



- The Netherlands: 1.3 million low literated = 11.9% (PIACC)
- National pilotproject Language for Life (2012-2015)



Strategy Language for Life

.... active **connection** between **"sites"** (places where illiterate people can be found) and the diversity of **language service providers** (formal, non-formal, informal)... in combination with an active role of (local) **government** and participation of **libraries**...

1



Regional approach



1



4000 trained volunteers (2012-2015)





Definitions (SEA)

- Non-professional: volunteer, not qualified in teaching low-skilled adults in basic skills education
- Professional: (*paid or not-paid*) qualified teacher in basic skills education for low-skilled adults



Different learning perspectives

- Social self-reliance
- Professional self-reliance



Different learning goals

- Improving basic skills
- Exercising and maintenance basic skills
(*readinggroup, practical exercises, etc.*)
- Context-oriented education
(*parent involvement, reintegration, language in the workplace etc.*)



Roles for non-professionals

- A *reader* guides a readinggroup.
- A *language buddy* helps a participant, a small group or assists a professional. He uses already existing educational materials.
-

1



Coöperation

Professional & Non-professional
Formal & Non-formal education

How? Different models

1



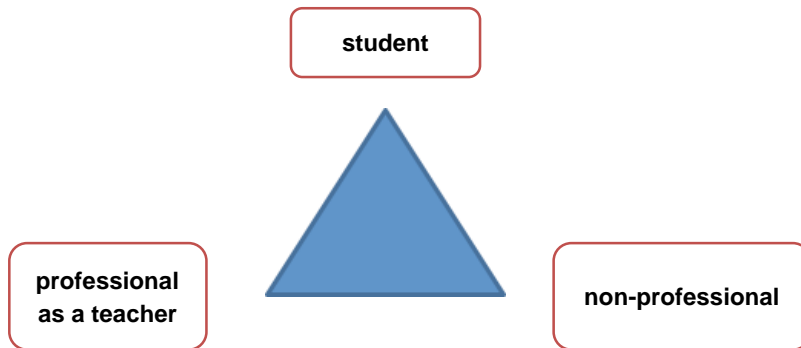
	professional	non-professional
formal education	X →	X
non-formal education	X →	X

12



	professional	non-professional
formal education	X	
non-formal education		X

13

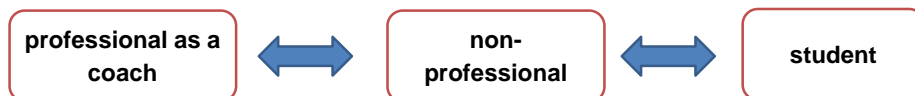




A professional works with a class or group together with non-professionals working under responsibility of the professional,

- in the same space (classroom), sometimes temporarily to get started.
- **not** in the same space, with specific tasks (at “walking distance”)
- **not** at the same time (of the prof.), with specific tasks

Specific tasks: extra/special literacy needs, help for transfer (practical exercises), being a buddy,....



1

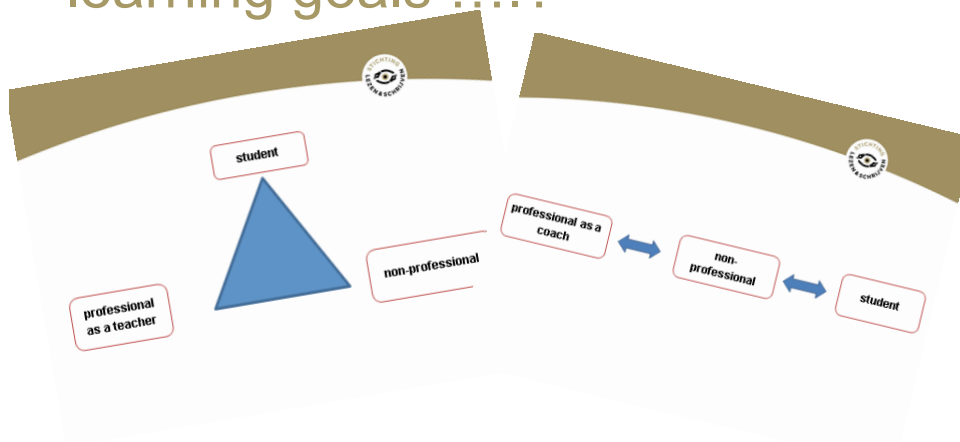


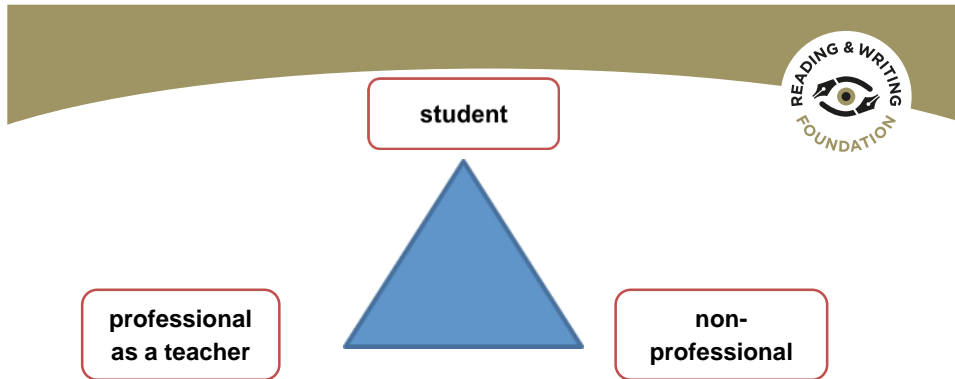
Professional supports non-professional(s), non-professional works independently with one student or small group.

- Support demand-oriented, not obligatory for volunteer.
- Professional supports and coaches a fixed group of non-professionals.
- Professional can be intern of extern (formal education or language point ("Taalhuis", focal point for low literacy often in library).



matching with perspectives,
learning goals?





- guaranteed level increase for labour market
- intensive courses
- group size ic level differences
- teaching ability



Competency profiles



Nr	Competencies	Reader (Non-prof)	Buddy (Non-prof)	Coach (Prof, voluntary)
1	Intake & Assessment			x
2	Support & coaching		x	x
3	Coaching & development			x
4	Stimulating reading	x	x	x
5	Empowerment	x	x	x
6	Planning, organizing & communication	x	x	x
7	Collaborate & connecting	x	x	x



Intake & Assessment

- **(learning) Needs and relevant (learning) characteristics**
- Social psychological aspects
- Cultural differences between participants and between participant and volunteer.
- **Determines language level, interpret results and advise on a course**

1



Support & coaching

- Supports in working with existing and self-teaching materials, on-line and paper-based.
- Supports participants in transfer
- Stimulates independent work and learning among participants.
- Provides simple feedback



- Acts with socio-psychological aspects of low literacy
- Cultural differences between participants and between participant and volunteer.
- Calls for help in case of problems with experts.



Coaching & development

- Coaches participants, also with educational materials that's are less or not self-steering
- Assesses the quality of teaching materials
- Provides advice to participants how best to tackle learning tasks
- Can independently gather and develop teaching materials



- Acts with cultural differences between participants and between participant and volunteer.
- Plays flexibly to language learning issues and actions by participants, providing effective and ongoing feedback.
- Differentiates within small groups



Work to do

- Matching profiles with models
- Matching models with learning perspectives, goals and type of course



Thank you for your attention!

More information:
wim@lezenenschrijven.nl