



Education and Culture DG

Lifelong Learning Programme

BASKET

Professional Development of Basic Skills Trainers

‘the development of recommendations and examples of good practice in the training of basic skills teachers for adults in Europe’

Partners

- Vox: Norway
 - NRDC: England
 - SVEB : Switzerland
 - IREA: Romania
 - DIE: Germany
 - Regional Centre: Czech Republic
 - Progress consult: Hungary
 - Education Scotland: Scotland
- Vox, Oslo
October 10-11, 2011
 - Institute of Education, London
February, 27-28, 2012
 - SVEB, Zürich
June, 21-22, 2012
 - DIE, Bonn
October, 22-23, 2012
 - * IREA, Romania
February, 25-26, 2013
 - Progress Consult, Budapest
June, 13-14, 2013

Aims of Project

- Map national strategies and systems
- Provide guidelines and recommendations for best practice in Professional Development (Basic skills reading, writing, oral communication, everyday math and digital competences)
- Disseminate to policy makers, practitioners and employers across Europe

Web-site: <http://basket.vox.no>

Draft Recommendations

1. Policy decision making

- Important that high quality training for tutors is being provided – need for national standards / framework for tutoring adult basic skills as part of a lifelong learning system.
- In addition to having qualifications in a single subject, the tutor also needs qualification(s) in how to teach the subject
- Initial training of basic skills tutors is not enough – continuing professional development is essential
 - The best teachers for the least qualified
- A strong focus should be maintained on evidence based policy making that recognises the changing needs of adults in light of changing literacy practices and the requirements of different sectoral approaches

Draft Recommendations

Professional development approach/methodology and content

- Identify the differences and what characterises adult learners
- What works when it comes to methodologies. Focus on what works on a practical level for the professional development of basic skills teachers
- Core competences to teach adults in general
- Teaching literacy, numeracy and ICT needs subject specific competences

Adult literacies Professional development framework

<http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/adultliteracies/professionaldevelopment/index.asp>

Getting started in countries where there is little or no focus on basic skills

- Awareness raising campaign
- Engage stakeholder/ practitioner/ learner champions
- Run a pilot at local level
- Build partnerships/ networks
- Learn from other countries
- EBSN Academy

What Next?

- Final Project meeting 13-14 June - Budapest
- *Project Report submitted by September 2013 - will be disseminated on BASKET and EBSN web-sites*