Directory of European Literacy Resources

A selection of tools and publications produced in the framework of European projects

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Brussels, September 2006.

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Education and Culture

Socrates
Grundtvig

CULTURE
ÉDUCATION PERMANENTE

The publication exists in four languages
(English, French, Italian and German).
The tools presented are only available
in the language(s) presented by the original authors.

The contents of the brochure can also be downloaded from website:
http://communaute-francaise.lire-et-ecrire.be
More details are to be found there on the presented resources.

Progressively, other resources will be added:
readers are invited to send proposals of products to be presented.
A model of the contents of such a presentation is given
on the website.

Contents

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The PASS Project

This publication is one of the outcomes of the PASS - Practices and policies in literacy and basic skills development, Grundtvig 4.1 project (October 2005 to September 2006).

For the project partners, developing adult literacy and basic skills is an essential element in the construction of a *European knowledge society*. Indeed, it is fundamental to allow all those who so wish to have access, in their neighbourhood, to **quality literacy** that takes their needs into account and is based on their active participation.

By literacy, we understand the acquisition of the necessary basic skills to develop active citizen's participation by adults who have never been to school or even if they have, sometimes during many years, still cannot read or write and understand, in whatever language, a simple text related to their daily life.

The project aimed to:

- identify, disseminate and exploit results, methodologies and 'good practices' of literacy and basic skills projects, supported by Europe and more particularly by the Grundtvig action of the Socrates programme;

- initiate research and analysis as regards comparison of practices and policies implemented in this field in the different member States;

- disseminate literacy practices and policies liable to encourage active citizen's participation.

Beyond the objectives fixed for the first year of operation, PASS project partners wish to create the necessary conditions to set up a **European Network** aimed at encouraging leader, trainer and also learner encounters, exchanges and training, in order to pool and enrich our practices and together to inform European, national, regional and local authorities and to contribute to their decision making in the field of literacy and basic skills development.

A selection of resources produced

One of the quality criteria for projects supported by the *Socrates* programme is the development of 'products' that last beyond the duration of the project and are disseminated further than the partners engaged in its implementation.

It is however quite difficult to have access to these 'products' that indeed could show useful for others. Both our grass-root experience and a more in-depth analysis carried out thanks to the PASS project show that such resources remain rather unavailable. To be able to benefit from them, it is almost indispensable to be in direct contact with the persons or organisations that produced them.

With this in mind, we have decided to publish this directory.

Of course, our objective is not to establish an exhaustive list of literacy tools and resources – an almost never-ending task, the result of which would not be of great use for the daily work of the practitioners.

Rather, we wish to make existing **resources more easily accessible and of direct use.** The resources included : educational tools, learning guides, competence references, reading or activity conducting means, awareness raising material, analyses, etc.

The directory's development and the inventoried material's availability form an integral part of our project to set up a European network of organisations coordinating literacy activities, as well as initiatives in the fight against adult illiteracy at regional or national level.

We therefore limited our research to 'products' resulting from (completed) projects supported by *Socrates*, in particular those aiming directly at undereducated adults. We identified about forty of such projects, mostly funded under the Grundtvig action.

We have also included tools developed by PASS project partners and presented at a thematic seminar held in Brussels in April 2006.

A further criterion for selection was to include easily accessible documents: available in documentation centres or directly downloadable on the Internet. We have therefore included only products that we have been able to examine in details.

The creation of such a common pool of instruments and references stimulates exchanges and capitalizes on experiences and ideas. As such, the initiative appears to be an important element in the construction of a European Network.

in the framework of European projects

The following information is included:

- the title (in the original language)
- a presentation underlining its qualities and specific interest in the field of illiterate or undereducated adults' training.
- the name of the project from which the resource is taken and its reference in the ISOC database of the Socrates programme (http://www.isoc.siu.no)
- the authors
- the language(s) used
- the publisher: name, location and date of publication
- the type of publication: book, CD, website, etc.
- the organisation where the publication and additional information can be obtained.

Each resource is presented in one of the **10 themes** fixed by the PASS project partners and explored at the thematic seminar *(see list of themes in Contents on page 3)*.

In order to lighten the resource presentation, *publisher and distributor* details (in *red coloured* and *italics* in the text) are listed at the end of the brochure.

The same concern to offer a handy and easy-to-use catalogue does not allow to give all details on partners, often quite numerous, who have contributed to the development of the tools. They can easily be found on the Socrates database, according to the project's reference (http://www.isoc.siu.no).

We wish you pleasant reading!

If you have a relevant material to propose,consult the website
http://communaute-francaise.lire-et-ecrire.be
and fill a card with presentation.

The Big Plus
awareness-raising campaign

In 2004, Learning Connections (part of Communities Scotland, the Scottish Executive's housing and regeneration agency) launched *The Big Plus* awareness-raising campaign to motivate adults to access learning to improve their reading, writing and number skills.

One of the recommendations made in the Scottish Executive's 2001 strategy report, *Adult Literacy and Numeracy in Scotland (ALNIS)* downloadable on **http://www.scotland.gov.uk/library3/lifelong/alan-00.asp**, was the development of an effective public awareness-raising campaign – *The Big Plus*. *The Big Plus* aims to reduce stigma around adult literacy and numeracy and increase learner numbers. It had a central role in working towards the Scottish Executive's target of encouraging 150,000 learners to take up learning by the end of March 2006.

Considerable resources were put into *The Big Plus* campaign. Tutors and learners were consulted during the initial development stages to ensure maximum effectiveness. The campaign has involved television and radio advertisements and a range of merchandise (such as files, mugs, mousemats, pens and calculators) bearing *The Big Plus* logo. A website and freephone number were set up and, in September 2006, 14,000 phone calls have been recorded since the campaign started in 2004. CD-ROMs have been developed with learner testimonies showing the difference participation in literacy and numeracy learning has made to their lives.

In addition, some local adult literacy and numeracy partnerships have adopted *The Big Plus* branding.

The Big Plus has several strands – *The Big Plus for Young People* (16 – 25 year olds), *The Big Plus for Business* and *The Big Plus for Libraries*.

For a variety of reasons, most of the materials cannot generally be used in other countries; however, for example, clips without words are very... eloquent and can therefore be widely circulated. But the portrayal of learners, their needs and diversity, makes for an very interesting source of inspiration for others.

Support the Way to Literacy
Guidelines for Counselling Disavantaged Adults

The first section of the guides deals with definitions of basic skills and functional illiteracy and with some thoughts on the social dimension of illiteracy as well as on populations more at risk in this respect.

The *Guides* then very practically consider the indicators allowing to detect illiteracy (avoidance strategies, relevant elements in the reading and writing fields, and also in verbal expression, listening, logical reasoning,…).

Following sections give suggestions as to the way to react to such a situation. Here again, it is a matter of practical advice so as not to offend people, to install a trusting relationship, to orientate, to reinforce self-confidence, to encourage motivation,…

The final section gives a list of useful addresses and resources, each partner in the project having of course supplied the most relevant for his/her country or for the language concerned.

As adults often tend to hide their writing difficulties, either by shame or by fear of giving a degraded image of themselves, it is important to draw the attention of advisors operating in different sectors of social work to the illiteracy problem and more so to its social and cultural dimension.

Beyond the overall awareness and information objective, the *'Practical Guides'* aim at helping the advisors in concrete terms to detect difficulties among the population whom they work with, and also to direct them to training centres and to encourage their motivation.

REPRISE [Results Exploitation, Project Research and Information on Social Exclusion]

Action Plans for Basic Skills, Thematic Reports, Final Report

A first outline of a *European Network for Basic Skills* was born in the late 90's (thanks to a grant from the European Commission's DGV-Directorate general for Employment and Social Affairs), and the *REPRISE* project (2002-2005) aimed at widening up this network of national agencies as well as circulating the results of research and nation-wide or regional projects in the field of basic skills of adults.

From the 6 countries involved at the start, the project grew to involve 12 countries, including 'allied' or 'entering' countries: Belgium, France, Spain, Italy, Ireland, Greece, United Kingdom, Latvia, Poland, Rumania, Malta and Norway.

The option taken for the work was that each partner should gather, for his/her country, existing research on the correlation between insufficient basic skills and social exclusion, highlight the most interesting initiatives in the field and propose an action plan relying on basic education for fighting against social exclusion and encouraging integration.

REPRISE's major productions are therefore:

- National or regional *Action Plans*;
- *Thematic Reports*. Each partner chose a particular theme, so that their whole work and proposals address various fields where the improvement of basic skills can contribute to check exclusion (housing, health and drug abuse, crime and rehabilitation of prisoners, integration of neglected youth, welcome of refugees and first arrivals, social participation and citizenship, etc.).

- the *Final Report Making it Happen: Basic Skills for the EU Knowledge Society* contains in particular recommendations addressed to European member States as well as to European authorities.

This wealth in material will be of interest to all those seeking to have an overall view of literacy and basic education policies carried out or to be carried out in Europe.

Mention should be made that the REPRISE project also produced a rapid evaluation tool for basic skills, for use by 'non professionals' (mentioned on the project's website, but not downloadable: one should apply to The Basic Skills Agency).

Evolving Quality Framework for Adult Basic Education
User Guide

Originating from a project launched in 1998, *EQF: Evolving Quality Framework* is the result of a lengthy research, consultation and experimentation process.

The framework is presented in a *Resource Guide* which also serves as a tool for centres who wish to enhance quality – for example, through introducing basic values and principles, such as learner support and participation, confidentiality and ethical standards, etc.

The entire evaluation process is seen as an evolving quality process.

A chapter is dedicated to team work (development stages of a 'quality team', operating rules, decision making, division of work,...) and offers techniques for the team's launch.

Five areas of evaluation are defined (resources, coordination and management, training and educational aspects, progress, awareness raising and promotion), each of these fields being analysed according to specific quality criteria.

The *Guide* then proposes a practical approach, in 9 stages, addressing the criterion with which the quality team has chosen to work – there are 18 criteria in all and it is recommended to tackle only one at the time.

The process proposed is demanding and long-term. Training centres wishing to implement it have, with this *Guide*, material at their disposal, whether in its conception or in the practical resources that it offers (rigorous structuring of the work stages, numerous practical examples, work sheets to photocopy, etc.).

EDU**Q**UA

Manuel: Information sur la procédure/Guide de certification

Handbuch: Information über das Verfahren/Anleitung zur Zertifizierung

Manuale: Informazioni sulla procedura/Guida per la certificazione

Designed for Swiss adult education organisations wishing to obtain EduQua certification, this *Manual* supplies quite rich material for reviewing the way training organisations ensure quality at several levels of their activities and operation, and how they go about improving it.

In this respect, the *Manual* may show useful for operators working in totally different contexts, and without involving official recognition issues.

Six particularly determining criteria for the quality of training bodies have been selected by EduQua:

1. Do training offers satisfy overall training needs and the specific needs of current or potential learners?

2. Do the training sessions offer durable knowledge for all participants?

3. Are the training offers and educational tools presented in a transparent way, understandable by learners and candidate learners?

4. Are the services offered oriented towards the 'clientele'? Are they economic? Efficient? Effective?

5. Are trainer competences (formal or informal, initial or ongoing) adequate (as regards methodology, didactics, subjects taught)?

6. Does the organisation show concern in guaranteeing and developing quality?

Each of these criteria is explored through lists of very practical and detailed questions, and via suggestions about indicators giving an objective account of what is implemented.

Minimum standards are indicated for each criterion – these minima could well represent a useful point of reference, even for organisations that do not – institutionally – need the Swiss label…

ARKS [Adult Returners Key Skills]
5 packs of learning materials

These 5 packs of learning material present key skills for adults who resume training. Generated by a project involving many partners (from Northern, Southern and Eastern Europe), the material was finalized and tested in very diverse countries and contexts with adults who wished to improve their overall competencies. It is therefore quite easily transferable to other training situations and adapted to the needs of learners throughout Europe.

The five packs address a group of skills:

1. *Keys to Learning*
2. *Keys to Communication*
3. *Keys to Numeracy (calculating, quantitative data processing,...)*
4. *Keys to Information Technology*
5. *Keys to Participation*

In each group, the different skills are addressed in succession. For instance, *Keys to Learning* is subdivided in: What is Effective Learning? / Organising your work / Making sense of Information.

Or *Keys to Communication* gives details on Speaking / Presenting yourself and 'reading' people / Reading / Writing / Watching and Listening, etc.

For each sub-theme, many work sequences are proposed, which are indicated on the work sheets by small very illustrative logos (a key for *Objectives*, a flash of lightning for Activity, a steaming cup for *Discussion*, a phylactery for *What do you think?*, a light bulb for *What have you learned?*).

In one word, an easily empowered tool, although it may mean some translation and adjustment of downloaded pages.

1. Curriculum alfabetisering in de tweede taal
2. Curriculum alfabetisering in het Turks

In general, illiterate allophones are taught to read and write in a second language.

The VOCB *(Vlaams Ondersteuningscentrum voor de Basiseducatie)* – centre for the support of basic education in Flanders – has taken up the challenge to develop this double *curriculum* for a joint training in the second language as well as in the mother tongue, in this case in Turkish.

Such tools are developed for use by trainers who address people who do not at all master the host country language, and possibly not even their own written language.

They are both organised along similar lines.

- The 1st part very methodically details the targeted skills, the necessary prerequisites for their development, the different learning methods and strategies, attitudes to encourage.

- The 'course layouts' that make up the 2nd part are structured in such a way as to train in different skills – listening and understanding / speaking / reading / writing – in various contexts: use of services (transport, post office, bank, etc), work and job seeking, children and school, health, leisure time, housing, training, etc.

- The 3rd part proposes a 'learning line', i.e. the sequencing of the courses. Such a line operates as a cycle returning several times to the skills being learned, in different contexts, allowing learners to evolve from simple skills (understanding, reproducing) towards more complex skills (asking questions, gathering and supplying information, expressing oneself,...).

Rekenwerk
Wiskundetoetsen voor de basiseducatie

This CD-Rom contains two tools for exercising skills acquired during the first two levels of training in maths and science in basic education centres in Flanders:

- level 1, after following the two first modules;
- level 2, after following modules 3 and 4.

On the basis of photos, drawings, graphs, problems,... inspired by daily life situations, some small exercises are proposed (one per 'page' and per illustration), allowing to work in following fields:

- counting, numbering, estimating sizes
- the 4 arithmetic operations
- the metric system
- fractions, percentages, proportions, decimals
- money
- reading tables and graphs.

Both tools are ready for autonomous use by learners. After each exercise, the screen indicates if the answer is correct or wrong and, in this case, gives the correct answer. After having gone through all the tools, the learner may ask his/her overall result and put it in memory so as to compare it with later scores.

The tool somewhat lacks interactivity (after having received the correct answer, it is impossible to return to re-examine the question; impossible to skip an exercise; some questions are ambiguous and only accept one correct answer whereas several interpretations are possible, etc.).

It is however enjoyable material, with well imagined exercises, offering a diversity of situations and problems.

ALMAB
[Adults Learning Mathematics Across Borders]
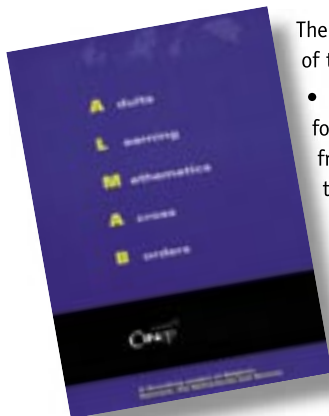
The book is composed of three sections:

• A theoretical part, for which partners from the four countries involved in the project have written articles dealing with general issues or particularly interesting items (from the explanation of the word *'numeracy'* up to an approach of mathematics with a group of migrant women with no schooling whatsoever, through individual learning support in mathematics).

• In the second part, project partners propose examples of good practice and of pedagogical material used in their country. Each of these contributions starts with the presentation of the adult basic education organisation in their region, and with the way maths teaching is integrated in this organisation.

• In the third part, partners very simply explain how the tools were developed, some of the experiences encountered when using them, reactions of participants. For each tool, one can also find the partners' assessment or that of learners from other regions.

A common feature of suggested approaches is to favour the formulation of hypotheses, their sharing and discussion, their verification, etc.

These are active and participative educational approaches, using problem situations and a wealth in imaginative material, related to participants' living experiences.

Here are a few examples (that can be found by clicking on the *'Resource'* section and then on *'Examples'* in the site mentioned above): identifying geometrical figures in the photos of a group visit to Paris, estimating the length of a bent metal bar, comparing the participants' measurements with those of Leonardo de Vinci's 'man in a circle', etc.

The exercises suggested often privilege humour and inventiveness… like this iron bar twisted in the shape of bicycle to learn how to estimate the lengths.

An Adult Literacy and Numeracy Curriculum Framework for Scotland

This document, published by Learning Connections, aims to provide literacy and numeracy tutors with a theoretical and practical framework with which to build a *curriculum* to meet their learners' diverse needs.

The *Curriculum Framework* comes in two parts. The first set out the key principles that should underpin any literacy or numeracy learning: learning, teaching, assessment and evaluation. Part two looks at how these principles might be implemented practically, and includes examples of learning plans, initial assessments and learning activities.

The *Framework* is represented visually as a wheel, which can be used as a tool for planning and reviewing learning. The learner is at the centre and the learning in four domains (private, family, community and working life) is located in concentric circles, which link to the five Scottish Qualifications Authority "core skills" of: communication, numeracy, information technology, problem solving and working with others. Two more circles remind the tutor that learning is not just about skills, but also knowledge and understanding; and that the individual learner's curriculum should ultimately aim to promote lifelong learning, self-determination and critical awareness.

The wheel will be used to develop training objectives all along the process and to elaborate criteria for evaluating acquisitions both for trainers and learners – as mentioned in its caption: *"Use the wheel to think about your learning goals"*.

With the attached numerous examples and case studies, it is a tool that, with simplicity, concision and dynamism, presents complex procedures and supplies material of immediate use in many situations.

PEFaL [Parent Empowerment for Family Literacy]
QualiFLY [Quality in Family Literacy]

The *PEFaL* project (carried out between 2001 and 2003) aimed at supporting parents and children in underprivileged families with poor basic knowledge. The project's title *(Parent Empowerment for Family Literacy)* underlines the increase of parents' power of action and cooperation as regards their children's education.

Such family literacy activities consisted of courses addressed to parents, children or both together. In the different countries, the project partners also organised training of trainers and developed specific tools as well as promotion material.

The Maltese organisation that coordinated the *PEFaL* project pursued the experience via a new project called *QualiFLY*. This project is coordinated by the *UNESCO Institute for Education* and gathers such partners as the *Foundation Etnokulturen dialog (Bulgaria), NALA (National Adult Literacy Agency – Ireland), UPTER (Universita Popolare di Roma – Italy),* as well as *ACEV (Anne Çocuk Eğitim Vakfi / Mother-Child Education Foundation - Turkey).*

The core aim of the project consisted in organising a 5-day training session for practicians who wished to promote family literacy in their own region.

In parallel, the partners developed a series of tools, media or considerations in the field of family literacy.

Thus, *NALA* explored the *'Storysack'* idea, containing books, toys and other supporting aids encouraging family learning. And in particular the Turkish partner *ACEV* developed a specific programme 'for fathers', in order to work on gender stereotypes in parents' roles in the education of children.

It should be underlined that *ACEV* received an *UNESCO* reward for the quality of its literacy work and for its support to mothers in following their children's schooling and in their pursuit of an enhanced status within the family and in society.

At Home with Family Learning

*Fun and useful ways to improve reading,
writing and maths skills for all*
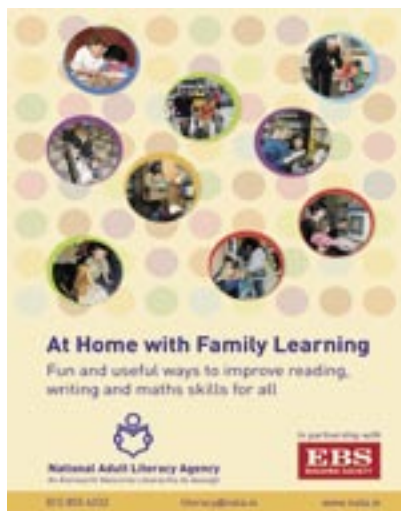
This book proposes activities for all age groups that can help everyone to build or improve his/her skills.

Activities are divided in 5 themes:

- *Sounds and rhymes*
- *Stories and books*
- *Lines, patterns and shapes*
- *Maths around us*
- *Creative fun*

A 6th section on *outdoor learning* (in the garden, the neighbourhood, on holiday,...) mixes the different themes while stressing learning opportunities which present themselves when one leaves familiar surroundings.

Activity proposals are presented in a few words. They are suggestions, ideas mainly achievable without equipment or sometimes with equipment: writing a word on a child's back and asking him/her to guess it, having the child enumerate a maximum of geometrical forms visible through the window, counting aloud the number of steps when going up with him/her, etc.

There are 150 tips like that gathered in levels of complexity within different themes: ideas for babies and toddlers, pre-schoolers, young school children.

The activities have in common to call on parents' know-how, to involve them, and as such, activities are educational for them too.

Each section starts with 2 or 3 questions which will no doubt occur to many: What is a good book? Should I be good at maths to be able to help my children? How will they learn about nature if I have no garden? etc. No answer is given: from the start, the adult is set in a research situation. If necessary, at the end of the book, he/she can find a resource list for the children or for him/herself (in particular literacy addresses).

The book allows trainers to show parents that even if they only have limited knowledge of basic skills, they can however support their children's learning.

1. Participants' Bill of Rights
2. Abriendo puertas
3. La participation comme idéologie ou comme pratique?

The booklets *Abriendo puertas / Opening doors* are collections of texts and interviews of learners describing true-life experiences of participation and democratic education. Their simple language, their subjects drawn from everyday life in training together with a large print, make these books an interesting read for most beginner levels.

The synthesis report drawn up by the Belgian partner *(Participation: ideology or practice?)* presents some achievements in this field (exhibition, 'speaking group', etc.) and analyses contexts and conditions allowing learner participation to go beyond wishful thinking or formal illusions.

These tools are the result of two successive and very similar projects (same coordinator and, for a part, same partners).

Originally, the *'Participants' Bill of Rights'* was elaborated by the learners of several Spanish training centres. It was then discussed and adapted by learners from other European partner countries in the project, according to their own contexts.

This Charter can act as a basis for reflection or for the conduct of groups on the 'right to long-life learning', on the conditions to be gathered for this right to materialize and on the participants' participation in the training organisation and in society in general.

La voix des participants

Participation d'adultes en formation:
mode d'emploi pour plus de démocratie

The booklet was elaborated by a transnational team and invites training participants to reflect on the definition and meaning of democratic practices.

Each partner presents one or two participatory processes, on daily management of the training premises or of the courses themselves (timetables, evaluation, etc.), on the learner representation system via elected spokespersons, on conflict management, etc.

Although practical implementations can obviously not be addressed in such a short book, examples of success stories nevertheless provide indications and beacons for those who wish to begin a participation process or make democracy more effective.

Empowering Consumers: Educated Choices
Gute Wahl! Nur gestärkte VerbraucherIn
leben gut...

'How to make ends meet' and *'Living well, rather than having more'*: it is with these themes that the manual proposes to address the consumer issue.

After well-documented chapters on consumer policies, psychology and behaviour, and on particular issues (health, nutrition, product information, impact of new technologies,...), specific consumer education material is then presented.

An approach is proposed as a model of activity (awareness raising on the osteoporosis problem) and supplies trainers with many methodological tools allowing them to review ways in which they conceive their activity and address their target public (Which pedagogical guidelines? How is their course structured? What do they know about participants' expectations, questions and previous knowledge and how do they take these into consideration? Which learning strategies are proposed; what type of evaluation? etc?).

Other examples of good practice are also presented.

Although the manual does not aim specifically at the training of poorly schooled adults, the model of activity is quite detailed and seeks its inspiration precisely in a literacy training situation.

Other tools on the same theme are available, in English or German, on the website mentioned.

La petite fabrique de photographie

1. Éléments pour une alphabétisation du regard
2. Regards et paroles d'apprenants

"Images can foster the worse and the better. It can confine us in stereotype representations as it can stimulate our inventiveness and understanding of the world and of others."

This double piece of work invites us to such deconstruction / reconstruction operations, the first theoretical and technical, the second reflecting the work and findings of the workshop participants.

The first volume, *Eléments pour une alphabétisation du regard*, is mainly intended for trainers and proposes, on the one hand, some thoughts on the experience of the photographer's eye and the analysis of the meaning of images, and, on the other hand, a technical approach of photography. The latter does not only involve the use of ready-made cameras or services, but also the manufacturing craftsmanship of such devices and different printing techniques.

The second volume, *Regards et paroles d'apprenants*, is the result of photo-writing workshops held during exchange visits in Rome and Budapest. Although the aim was to help each participant to discover the other's town, these workshops were also the opportunity for the 'natives' to discover their own town with new eyes.

Photos and logbook extracts convey the pleasure of such discoveries and the interest of such cross-cutting views.

Quite rich material for trainers and learners who wish to tackle other ways of reading and writing the world.

1. Les utopies du mercredi
Utopia of Wednesday

The documentary was produced by one of the workshop trainers and relates with humanity and humour the adventures of a group of ten adults of different cultures and ages, registered in a writing and visual arts workshop advocating that *'all are capable'.*

With no preliminary artistic training, but assisted by an artist and writers, all of them take up the challenge to write and illustrate their first book.

While following the development of each participant within this workshop, which specifically focuses on the principle of solidarity, the spectator is led to enter into a collective approach, to share creative and demanding work, to experience emotions felt by all, to hear how such a project overturns one's life and reference to the world.

PROJECT: presented at the PASS thematic seminar
DIRECTION: Chantal Myttenaere
PRODUCTION: GSARA, Les Ateliers de la Banane and Chantal Myttenaere
LANGUAGE: French and English subtitles
MEDIUM: DV cam, 56 minutes, 2002
DISSEMINATION: *DISC / GSARA* (BE) and *Centre de documentation - Collectif Alpha* (BE)

2. Entre Mots

As a result of this long-term process, the splendidly illustrated booklets bear witness to the creative and interactive work between the group and the professionals (writers, artists, literacy trainers and film makers).

Although creativity dynamics owe a lot to the collective work, each booklet is however an intensely personal achievement of its author.

These booklets represent ideal support for working on reading, writing and expression in any form.

PROJECT: presented at the PASS thematic seminar
AUTHORS: Ten titles are at present published in the collection *Entre Mots*:
Comme un bâton - Suzanne Brumioul-Vanina, *La terre* - Christiane Demey, *Le chemin* - Mimount El Harkachi,
Histoire d'un univers - Farida El Khabbabi, *Je me suis assis* - Dominic Lauthe, *Il trace, trace, trace* - Jackie Mimbayi Mokoba,
Le passage - Maria Navarro, *Rencontre* - Dominique Page, *Peur du feu* - Marina Puissant, *Temps mort* - Pascale Vandegeerde.
PUBLISHING: Les Ateliers de la Banane and Lire et Ecrire Bruxelles
LANGUAGE: French
MEDIUM: ten booklets (30 p. each), 2004
DISSEMINATION: *Les Ateliers de la Banane* and *Centre de documentation - Collectif Alpha* (BE)

Literacy, Equality & Creativity

Resource Guide for Adult Learners

With its coloured and attractive look, this guide proposes to take creative steps in addressing equality issues. Such steps have in common not to resort to writing.

The first part recalls the context in which the LEIS project was born. The project gathered for the first time (from 2004 to 2006) practitioners and learners from both sides of the border (Republic of Ireland and Northern Ireland), well determined to promote dialogue on the issue of equality.

A theoretical part explains the notion of *'creative methods'* developed in the project and their utility in addressing equality issues.

The five creative methods in use are then explained in detail: 'image theatre', *story telling* (sessions where stories and tales are narrated), use of the gamelan (south-east Asian musical instrument, allowing to develop each participant's skills on an egalitarian basis), drama and visual arts. The guide gives a series of practical exercises for the different methods.

The CD accompanying the guide contains several resources that trainers may use: images, video clips, photos, newspaper articles analysed together, how to make a poster, etc. The CD also contains evaluations and comments by trainers who have tested the methods.

Europa Texto a Texto
L'Europe au fil des mots

"Just next to the place from where Philippe II searched the horizon to see Madrid in the distance, I was born in a village in the Madrid mountains...", "I am Khadija, the migratory bird who lived between Morocco and Belgium...", "My name is Salvatore; when I was eighteen, I left alone the small Sardinian village where I had spent my childhood...", "I was born in Cologne, my mother is German and my father Belgian; it is with pleasure that I recall the holiday camps in the Ardennes..."
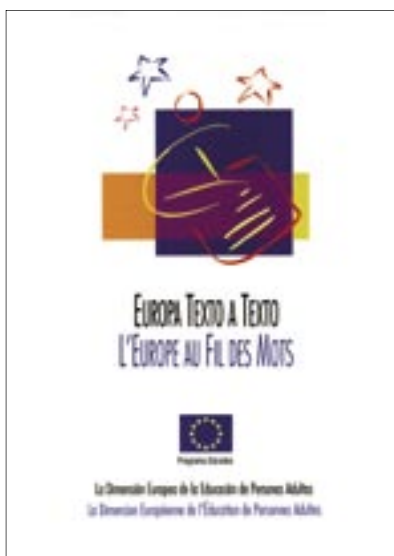
In small touches, learners present themselves and draw a colourful portrait of a multicultural Europe. They exchange what they are, what they do and think, about their surroundings, their contribution to Europe,... and this makes up a magnificent collection of powerful, realistic or poetic texts, mixing souvenirs, observations, analyses.

With the texts in parallel to the translation, the publication renders increased perception of all the languages that were spoken during the exchanges. And the density of the texts, all signed by their authors, leads one to guess the individual and collective research work that was undertaken beforehand.

The project at the origin of the book aimed in particular at making up the shortage of relevant reading material for beginners in adult education centres. The challenge is a success, as almost ten years later, the result still remains topical, interesting and also makes pleasant reading.

The book is supplemented with a dozen index cards proposing pedagogical activities on the theme of Europe; they were tested during the encounters and are the basis of some of the published texts. For each of them, the approach is clearly detailed, so that other trainers in different contexts may easily use them as inspiration.

Reflections of Europe
22 Sessions on Europe
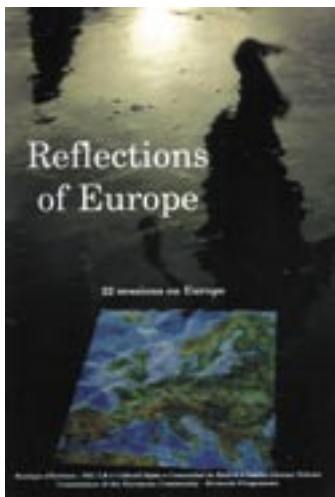
The index cards gathered here are divided into three groups, according to their main objective or theme:

- approaches aiming at supplying learners with tools for analysis (e.g. *"History, we are part of it"*, *"People and languages"*, *"Let's observe a painting"*),
- approaches detailing some historic moments (e.g. *"The witch hunt"* or *"Women's vote"*),
- approaches addressing social and historical themes (e.g. *"Fairy tales"*, *"Emigration"* or *"The orange"*, which allows to tackle trade).

The approaches are conceived in a way to stimulate the emergence and formalisation of the initial representations of learners, then to work on these representations through practical activities: confrontation with documents of different sorts, creation of problem situations and pooling of individual products.

Thus, the process implements creation as well as construction and knowledge transmission approaches at various levels (economy, religion, myths and legends, social organisation, art, etc.). By tackling these fields from a historical point of view, they contribute to understanding the world today.

For each approach, implementation conditions are detailed (duration, public, level, material, support,...), stages are very clearly structured and described step by step with many ideas for the teacher, together with documentary material in abundance.

As these approaches are aimed at adults in literacy training, some serve more as introduction to the study of history and require preliminary learning: map reading, the notion of 'time line', etc.

However all represent valuable tools for trainers who wish to address complex issues with learners, even beginners in reading and writing.

Raccontare l'Europa
Europe Stories

The project developed by UPTER and its partners from Germany, Belgium, Spain and Italy seeks to promote writing and the conservation of autobiographical texts on the theme of Europe, so as to build up a knowledge patrimony from true-life stories, told by people living in Europe. Such a patrimony offers the possibility to address history, culture, mentalities and ways of life in European society. The choice of the theme also helps to develop a sense of belonging to European citizenship, while highlighting individual experiences.

A contest of autobiographical narratives was organised by the partners on the basis of a common methodology and such questions as: Have there been moments in your life when you really felt that you belonged to Europe? Explain this feeling.

Texts could be an autobiographical narration, a letter to an imaginary or actual person, or the life story of another person who has a specific and original experience of Europe.

Texts were gathered late February 2006 and publication has still to be finalized.

In the meantime, two issues of the Italian magazine OPEN offer an outline of the pedagogical conception of the (auto)biographical work in operation here:

• *Le memorie della memoria*. OPEN, Rivista italiana di educazione continua, n° 5 (gennaio-aprile 2000), EdUP, 136 p.
  In particular, read Andrea Ciantar, "L'autobiographia e l'educazione degli adulti", pp. 31-44.

• *Racconti di sé racconti dfel mondo*. OPEN, Rivista italiana di educazione continua, n°8 (gennaio-aprile 2001), EdUP, 232 p.
  In particular, read Lavinia Oddi Baglioni, "Riccordi e scrittura degli allievi dell'Upter", pp. 126-156. After a short description of the teaching process follows the reproduction of texts written during autobiographical writing workshops at UPTER.

Raccontare l'Europa received the award for the 'best 2005 Grundtvig project' given by EAEA (European Association for Adult Education). There is a presentation of the project on the latter's website: **http://www.eaea.org/doc/eaea/GR05WinnerPres.ppt**

TAGG

Trainingsmodul zur Qualifizierung des Ausbildungspersonals von Personen mit geringer Grundbildung

The module aims at teachers and trainers of adults mainly working in the vocational training sector.

It contains a first general information section on basic skill deficiencies, which vary from one language to another, in order to best adapt to the national context.

After this introduction, the approach is the same. It mainly seeks to identify various types of learning difficulties and suggests different ways of supporting and (re)motivating learners meeting up with such difficulties.

Four groups of learning difficulties are analysed:

* blockage
* stress related to learning
* regression
* standstill

Each of these difficulties is described and analysed: what are the causes, how does it emerge, how is it identified, what are the possibilities and approaches allowing to reduce or prevent it.

The training sessions were thoroughly tested in the three countries, so that the remaining material is not limited to the contents dispensed to trainers, but also shows the work carried out with learners on the learning difficulty issue.

Thus, texts are sprinkled with accounts from learners and drawings where they present the various types of difficulties that they feel.

The document also contains monographs on workshops organised within the TAGG project:

* a workshop to 'learn to learn';
* a session to 'learn to support', that supplies methodological tools to facilitate a dialogue with the learner and build some common reflection;
* a session dealing with 'reducing fear', that very clearly states the basic conditions for emancipatory education.
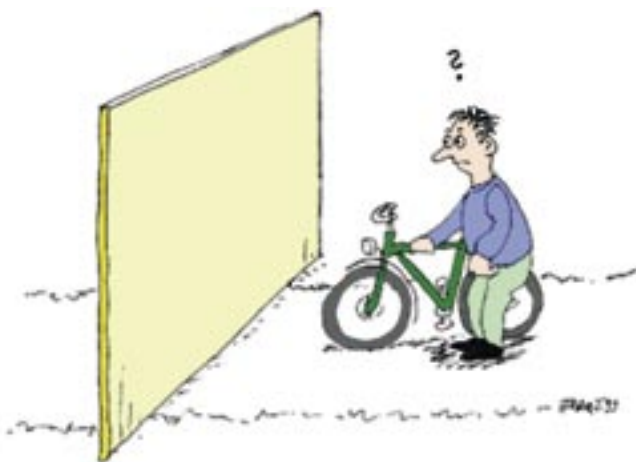
Reading and Writing Difficulties among Adults

A course sketch for Grundtvig 3 and similar short courses

The *Forward* approach underlines reading/writing difficulties related to dyslexia or to disorders in processing visual, auditory, kinaesthetic,... information (not to be confused with visual, auditory,... deficiencies). However, the role of other factors (social, economic, cultural,...) is not neglected.

The tool presented here was produced by Forward Trainer, a branch of the first project. It is a short training process (course sketch), aimed at various professionals (teachers or trainers of adults, social workers, orientation agents, organisers,...) likely in their work to cross adults in difficulty as regards the written word.

It is an awareness raising module for such difficulties, aiming at becoming aware of the scope of the phenomenon, of the importance to respond to it, as well as the many factors involved.

In a very compact form, the module aims at providing participants with specific knowledge and information, and with skills of use in supporting the target group.

The course programme is based on a 3-day period, each day made up of 4 modules: the first 4 are meant to 'set the scene', the next 4 allow to analyse factors likely to cause difficulties as regards writing together with their impact on people, the last 4 modules look at what can be done in different contexts.

The approach's guiding principle is to put participants in a situation of research, even sometimes destabilising them by proposing unusual exercises (like drawing forms without looking at the sheet of paper, only at its reflection in a mirror).

The entire content of this short training session urges participants to envisage the other's point of view, to take an opposing view of generally accepted ideas, to experiment positions that are not necessarily their own.

This is the case for 'icebreakers' (play activities aiming at breaking the ice at the start of a session) as well as for the analysis of the IALS (international adult literacy survey) results, for exploring case studies via role playing, etc.

Training Basic Skills Teachers

Partners in the Training Basic Skills Teachers project represent a network of practitioners and pedagogues involved in training adult trainers – more particularly trainers seeking to reinforce basic skills among poorly qualified persons.

The network seeks to developing and sharing, at European level, a broad range of materials and research aiming at supporting training of trainers, and proposing learning tools for themselves and for their learners.

The project's website centralizes all resources and examples of best practice presented by partners, as well as several links.

This wealth in material is divided into three major groups: *Literacy, Numeracy* and *Host Language* (i.e. learning the host country's language); one section is devoted to research and surveys carried out in the field.

In each of the sections, one can either download pdf documents or link up with websites of associations (partners or not) developing activities in the field of trainer training.

This austere-looking website is a mine of resources. An example among others: in the *'Numeracy'* section, if one opens the pdf document soberly called *'Probabilities 1'*, one discovers a dynamic and illustrated resource on the probability of shortly discovering a vaccine against malaria, or that such and such a football player will become captain of his team, etc.

Feel like looking into it?:

http://www.math.muni.cz/math/comenius/docs/NUMERACY_Probability1.pdf

ASSET
[Adding Support Skills for European Teachers]

ASSET is a large transnational cooperation project (Austria, Bulgaria, Estonia, Greece, Ireland, Czech Republic, United Kingdom and Sweden) gathering very different partners: a popular high school, non-governmental organisations, university, local authorities,…

It therefore benefits from very diverse experiences in the field of adult education.

The ASSET website offers adult trainers material that helps them analyse their training practices and gives them tips to improve the latter.

The website is divided into three sections:

- Methodologies focusing on the learner
- Backing learners in their learning processes
- Highlighting the diversity brought in the class-room by the learners.

Each of these sections offers different branches with multiple ramifications proposing lists of questions, definitions, indications for activities.

For example, as regards the section on methods, it lists a large number of subjects for thought on all that can contribute to 'put the learner at the centre', before as well as during and after the course.

- *Before the course:* the trainer is invited to think about what is foreseen to get to know the learners, their characteristics, motivations, their previous skills; also the different ways to elaborate a programme, to plan the training process, etc.

- *During the course:* another list of proposals or questions brings the trainer to envisage the elements of a convivial environment, how to organise work in groups, how to work on problem situations, what the evaluation aims are, who carries them out, with which feedback for the learners, etc.

- The reflection on *'after the course'* is in turn fed by some fifty items relating to the trainer's self-evaluation according to several axes, and by more than twenty items relating to the evaluation of the organisation, the logistics, the programmes, etc.

The two other sections (*Backing the learners / Highlighting diversity*) are built on the same principle, while sometimes offering (downloadable) work sheets for the learners or for the trainers.

In all cases, there are no 'ready-made solutions' dictated to trainers: they need themselves to imagine and feel what needs to be improved according to the context.

Although the website – with its countless lists of questions, definitions and suggestions – does sometimes seem to be not very user-friendly, it nevertheless represents a precious resource for all those who wish to thoroughly rethink the multiple aspects of their training practice.

ASSET

One sheet – Several themes

Some resources address several of the 10 themes proposed in this brochure.

However, each sheet is only presented once and is therefore only classified under one theme.

Hereafter, the sheets are listed under the other themes that they address.

LEARNING

MATHEMATICS AND SCIENCE

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This publication inventories 25 adult literacy resources

which are easily accessible and useful for trainers and other grass-root operators:
educational tools, learning guides, references, activity conducting means,
awareness raising material, analyses,...

These documents are classified according to ten themes
and their contents clearly explained. Website details allow downloading,
or if they only exist in paper form,
a distributor's address makes them easily available.

This first selection of tools is mainly the outcome of work carried out
in the framework of European projects supported by the Socrates programme.
We have also used some tools developed by the PASS project partners.

This directory's creation and the inventoried material's availability form part
of our project to set up a European network of organisations coordinating literacy activities,
as well as initiatives in the fight against adult illiteracy at regional or national level.

The contents of the brochure are also to be downloaded on website:
http://communaute-francaise.lire-et-ecrire.be
Additional details are available on the website and it will also present other resources.

piezo.be