology in their everyday lives? ☐
>
> - If they have a smartphone, what functions do they use? Do they go online? ☐

A Tailored and Flexible Learning Offer

The results of the skills assessment would form the basis for making a tailored offer of education and training to the individual concerned. The key characteristic of the learning offer that would be made to each beneficiary is that it would be designed to fill the specific skills 'gaps' identified through the skills assessment. The offer could therefore relate to training in literacy, numeracy or digital skills, a combination of these or to training that would lead to a qualification.

Taking into account the upskilling needs identified, the programmes should concentrate first on building up learners' literacy, numeracy and digital skills, providing them with a solid foundation for progression to further learning and, ultimately, a qualification.

To overcome barriers to participation in upskilling, the education and training offer should be flexible and adapted to the learning habits of adults. Adults whose experience in the past has been poor are motivated by seeing that they are making progress; this can be achieved by structuring the education and training provision into manageable units of learning outcomes which can be documented, assessed and validated individually. If training for a qualification is offered, it is important that this is relevant to local labour market needs so that the upskilling offer matches the skills gaps at local and regional level.

Individualised Learning

There is no one-size-fits-all; employed, unemployed and inactive people and the many different sub-groups all have specific needs.

Source: Recommendation on Upskilling pathways, 2016[15]

Flexibility

To facilitate the tailoring of learning to individual needs, in particular by giving people the opportunity to achieve the learning they need to fill gaps in their existing knowledge, without completing an entire programme, the programmes themselves must be designed in a flexible way. They can be made up of building blocks towards the desired outcome that can be studied as a whole or in part.

Source: Taking stock report on Upskilling Pathways 2016[16]

Upskilling programs should, where possible, also provide a chance for learners to recognise, and validate their prior learning (or working) experiences.

Source: Recommendation on Upskilling pathways, 2016[17]

Contextualisation

Relevance and contextualisation are essential principles in adult learning. Outreach success and completion rates in adult basic skills courses greatly depend on the extent to which learning content and environment can consider the learners' lives.

Source: Graciela Sbertoli, Secretary-General of EBSN, EPALE blog post[18]

Source of this section: Strengthening Resilience through Basic Skills Training: A Design Thinking

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[15] Source: https://ec.europa.eu/info/sites/default/files/file_import/implementation-report-upskilling-pathways_en.pdf
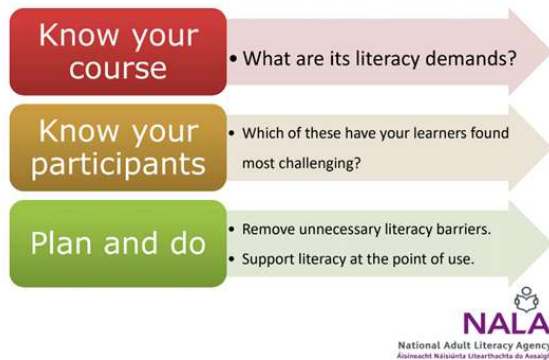
[16] Source: https://ec.europa.eu/info/sites/default/files/file_import/implementation-report-upskilling-pathways_en.pdf

[17] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016H1224(01)&from=EN

[18] https://epale.ec.europa.eu/en/blog/relevance-and-contextualisation-design-adult-basic-skills-programs

Delivering literacy friendly courses

Know your course	• What are its literacy demands?
Know your participants	• Which of these have your learners found most challenging?
Plan and do	• Remove unnecessary literacy barriers. • Support literacy at the point of use.

NALA
National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

Learning materials should show variety, suit different levels, be relevant and be enjoyable. They are most useful when they reinforce and build on what the learner already knows and can do. Try to use material that connects to learners' lives.

1. What to **consider** before you start preparing learning materials?
2. Who will be **using** the materials?
3. What is the **context**: where and how you will use the materials?
4. What about **levels** of literacy and numeracy?
5. Are the learners working towards **accreditation**?
6. How can I **build on** what a learner already knows?
7. Is there existing relevant **material** or texts to consider?
8. Is there a clear set of **learning aims** and objectives?

Source: Upskilling Pathways – a vertical and horizontal approach Part 2, NALA

Go to the next page to check your knowledge on tailored and flexible learning offerings.

Validation and Recognition

Validation will allow learners' progress to be recorded at different stages on the pathway so that they can collect credits towards a qualification or part qualification in the national qualifications framework, at a level equivalent to EQF 4. This is easier if national qualifications frameworks accommodate small, transparent steps toward full awards for low-qualified adults and allow learning outcomes to be achieved in different ways.
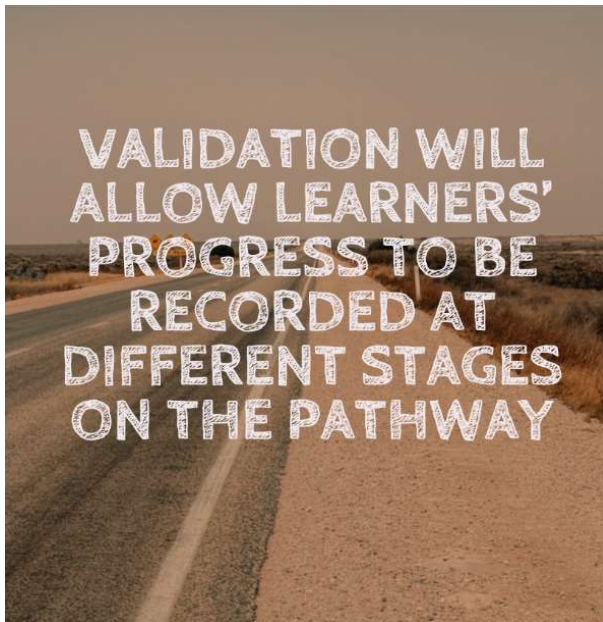
Shorter forms of learning opportunities than traditional qualifications are being developed rapidly across Europe and the world. These opportunities are made available by a wide variety of public and private providers in response to the demand for more flexible, learner-centred forms of education and training.

Micro-credentials certify the learning outcomes of short-term learning experiences, for example a short course or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development.

Micro-credentials can be particularly useful for people who want to upskill or reskill to meet labour market needs or to develop professionally after starting work.

Europe is working towards common standards ensuring quality, transparency, cross-border comparability, recognition and portability of micro-credentials which can then become a key support for lifelong learning.

Mandatory elements of micro-credentials:

Source: Micro-credentials brochure[19]

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[19] https://education.ec.europa.eu/education-levels/higher-education/micro-credentials

Mandatory elements

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

Source: Micro-credentials brochure[20]

The following 10 principles highlight the key characteristics of the European approach to micro-credentials:

Quality

Micro-credentials are subject to **internal and external quality assurance** by the system producing them (e.g. the education, training or labour market context in which the micro-credential is developed and delivered). Quality assurance processes must be **fit-for-purpose, be clearly documented, accessible, and meet the needs** of learners and stakeholders.

External quality assurance is based primarily on the **assessment of providers** (rather than individual courses) and the effectiveness of their internal quality assurance procedures.

Transparency

Micro-credentials are measurable, comparable and understandable with **clear information on learning outcomes, workload, content, level,** and the **learning offer**, as relevant.

Relevance

Micro-credentials should be designed as **distinct, targeted learning achievements**, and learning opportunities leading to them are **updated** as necessary, to meet identified learning needs.

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[20] https://education.ec.europa.eu/education-levels/higher-education/micro-credentials

Valid assessment

Micro-credential learning outcomes are **assessed** against transparent standards.

Learning Pathways

Micro-credentials are designed to support **flexible learning pathways**, including the possibility to **stack, validate**, and **recognise** micro-credentials from across different systems.

Recognition

Recognition has a clear **signalling value** of learning outcomes and paves the way for a wider offer of such small learning experiences in a **comparable way across the EU**.

Micro-credentials are recognised for academic or employment purposes based on standard recognition procedures used in recognising foreign qualifications and learning periods abroad, when dealing with micro-credentials issued by formal education providers.

Portability

Micro-credentials are **owned** by the credential-holder (the learner) and may be **stored** and **shared** easily by the credential-holder, including through secure **digital wallets** (e.g Europass), in line with the General Data Protection Regulation. The infrastructure for storing data is based on **open standards** and **data models**. This ensures interoperability and seamless exchange of data, and allows for smooth checks of data authenticity.

Learner-centred

Micro-credentials are designed to **meet the needs of the target group of learners**. Learners are involved in the internal and external quality assurance processes and their feedback is taken into account as part of the continuous improvement of the micro-credential.

Authentic

Micro-credentials contain sufficient information to **check the identity** of the credential-holder (learner), the **legal identity** of the issuer, and the **date** and **location** of issuance of the micro-credential.

Information and guidance

Information and advice on micro-credentials should be incorporated in **lifelong learning guidance services** and should reach the **broadest possible learner groups**, in an inclusive way, supporting education, training, and career choices.

Validation of Prior Learning Activity: Check In Take Off

https://www.skillschecker.ie/[21]

The project CITO, CheckIn TakeOff, is one of the projects under the ERASMUS+ EU Policy experimentation in the fields of Education and Training led by high-level public authorities in Malta, Ireland and Norway.

This project seeks to develop a SkillsChecker that enables a person to independently carry out an initial assessment of their literacy, numeracy and digital skills. This will orientate them to their options regarding a flexible learning opportunity as well as recognising their prior skills while providing further pathways.

What is CITO?

According to the European Commission, around 1 out of 5 European adults struggle with basic reading and writing, calculation or using digital tools in everyday life. Around 22% of European adults have only obtained a lower secondary education level at most. Without these skills and with low level of qualification they are at higher risk of unemployment, poverty and social exclusion.

To address these challenges, the European Council adopted the Recommendation on Upskilling Pathways in 2016. It aims to help adults acquire a minimum level of literacy, numeracy and digital skills and/or acquire a broader set of skills and a qualification. The Check In, Take off (CITO) project involving three countries, Malta, Ireland and Norway, is a result of this recommendation. CITO's solution is to have an effective and independent assessment of one's own skills.

CITO has three main outputs, which include mapping survey, a SkillsChecker tool and training and outreach toolkit for stakeholders.

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[21] https://www.skillschecker.ie/

If you wish to delve into this topic more feel free to take the CITO Self-assessment Quiz (10 minutes): https://www.skillschecker.ie/

Source: Available at: https://citoproject.eu/ [Accessed 02/03/2022]

National Adult Literacy Agency , 2012. NALA Guidelines for Good Adult Literacy Work.

Available at: https://www.nala.ie/publications/nala-guidelines-for-good-adult-literacy-work/ [Accessed 28th July 2021].

Source: Cito Project[22]

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[22] Source: https://citoproject.eu/

Topic 3: Learning Resources for Adult Basic Skills

Welcome to Learning Resources for Adult Basic Skills

Welcome to Learning Resources for Adult Basic Skills Programme.

23

By the end of this topic you will:

1. Become familiar with basic skills frameworks and their use in skills assessment and development
2. Understand the principles for good adult literacy work
3. Undertake learner centred curriculum development
4. Become familiar with and evaluate learning resources

Check out this week's welcome video below taken from the corresponding Basic Literacy MOOC

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23 Photo by Ed Robertson on Unsplash is licensed under Creative Commons 0
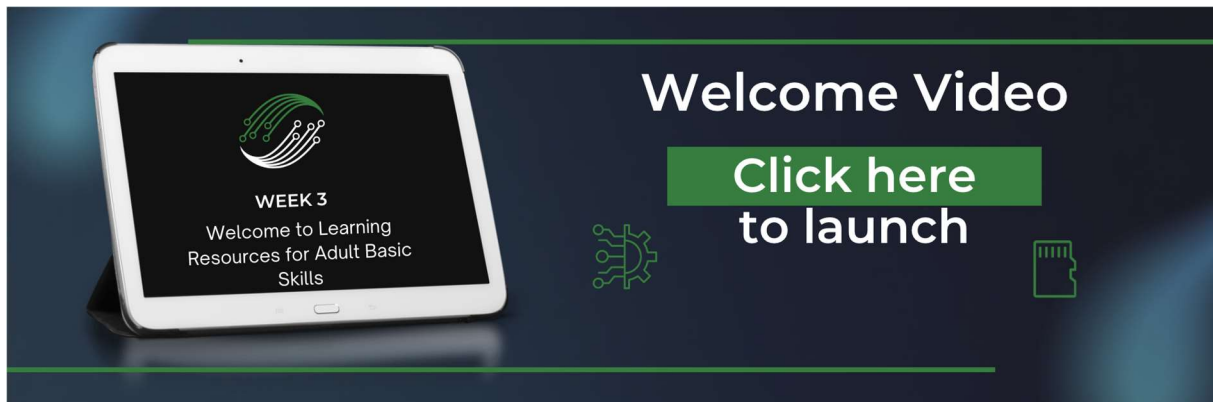
Basic Skills Frameworks

"The objective of training in basic skills must be that participants can use what they learn, for their benefit and that of the labour market and society."

Guidelines – competence goals for basic skills for adults[25], Skills Norway

[24]

Training in basic skills takes place in numerous contexts, run by different providers and often in combination with other training.

To be able to meet the adult's needs with adequate provision, it is important to start with a thorough understanding of the issue in terms of definitions of skills. Competence frameworks establish a common understanding by setting (national) standards for basic skills, and are of major help when it comes to skills' assessment and planning learnings programs.

The Competence Goals for Basik Skills[26] of Skills Norway[27] describe the development of basic skills by setting **competence goals** for reading and writing, numeracy, digital skills and oral skills over three levels: level 1−2, level 3 and level 4.

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[24] Photo by Maria Teneva on Unsplash is licensed under Creative Commons 0

[25] https://www.kompetansenorge.no/contentassets/6c78ef4022c948348f473f322e00a07d/guidelines_competence_goals.pdf

[26] https://www.kompetansenorge.no/English/Basic-skills/the-competence-goals/#Numeracy_2

[27] https://www.kompetansenorge.no/english/

Source: https://www.kompetansenorge.no/English/Basic-skills/the-competence-goals/#Numeracy_2

In addition, the individual skills are divided into different areas at each level. Each learner has therefore the opportunity to work with the competence goals that correspond to the challenges that are relevant to him or her.

Adults often have diverging skills, and many will be stronger in some areas than others. The skills that adults have are dependent, among other things, on previous experience and educational background, but also on what they have found useful in daily life. Skills erode quite rapidly if they are not used, and adults' competence is therefore frequently divergent. It is also possible to have good skills in some areas and weaker competence in others. Most often, it is also easier to relate to tasks in known areas than in less familiar territory.

Learners may therefore require training at different levels in the different areas. The objectives for each participant's training must be adapted to his/her own prerequisites and needs, and to the requirements of the surrounding environment. This must be taken into account when designing specific training schemes.

Beside setting competence goals, the framework also provides examples of how the skills can be used in adults' everyday life, working life and in educational activities. The examples are not exhaustive, and in a training situation they should be adapted and supplemented with other examples and illustrations that are relevant to the participants.

The Guidelines to the Competence Goals for Basic Skills[28] also suggest examples of teaching programmes that are linked to the competence goals of basic skills. They demonstrate how working with the competence goals can be made specific and relevant by taking situations from different areas of adult life as a starting point

FACTS

Reading means to create meaning from text in the widest sense. Reading gives insight into other people's experience, opinion and knowledge, independent of time and place. The reading of texts on screen and paper is a prerequisite for lifelong learning and for active participation in civic life.

To read involves engaging in texts, comprehending, applying what is read and reflecting on this. Texts include everything that can be read in different media, including illustrations, graphs, symbols or other modes of expression. Knowledge about what characterizes different types of texts and their function is an important part of reading as a basic skill.

Writing involves expressing oneself understandably and appropriately about different topics and communicating with others in the written mode. Writing is also a tool for developing one's own thoughts in the learning process. Writing comprehensibly and appropriately means developing and coordinating different partial skills. This includes being able to plan, construct, and revise texts relevant to content, purpose and audience.

Mastering writing is a prerequisite for lifelong learning and for active and critical participation in civic and social life.

How is reading developed?
The development of the functional ability to read is an interaction between processes of comprehension and processes of decoding. Basic reading instruction involves mastering the reading of screen and paper texts with concentration, endurance, fluency and coherence. The functional ability to read is developed through knowledge about and experience with different subject-related texts. This involves being able to deal with a wide variety of text types and relate critically to different types of information and increasingly complex reading tasks.

Reading development requires using appropriate reading strategies to find and process information. Functional reading is therefore characterized by the use of reading strategies adapted to purpose and text type.

How is the writing skill developed?
Basic writing instruction involves developing orthography, a functional handwriting and use of keyboard, in addition to planning and writing simple, clear texts for different purposes. The development of functional writing is closely connected to subject-related development. Writing is a tool for learning in all subjects, and parallell with and through the development of the writing skill, increasingly more sophisticated and subject-related skills are developed.

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[28]
https://www.kompetansenorge.no/contentassets/6c78ef4022c948348f473f322e00a07d/guidelines_competence_goals.pdf

FACTS

Numeracy means applying mathematics in different situations. Being numerate means to be able to reason and use mathematical concepts, procedures, facts and tools to solve problems and to describe, explain and predict what will happen. It involves recognizing numeracy in different contexts, asking questions related to mathematics, choosing relevant methods to solve problems and interpreting validity and effect of the results. Furthermore, it involves being able to backtrack to make new choices. Numeracy includes communicating and arguing for choices by interpreting context and working on a problem until it is solved.

Numeracy is necessary to arrive at an informed opinion about civic and social issues. Furthermore, it is equally important for personal development and the ability to make appropriate decisions in work and everyday life.

How is the skill developed?

The skill develops from applying it in concrete situations to more complex and abstract situations connected to different subject-specific areas. The skill is developed from recognition of concrete situations to be solved to analysis s a wide range of issues.

Skills development is characterized by the ability to gradually being able to employ new concepts and learning new techniques and strategies to being able to choose suitable methods in a goal-oriented and effective way.

FACTS

Digital skills involve being able to use digital tools, media and resources efficiently and responsibly, to solve practical tasks, find and process information, design digital products and communicate content. Digital skills also include developing digital judgement by acquiring knowledge and good strategies for the use of the Internet.

Digital skills are a prerequisite for further learning and for active participation in working life and a society in constant change. The development in digital technology has changed many of the conditions for reading, writing and oral forms of expression. Consequently, using digital skills is a natural part of learning both in and across subjects, and their use provides possibilities for acquiring and applying new learning strategies while at the same time requiring new and increased powers of judgment.

How are digital skills developed?

Developing digital skills means learning to use digital tools, media and resources and learn to make use of them to acquire subject-related knowledge and express one's own competence. This implies developing increased independence and judgement in the choice and use of digital tools, media and resources relevant to the task.

Source: Guidelines Competence goals for basic skills for adults, Skills Norway

Further reading

For further reading please look into these resources regarding Definitions of basic skills, key skills, life skills[29] and the importance of frameworks[30] available on EBSN E-Learning platform[31] following registration

These EPALE[32] blog series by Satya Brink explain the importance of effective writing[33], effective reading[34] and functional literacy[35].

Mapping and Assessment of Basic Skills
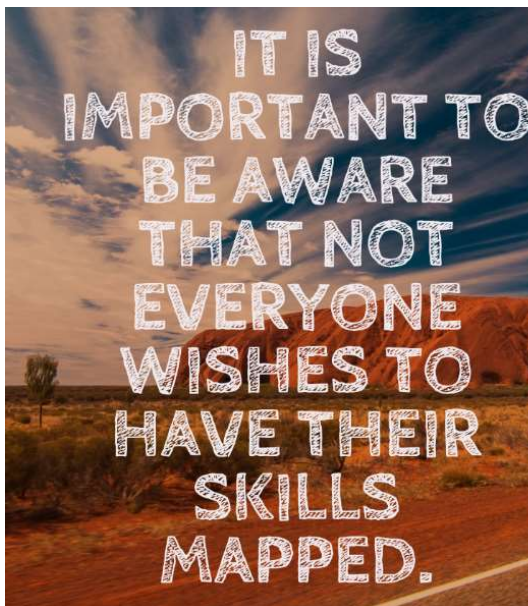
The learner's skills are screened and assessed with the aim of adequately designing the type of learning offer needed, and to help the learner establish clear goals.

The methods and form of skill assessment to be used however depend on, for example, the purpose of the assessment, the background of the learner, the assumed skills level etc. In addition the amount of time available must be assessed, and where the mapping is to take place.

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[29] https://ebsn.learndigital.hu/mod/book/view.php?id=12
[30] https://ebsn.learndigital.hu/mod/book/view.php?id=26
[31] https://ebsn.learndigital.hu/
[32] https://epale.ec.europa.eu/en
[33] https://epale.ec.europa.eu/en/blog/importance-writing-skills
[34] https://epale.ec.europa.eu/en/blog/reading-becomes-you
[35] https://epale.ec.europa.eu/en/blog/speak-yourself

It is important to be aware that not everyone wishes to have their skills mapped. This applies particularly in cases where people have negative experiences from previous schooling or generally poor self-confidence. There can also be many other reasons why standardised mapping and testing may be inappropriate, and this must be taken into account when selecting the form of mapping. Perhaps a dialogue-based mapping will be most appropriate, focusing on the wishes and experiences of the participants. Observation of how learners resolve various challenges, and what assists them to overcome problems that arise, can also provide much information to the tutor. Regardless of which form of mapping is chosen, it is important to build up the participants' confidence first, and then choose the time and form that the mapping will take in dialogue with them.

Source: Guidelines – competence goals for basic skills for adults, Skills Norway

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Principles for Good Adult Literacy Work

[36]

Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. But it includes more than the technical skills of communications: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals, families and communities to reflect on their situation, explore new possibilities and initiate change.

The following principles provide an overall understanding of good adult literacy work, and should be reflected in its entirety.

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[36] This photo by Bethany Legg on Unsplash is licensed under Creative Commons 0

1. Adult literacy work is based on a philosophy of adult education which is concerned with PERSONAL DEVELOPMENT AND SOCIAL ACTION.

Because literacy in modern society is a complex issue, adult literacy work must enable students to connect their literacy and numeracy learning with the reality of their daily lives, and with past experience. Therefore, personal development is an integral part of the learning process. In addition, literacy learning may lead individuals and groups to relate their own experiences to wider social issues.

2. Adult literacy learning is an ACTIVE AND EXPRESSIVE PROCESS. Students have the right to explore their needs and interests, set their own goals and decide how, where and when they wish to learn.

Adult literacy learning is most successful when the students are actively involved in the process and are encouraged to express their ideas and draw on their experiences. Students should also be enabled to explore the methods and materials which help them to learn most effectively and to take an active part in defining their goals and planning the learning programme. This has implications for training of tutors, teaching and learning approaches, choosing materials, including use of technology, and the assessment of learning. Some students benefit from the range of flexible options that are available such as blended learning, non-centre based learning, additional technological supports and distance learning.

3. Adult literacy work respects different beliefs, cultures and ways of being. An ethical code of TRUST AND CONFIDENTIALITY underpins all aspects of the work.

This addresses the central issue of respect for difference and diversity. Adults who return to learning come from many different social and cultural backgrounds. Adult literacy tutors and organisations need to operate from a clear position of respect for different beliefs, languages, cultures and ways of life. This variety should be seen as providing opportunities for learning for all participants in a learning group or programme.

Confidentiality and respect must be established from the outset in order for students to feel safe. They can then begin to develop the trust that is needed if meaningful learning is to take place.

4. STUDENTS' KNOWLEDGE AND SKILLS ARE VITAL for the effective organisation of adult literacy work. Students should have the opportunity to be involved in all aspects of provision.

Students have experience and knowledge which are essential for the successful planning, development and evaluation of adult literacy provision. Their views and understanding need to inform the way provision is organised, particularly publicity, course options, student support, resources and social

activities. Students should be actively encouraged to become involved in the organisation, for example, to take a seat on the board. However, some students choose to attend only for tuition and this choice should be respected.

5. Adults learn best when the decision to return to learning is their own and the environment is SUPPORTIVE, RELAXED AND FRIENDLY.

Adults who decide to work on their literacy have taken an important and often difficult step. Students are more likely to attend regularly and stay in tuition when they see that their needs and concerns are at the heart of the organisation, and that good tutoring and resources provide the best possible conditions for learning. Ideally adult literacy learning should not be linked to welfare benefits or employment. Students based in other settings, such as training workshops, the workplace or in prisons, should have the right to decide whether they wish to work on their literacy skills.

Source: NALA Guidelines for Good Adult Literacy Work[37]
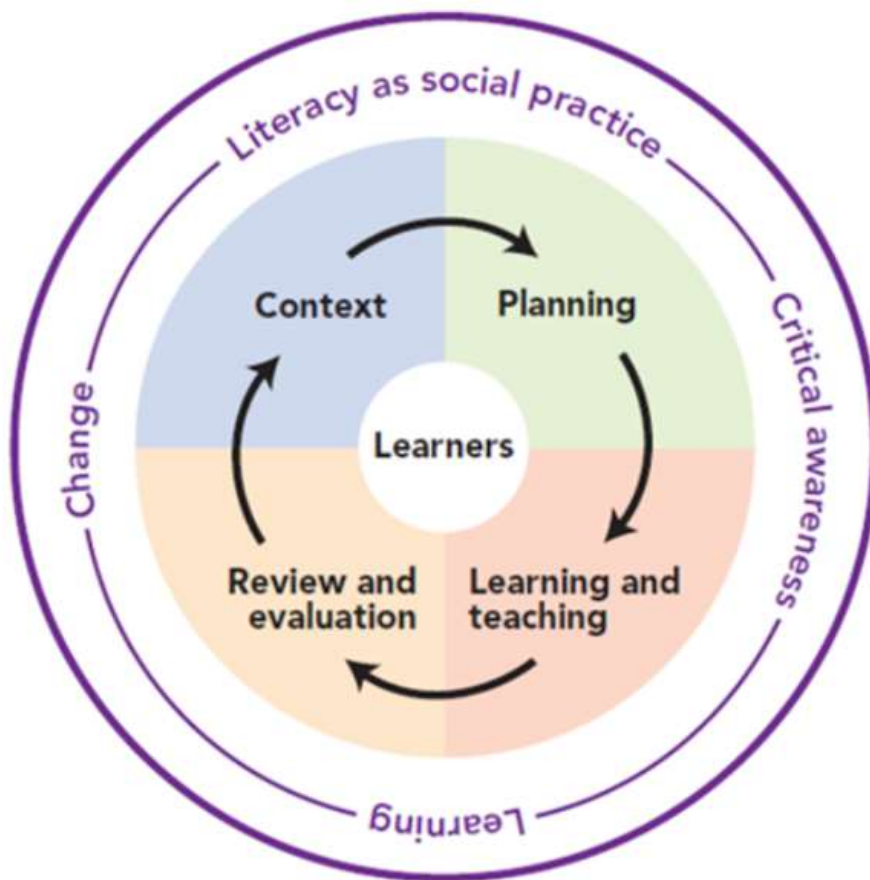
Curriculum Development

NALA's model for curriculum development in adult literacy and numeracy education shows how the principles of good adult literacy apply to curriculum development.

The model is relevant to many different contexts and in relation to many different programmes. It places learners, and their interests, goals, experiences, views, feelings and learning needs into the centre of curriculum development.

The model describes a process for developing curriculum. This is a participative process carried out by learning partners, such as tutors and students, with support from organisers, managers and others involved.

The model does not describe the content of a curriculum. That is created by the learning partners.

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[37] https://www.nala.ie/publications/nala-guidelines-for-good-adult-literacy-work/

The themes in the outer circle are essential parts of the curriculum development process and affect all other aspects of the model:

LITERACY AS SOCIAL PRACTICE involves:

- respecting and valuing learners' language and literacies;
- enabling learners to use new literacy practices;
- developing awareness of and ways to deal with the different power and status associated with different literacies.
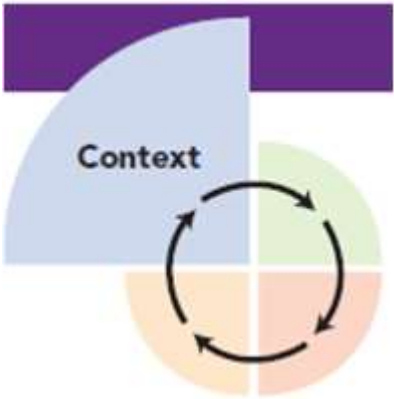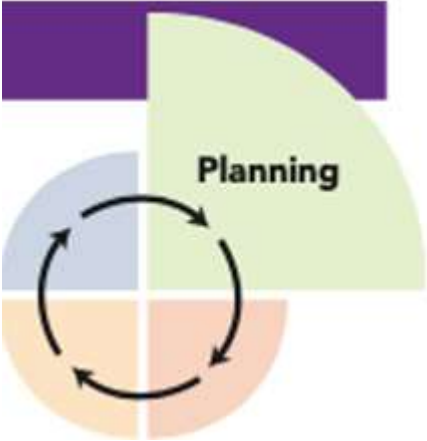
CRITICAL AWARENESS means being aware that literacy and curriculum are shaped by where and how learning takes place and by the wider society in which we live and work.
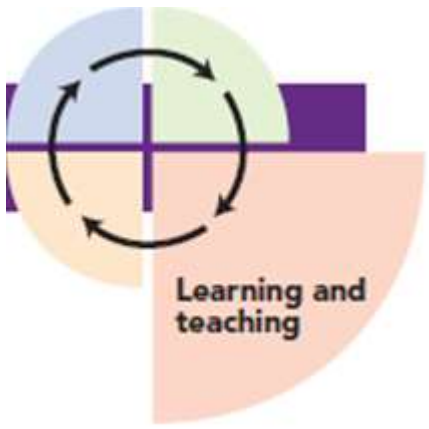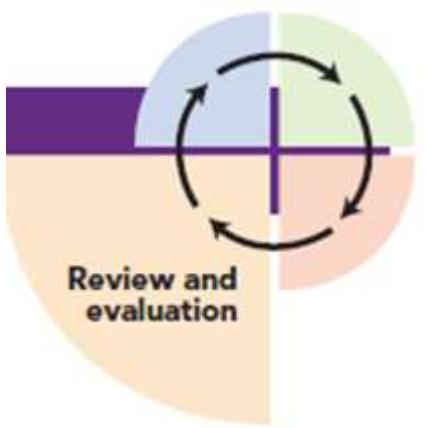
CHANGE is promoted in the learners' literacy confidence and skills to help them meet their own goals. It includes facilitating learners to take increasing control of the direction of the learning programme.

LEARNING is an active process and is based on prior knowledge, experience and perspectives. It includes the informal learning involved in everyday life. If curriculum development for adult literacy work is participative and collaborative, then everyone learns through taking part.

The middle circle shows a curriculum development process that is learner-directed.

- It starts with the **context** of learning.
- **Planning** for learning builds on and arises out of our understanding of context.
- **Learning and teaching** flow out of context and planning.
- **Review and evaluation** are part of teaching and learning and feed back into context and planning.

|	
	Thinking about **context** means thinking about the wider society (social, political, cultural and economic context) the immediate learning setting (eg. learning centres with different use and layout of physical space and furniture, the choice of texts, materials and methods, and especially the relationship between tutors and learners etc.) the learners' contexts, which can provide both motivation and resources for literacy development.
	Planning comprises initial assessment of learners' existing skills, knowledge, current use of literacy and what they most want to learn. Negotiate learning plan (between all parties: learners, tutors, managers, etc.)certification (opportunity to gain access to external recognition of learning).

	Learning and teaching involves developing understanding, knowledge and skills, together with increased awareness of how we learn. Learning has emotional dimensions (Illeris, 2004): attitudes, feelings and motivations are central. Learning involves reasoning, evaluating, thinking clearly and thinking critically (MacLachlann, 2008).Teaching is concerned with planning, facilitating and reviewing learning in ways that respect, support and challenge learners. Tutors have a responsibility to provide expert guidance on literacy skills development in line with learners' goals.
	Review and evaluation Integrate review after every session (eg. formative assessment of learner's progress etc.) Evaluation at certain points, often after the closing session of a course to help planning futures programmes.

To learn more about the curriculum development model, please consult NALA's publication on Curriculum development[38].

Source of this section: Curriculum development An evolving model for adult literacy and numeracy education, NALA

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[38] https://www.nala.ie/publications/teaching-guidelines/

Learning Resources for Literacy Tutors
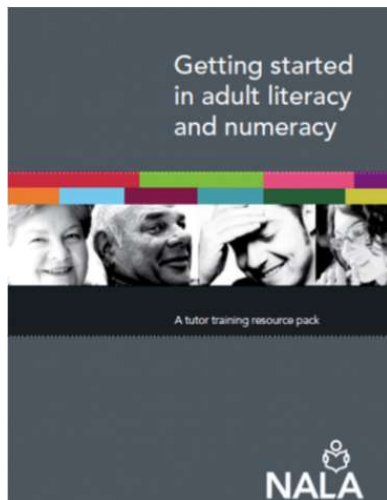
NALA offers free courses[39], essential information, videos and resources for teaching reading, writing, maths to tutors[40].

Getting started in adult literacy and numeracy[41] is an exhaustive tutor training resource pack for initial tutor training. The material is designed for use in a variety of ways and for a variety of tutors. Each section sets the aims of the section, provides relevant learning activities, handouts and further resources as below.

Learning Resources for Literacy Skills Learning Programs

[42] When designing a learning program there are many existing materials that you may use and draw from. Key teaching and learning resources include:

● books and authentic learning materials designed for working with adults
● appropriate materials, including specific areas such as ESOL and numeracy
● online information and learning resources
● tutor-support material
● blended learning opportunities
● access to validated programmes and certification
● audio and visual materials

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[39] https://www.learnwithnala.ie/catalog?pagename=tutor-training
[40] https://www.nala.ie/tutors/
[41] https://www.nala.ie/publications/adult-literacy-tutor-training-resource-pack/
[42] Photo by Sincerely Media on Unsplash is licensed under Creative Commons 0

However, remember ready-made materials may not serve the needs of your learners. While sourcing, adapting or making materials for adult literacy students, it is essential to bear in mind the particular needs and interests of the student.

Whenever you adapt worksheets, materials and texts from other sources, you must acknowledge that source and in some cases get permission to use the material.

Also don't forget that resources to learning include funding, premises, equipment and support for learners and tutors as well. Access to high quality resources sends a clear message to learners that they are entitled to high quality provision.

How to Evaluate Learning Resources

[43] With the implementation of the new Ontario Adult Literacy Curriculum Framework (OALCF)[44] the Checklist for Evaluating Learning Materials has been elaborated to enable practitioners in the Literacy and Basic Skills (LBS) Program to evaluate the extent to which their program practices support adult learners in a task-based and goal-directed learning environment.

The Checklist provides a set of standard questions to evaluate learning materials—ensuring greater quality and consistency of programming and a competency- and goal-directed program approach.

The dimensions of evaluation are quality, potential effectiveness and ease of use. These aspects can be assessed through answering a set of questions.

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[43] This photo by Sharon McCutcheon on Unsplash is licensed under Creative Commons 0
[44] http://tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Mar_15.pdf

Quality of Content

Here you determine the extent to which the learning material is adult appropriate, has clear objectives, includes current, relevant, and accurate content, and is appropriate for the targeted cultural group or delivery sector.

- Is the material appropriate for adults?
- Are the learning objectives clear?
- Is the content current, relevant, balanced, and accurate?
- Is the content appropriate to the needs of the cultural group or delivery sector?

Potential Effectiveness as a Teaching-Learning Tool

Here you assess the extent to which the learning material can be adapted, satisfies different teaching and learning styles, reflects current, accepted methodology, and enables you to deliver task-based learning that meets individual needs.

- Does the material present opportunities for task-based learning?
- Does the material present options for meeting individual needs?
- Does the material satisfy the various teaching and learning styles?
- Can the material be adapted to meet the needs of the targeted cultural group or delivery sector?
- Does the content reflect current and accepted methodology?

Ease of Use (for Practitioners and Learners)

Here you analyse the extent to which the learning material allows you to easily identify competencies and task groups according to the competence framework of your context, presents the information attractively, and supports flexibility and self-directed learning.

- Are competencies and task groups [MOU3] easily identified?
- Does the material present information in appealing ways?
- Does the material provide flexibility in its use?
- Does the material support self-directed learning?

You can use the checklist to evaluate both print and non-print learning materials, such as books, workbooks, video collections, software, and websites.

Here is sample format of the checklist:

Source: [How To Use the "Checklist for Evaluating Learning Materials", Ontario Ministry of Training, Colleges and Universities March 2011](#)

While evaluating learning materials you might come to the following conclusions. Referring to the above checklist for evaluating learning materials, please indicate for each statement in the knowledge check on the next page to which dimension it belongs, and if it is a sign of good (+) or poor (-) quality.

Topic 4: Best Practice Teaching for Basic Skills

Welcome to Best Practice Teaching for Basic Skills
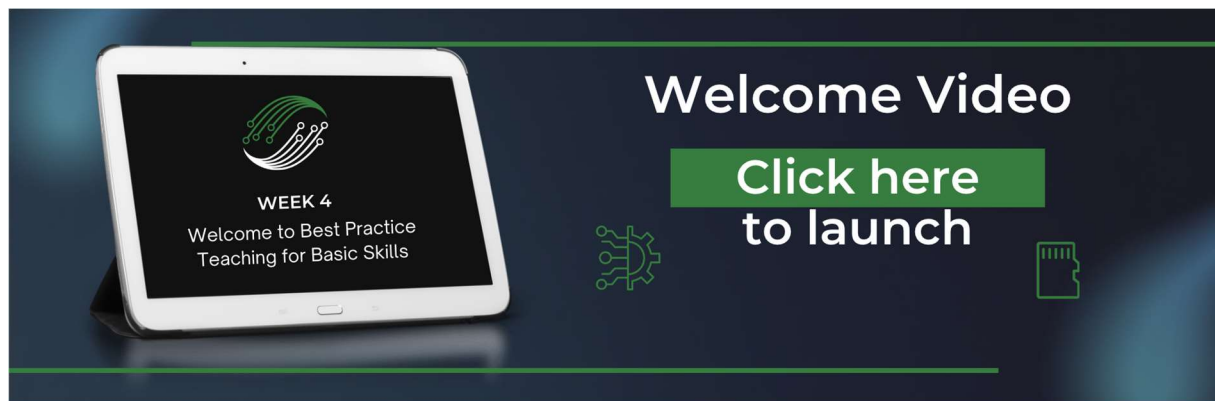

By the end of this topic you will be able to

1. Implement Public Information Campaigns in your Practice
2. Prepare Learning Materials via an online interactive course
3. Reflect upon a variety of teaching perspectives

45

Check out the welcome video below taken from the corresponding Basic Literacy MOOC:

Public Information Campaigns

Coordination and partnership

Provision for adult learning is often fragmented; policy may be made by different government bodies with responsibility for different subgroups; education and training for adults is delivered by a multiplicity

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of providers; the range of provision may differ from one locality to another. The support available through active labour market policies for low qualified adults does not always focus on longer-term upskilling needs and in most cases targets only unemployed people. Effective coordination of policy and provision is one of the key factors proven to help ensure that public policy interventions in adult learning achieve their goals. While policy coordination is essential, implementation can only be successful through the active involvement of a wide range of stakeholders and partnerships are essential to make it work. Partnerships could be encouraged to involve a broad range of actors, social partners, education and training providers, employers, intermediary and sectorial organisations, local and regional economic actors, employment, social and community services, libraries, civil society organisations etc.

Local authorities can also play an important role in identifying needs at the local level and facilitating outreach to the target group. These can all play a key role in the delivery of the different steps of the initiative, and in ensuring outreach and guidance throughout the whole process.
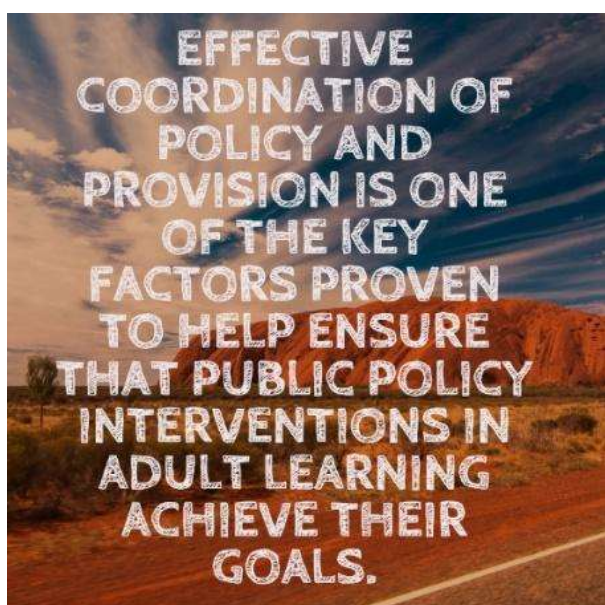
Outreach, guidance and support measures

Research shows that many adults are not aware of the benefits of raising their skills levels or of opportunities for upskilling that do not require going back to a formal school setting. Carefully targeted outreach strategies are needed to encourage people to make contact with the relevant services. The design of such outreach measures needs to be based upon an adequate overview of the many different sub-groups that are included in the low skilled population, each of which may need a slightly different approach. Registered unemployed people, for example, may be more easily reached through bodies helping them to return to the labour market. On the other hand, people in employment can be reached with the active involvement of the employer or trade unions. Specific measures may be needed to reach migrants if they are not familiar with the language of the host country etc. Outreach should raise adults' awareness of the benefits of upskilling, inform them of available guidance and support measures and learning opportunities, and provide incentives to motivate them to take

advantage of these. Guidance is another prerequisite in providing advice and information as to what a Skills Guarantee entails, whom to refer to get started 5 and how to stay on course throughout the process. Such guidance and support should be available to learners throughout all stages of the upskilling pathway. Adult learning staff has a key role in the education and training of low-skilled adults and in guidance and support. They require adequate initial and continuing professional development. In addition to outreach and guidance, it may also be useful to consider providing specific support to address barriers to participation.

Follow-up and evaluation

The success of any policy initiative depends on the rigour with which its design and implementation are monitored and regularly evaluated. The Electronic Platform for Adult Learning in Europe (EPALE) is available to share information amongst all those involved in upskilling low-skilled people. Created to facilitate the exchange of best practice and collaboration among professionals responsible for adult learning, it is a repository for teaching materials, assessment tools and other materials for those implementing this recommendation.

Source: Notes on Key Ideas by European Commission[46]

Community of European VET practitioners

[47] EPALE collaborates with many European organisations to enhance all aspects of adult basic skills teaching and the below Community of Practice (CoP) seeks to strengthen the Vocational Education and Training (VET) community across the EU.

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[46] https://epale.ec.europa.eu/en/blog/chapter-1-policy-framework
[47] This photo by "My Life Through A Lens" on Unsplash is licensed under Creative Commons 0

The CoP aims to be an interactive platform for teachers, trainers, in-company tutors to network and exchange good practices and ideas, for finding concrete solutions to their problems with the help of peers, keep up to date with European policies and contribute to European VET initiatives.

Discussions will cover mostly online/distance learning, green skills, social inclusion, and learning mobility.

You can share information, like posts by other members, reply to the surveys and discussion items. Active members will be rewarded with an open badge as 'Contributors to the Community of European VET practitioners.'

If you are an EPALE member and would like to join the Community, you can click 'request membership' below.

If you are not an EPALE member, please click 'register'[48] on the top-right of the page to become an EPALE member; you will be able to request your group membership after that.

We highly recommend that prospective members include as many details as possible on their EPALE public profiles (who you are, the country you are located in, your professional title, your areas of VET expertise, and any other professional background information you deem relevant, including links to your organisation if applicable). This will allow the Community moderators to provide you with tailored information, and for the rest of the Community to network among yourselves.

Stay in touch with a vibrant Community of VET practitioners.

Source: EPALE Practitioners in VET[49]

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[48] https://epale.ec.europa.eu/en/practitioners-in-vet
[49] https://epale.ec.europa.eu/en/practitioners-in-vet

Preparing Learning Materials

The following course developed by the NALA is an excellent course designed to help adult literacy tutors to prepare and design learning materials. It looks at the context for developing materials as well as how to plan, design, format and write learning materials. The course gives tips on adapting and simplifying materials and at the end of the course there are sample materials that you can view and download.

Should you choose to take it it is recommended that you spend up to 1.5 hours on this course[50].

How to access this course

This is a free course designed by NALA aimed at teachers of basic skills. You can register for this course by clicking on the below link which will take you to the below webpage[51].

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[50] Link to the video: https://youtu.be/j4jTq-95Kuw
[51] https://www.learnwithnala.ie/product?catalog=Preparing-learning-materials

Preparing learning materials

This course is designed to help adult literacy tutors to prepare and design learning materials. It looks at the context for developing materials as well as how to plan, design, format and write learning materials. The course gives tips on adapting and simplifying materials and at the end of the course there are sample materials that you can view and download. The course takes about 1 hour to complete.

You will receive a NALA Professional Development certificate on successful completion of this course.

Register now

When you are on this webpage simply click on the 'register now' button to register for the course.

Register now

You should now be able to register for this course.

Next, take the course before resuming this one!

We wish you good luck!

End of document