

About the Basic Skills Departement

Basic skills departement - mission

- increase the teachers' competence
- promote the framework for basic skills for adults (competence goals)
- numeracy, reading and writing, digital competences, oral communication

Competence goals

The Competence Goals: Reading and writing



- Level 1 comprises the absolute basic decoding and spelling skills needed to be able to read, understand and write words and simple texts in everyday life. The reading process is in focus on this level.
- Level 2 describes the competence needed to be able to read and write coherently, fluently and relatively quickly. Some will still struggle with a somewhat weak understanding on this level.
- Level 3 comprises the skills needed to handle various types of texts at work and in society in general.

The Competence Goals: Oral communication



- Level 1 covers basic communication in familiar situations, like taking messages and asking for help when something has not been understood.
- Level 2 describes the skills that are necessary to take an active part in communication dealing with familiar topics of personal and professional interest.
- Level 3 covers the skills necessary to communicate flexibly and efficiently in both familiar and unfamiliar situations.

Projects - groups at risk

Drop outs

- back on track
- combine training in basic skills with work
- apprenticeship

Inmates

- Combining training in basic skills and work prison workshops
- upper secondary vocational training, aiming at apprenticeship
- handicraft production and sale prison shops
- numeracy and oral communication

The Norway Post project

offer courses to 500 employees

100 lessons, 40% in the work
hours, 60% the spare time

main focus on reading and writing

Vox has produced learning
materials (literacy profiles,
portefolios)

better computer skills and better
self confidence

2010-2013 – 600.000 euros



The Competence Goals: Numeracy



- Level 1 describes the minimum competence needed to understand basic concepts and symbols and perform simple mathematical tasks in concrete and familiar contexts.
- On level 2, the adult responds actively to mathematical information
- Level 3 describes a more independent attitude; the adult understands, uses and responds critically to more complex mathematical information in the form of numbers, symbols, graphs, figures etc.

Every day mathematic/Numeracy

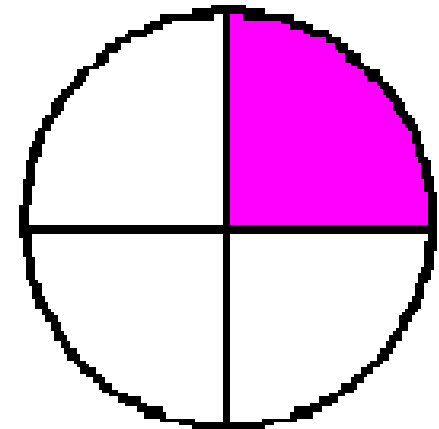
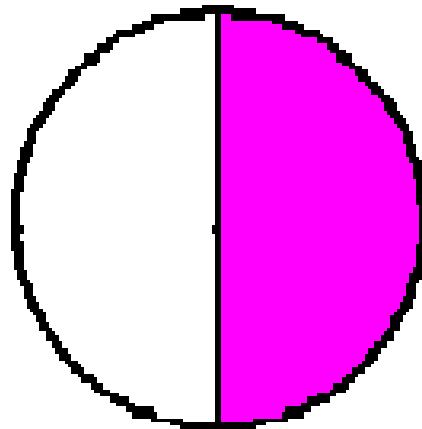
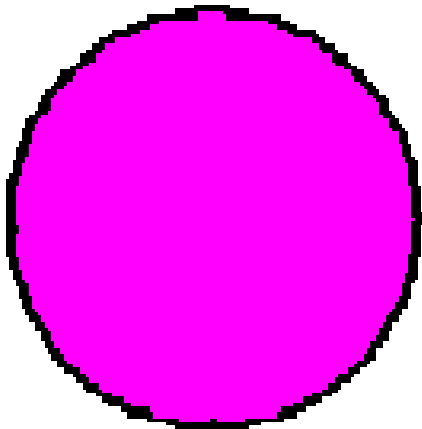
«To be numerate means to be competent, confident, and comfortable with one's judgements on whether to use mathematics in a particular situation and if so, what mathematics to use, how to do it, what degree of accuracy is appropriate, and what the answer means in relation to the context »

Diana Coben 2000

Examples – level 1, Percentages

Competence goal:

- Use simple percentages like 25 %, 50 %, 75 %, 100 %, ...



Example level 2, Percentages

Competence goal:

Perform simple calculations of percentages

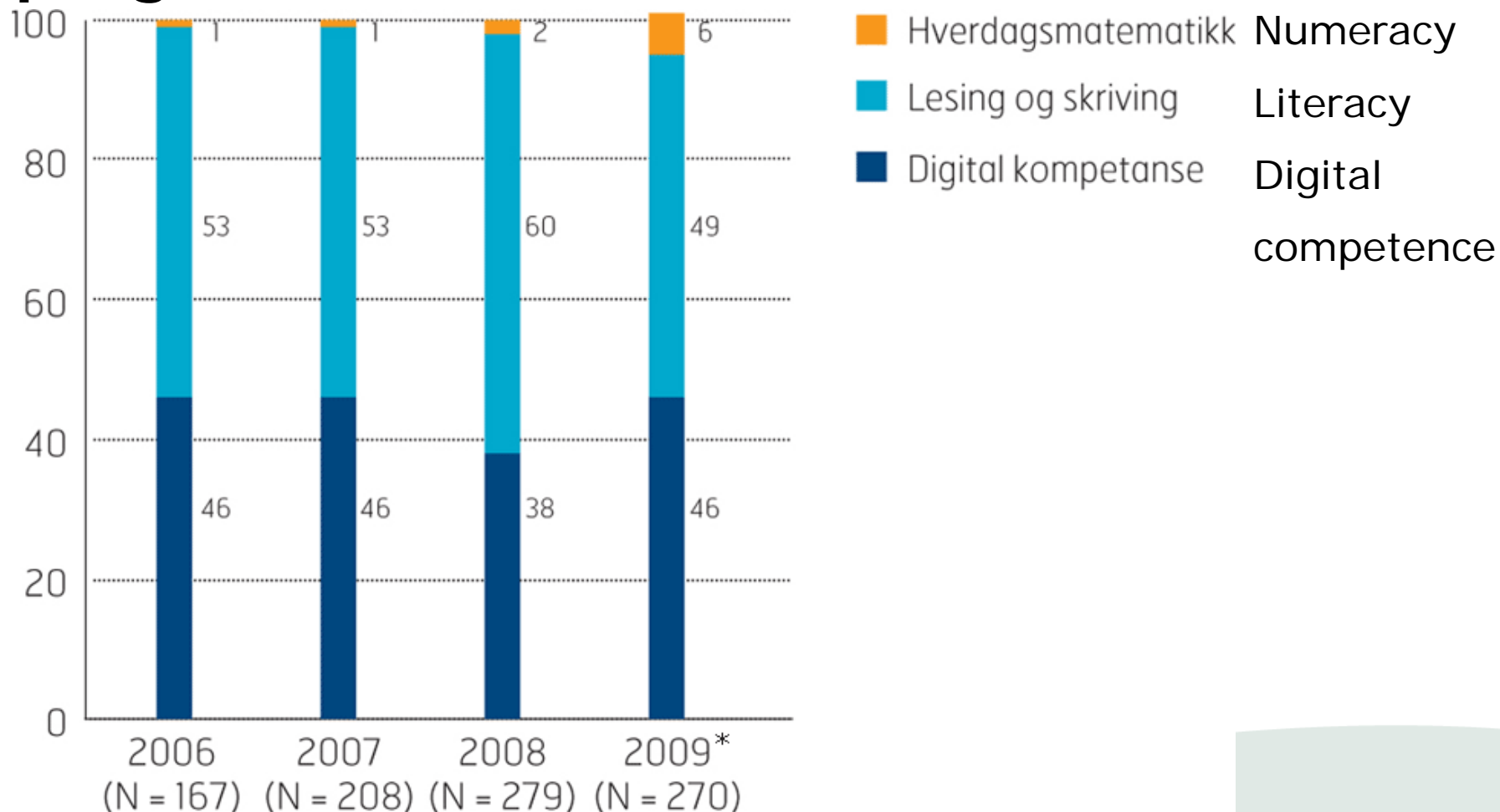
Original price is 600 kroner.
How much do the trousers cost on sale?



Sale

- 40 %

The Basic Competence in Working Life programme



Gyproc – a world leading factory



problem solving
competency

to form a question

to solve a problem



How to prevent these plasterboards from falling

Numeracy – practical approach

- Relevant work tasks as origin for training
 - Show how math is used on the job
 - Discover the need for math on the job
 - Different approach from the traditional school math
 - Motivation for math learning
- Embedding numeracy in vocational education increases numeracy qualification rates (Casey et al. 2006)

Production technician

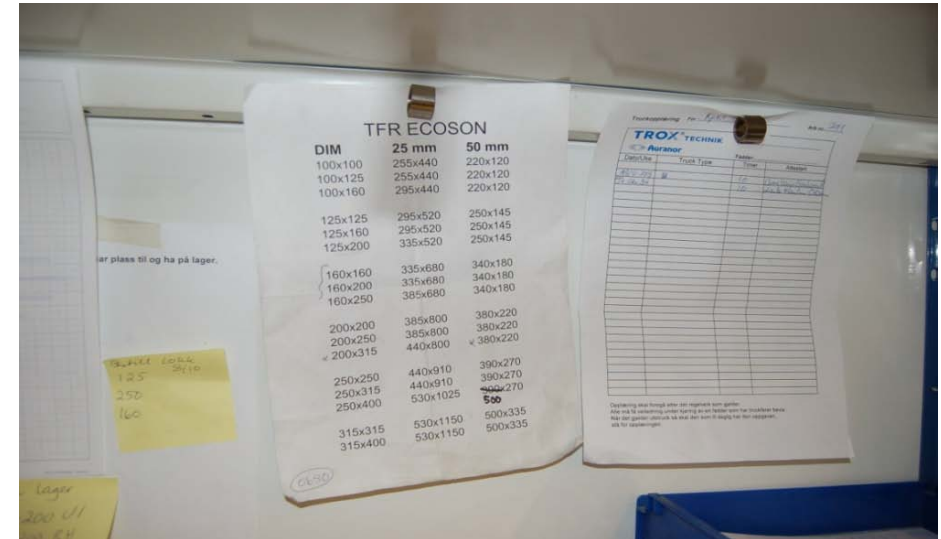
Young people who had dropped out of upper secondary education (vocational education)
How to get them back to work or education?



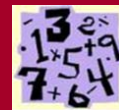
Production Technician

Identify learning goals:

- How to use the measuring tape
- Calculate area



My learning plan – Numeracy



An individual learning plan

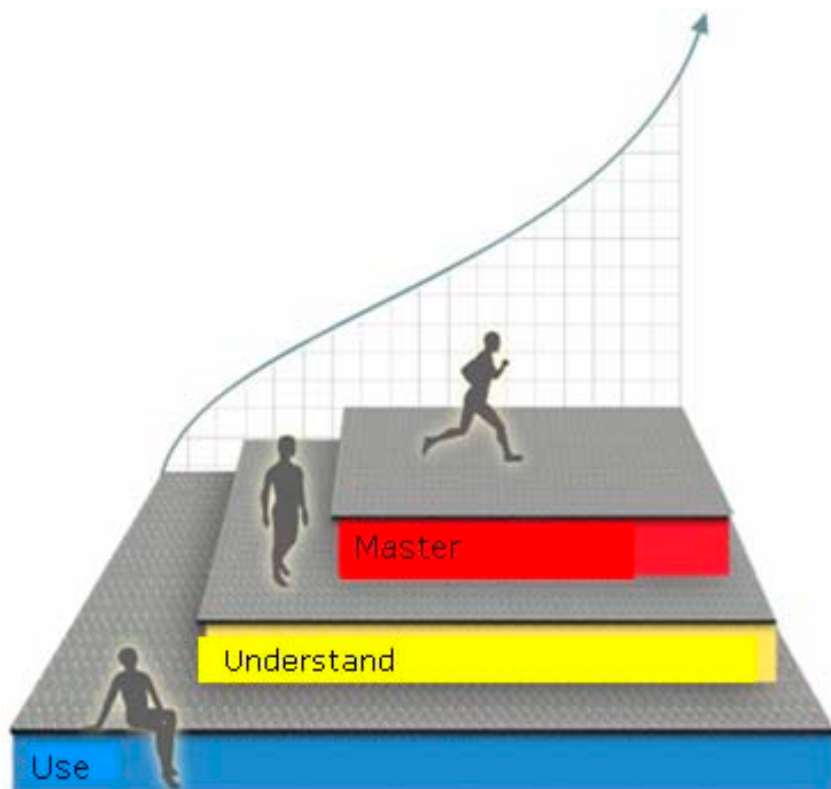
Goal	To reach this goal I have to	I can do	I will train more
Understand the position system for whole numbers	-Understand 1s, 10s, 100s, 1000s -Practice addition and subtraction tasks		
Understand the position system for decimal numbers	- Work with fractions like 1/10, 1/100, 1/1000		
Know the prefixes milli, centi, deci			
Be able to use the measuring tape	Practice finding mm, cm, dm, m with the M.T.		
Be able to change between mm and cm (both ways)			
Be able to change between km and m, m and dm, dm and cm			
Be able to calculate area for rectangle and circle			

The Competence Goals: Digital competence



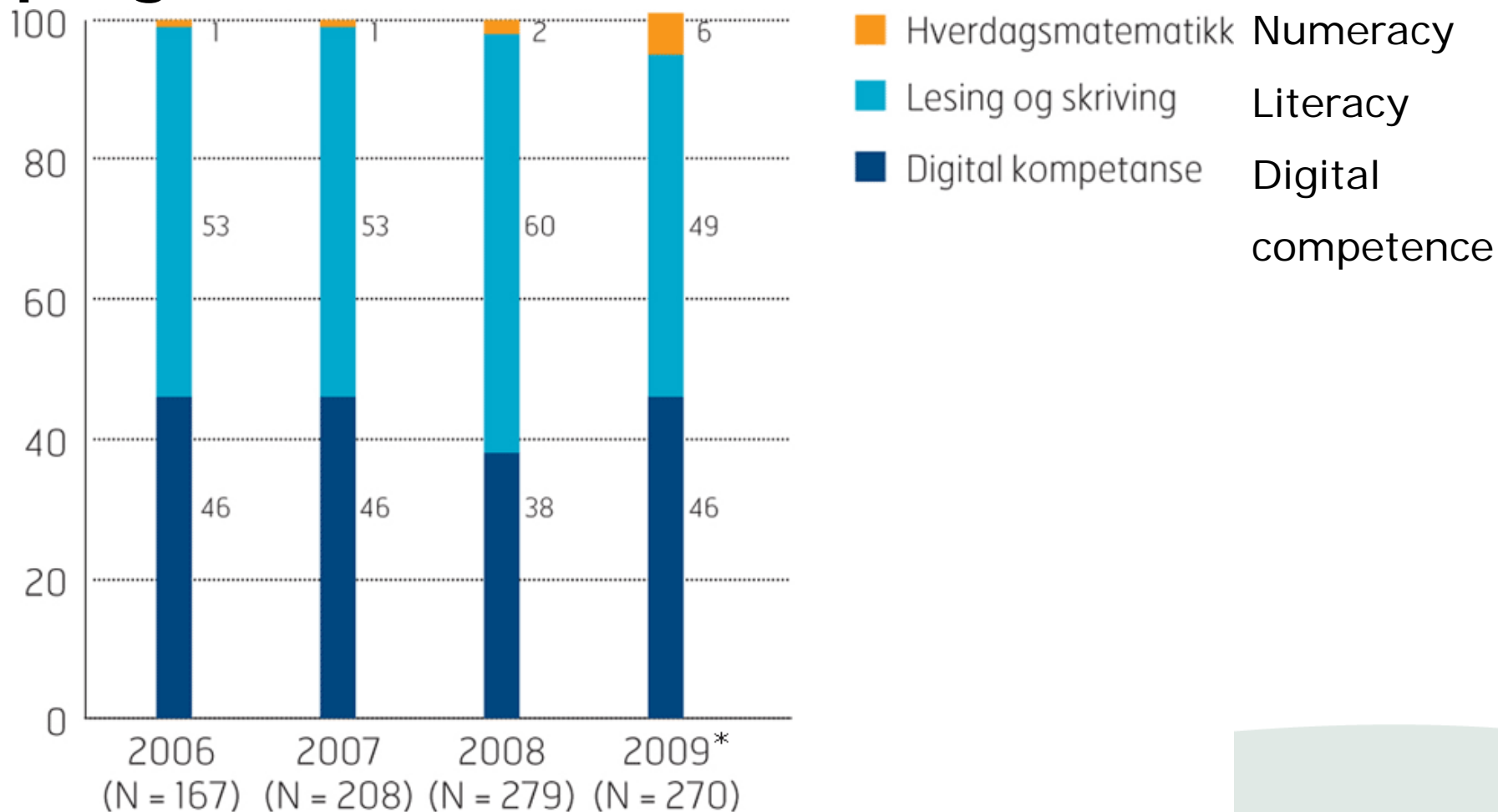
- Digital competence is about using various ICT systems, finding and exchanging relevant information and producing and presenting information to others.
- Level 1 comprises the minimum competence needed to be able to utilize public and private services to one's own ends.
- Level 2 describes the competence needed to use various web-based services independently and actively.
- Level 3 comprises the competence needed to be able to exploit the potential of new technology independently and actively.

eMaturity



a dimension of digital competence, and is about how you develop yourself towards a more independent user and have a conscious relationship about how to handle digital information and digital services

The Basic Competence in Working Life programme



Weak digital competence

27 per cent of the Norwegian population are non-users or weak users of digital tools

most of these neither feel a need to improve their skills nor have an interest in doing so

these numbers have not changed significantly the last two years

Project example: "Parents and digital competence"

parents want to help their children with their schoolwork

most schools in Norway now employ digital "Learning Management Systems" (LMS)

parents perceive problems in using LMS, and feel they contribute less to their children's education

motivation to learn: become digitally competent to assist their children

action: courses in digital competence for parents

Motivation for adaption – teaching digital competence

Question: How do you get adults back to the schoolbench?

Answer: You don't!

- Children go to school because they have to, adults do not – they must be motivated to learn
- Adults must experience "perceived benefit"

From practice to theory – not vice versa!

how to give adults the notion of perceived benefit and adapt for change

- identify areas of interest
- get out of the classroom

For more information

- See www.vox.no/english