

**WORK PLACE LITERACY  
A MODEL FOR EUROPE**

**PORTFOLIO  
OF PUBLICATIONS**

**lit.voc**  
Literacy and vocation



Lifelong  
Learning  
Programme

Literacy and vocation

The project **Literacy and Vocation** identifies literacy needs for workplace purposes and develops concepts and materials for literacy and numeracy education (skills for life) in Europe.

Workplace literacy is the ability to communicate effectively in a workplace using (but not restricted to) written information and other forms of communication. This includes communicating appropriately to fulfil company goals, solve problems, accomplish tasks, and to think creatively and critically on the job. It requires being able to determine what, how, with whom, why, and when to communicate orally or in writing, and how to use language and quantitative information to do this.

The project partnership suggests that workplace oriented literacy programmes are the most effective way to build the literacy skills of people already in employment or in apprenticeship.

To support policy makers, civil servants, teachers, trainers and many more lit.voc develops concepts and materials that focus on how to plan and implement workplace oriented literacy programs. Most of the materials will be published in Bulgarian, Danish, English, German (austrian and german versions) and Spanish.

# LITERACY NEEDS FOR VOCATIONAL PURPOSES

## EUROPEAN MANUAL

in English

## NATIONAL MANUALS

in Bulgarian, Danish, German (D),  
German (A), English, Spanish

**TARGET GROUPS AND BENEFICIARIES** Teachers, trainers, vocational training counsellors,  
employment advisors  
**SCOPES** Vocational guidance, adult education, further education,  
key competences

**EUROPEAN MANUAL** This manual and guide gives facts and information concerning the perceived lack of literacy competences among many adults in European societies. It goes on to propose alternative methods to help reveal individuals literacy difficulties and to demonstrate examples of how to foster basic education and skills for life for vocational purposes.

**NATIONAL MANUALS** These manuals offer information about the national situations concerning literacy levels and functional illiteracy in Austria, Bulgaria, Denmark, Germany, Spain and the United Kingdom. The situations are elaborated using testimonials from 'real people with real stories' and give an overview about the quantitative and qualitative situations and the applied methods to combat illiteracy in these countries.

**AVAILABLE** [www.literacy-and-vocation.eu](http://www.literacy-and-vocation.eu)





## **LITERACY NEEDS FOR VOCATIONAL PURPOSES**

### EUROPEAN MANUAL

For a relatively high percentage of EU individuals, insufficient literacy and numeracy skills often lead to exclusion from social and occupational participation whilst in the worst cases to a loss of employment. This is often due to increasingly complex job requirements even in sectors with low-qualification demands. General education and vocational training systems within many countries are not significantly prepared to provide adults with the necessary literacy and numeracy skills directly linked to technical and vocational requirements, whilst literacy and numeracy education is often offered without any reference to employers job requirements.

This guide offers facts and information about the lack of literacy competences among many adults in European societies, proposing methods of revealing literacy difficulties by showing examples of how to foster basic education and skills for life for vocational purposes. Current developments and research projects show that workplace training in literacy may be an effective way to reach people with insufficient skills. Workplace literacy training targets real work demands based on real situations that people encounter on the job.

In addition to good practice examples the guide also contains; tips and hints for vocational guidance professionals, a glossary to the different fields of literacy education and a selection of European experiences from different sources.



## **LITERACY NEEDS FOR VOCATIONAL PURPOSES**

### NATIONAL MANUALS

The manuals are targeted at vocational guidance professionals, giving facts and information about low literacy levels among adults in each country. They propose methods to reveal literacy difficulties and show examples of how to foster basic education and skills for life for vocational purposes.

The manuals define the concepts of literacy and basic education which is the main focus of the project, and give hints and tips for vocational guidance professionals. The guidance of individuals experiencing literacy difficulties is explored with practical examples of methods to reveal the individuals literacy deficits. Practitioners will find useful materials for counselling people with a lack of basic skills e.g. Literacy checklists for questions about the social backgrounds, school and vocational life and agreeing realistic vocational prospects. Good practice and concrete examples from the different countries in combating illiteracy in the vocational education and training of adults are also added.



# GRUNDBILDUNG UND BERUFLICHE WEITERBILDUNG

BASIC EDUCATION AND VOCATIONAL TRAINING



## NATIONAL MANUAL

Only in German

**TARGET GROUPS AND BENEFICIARIES** SCOPES Providers and stakeholders of vocational further training in companies, social partners, political stakeholders, policy makers  
Adult education, further training, key competences

**NATIONAL MANUAL GERMANY** This is a guide with information, facts and examples of best practices in basic education within vocational further training.

**AVAILABLE** [www.literacy-and-vocation.eu](http://www.literacy-and-vocation.eu)





## **GRUNDBILDUNG UND BERUFLICHE WEITERBILDUNG**

### BASIC EDUCATION AND VOCATIONAL TRAINING

This guide informs, illustrates problems, offers solutions through case studies, outlines policy recommendations, provides tips and makes suggestions for the structure of basic education programs as part of vocational further training. Using the example of the profession "KITCHEN HELPER" it is shown, that a large number of LITERACY COMPETENCES are necessary to successfully carry out this job. The job related profile of literacy competences can also be a first indication for further educational training, both for employees with literacy needs and for job seekers.

This guide also contains definitions of several types of illiteracy, which clarify the different dimensions and implications of a lack of basic competences. Some of the additional good practice examples of indoor training are evaluated.

Finally there are additional selections of German and European information sources.



## **INHALT**

### **TEIL I**

BASISBILDUNGSANFORDERUNGEN IN DER ARBEITSWELT

MANGELNDE BASISBILDUNG  
BEI ERWACHSENEN ERWERBSTÄTIGEN:

GESCHICHTEN AUS DEM EUROPÄISCHEN ALLTAG

MANGELNDE BASISBILDUNG  
BEI ERWACHSENEN ERWERBSTÄTIGEN:

FAKTEN ZU EU, DEUTSCHLAND, DER SCHWEIZ UND GROSSBRITANNIEN

BASISBILDUNG IM RAHMENBETRIEBLICHER WEITERBILDUNG FÖRDERN:  
EMPFEHLUNGEN AN POLITIK UND GESELLSCHAFT

### **TEIL II**

BASISBILDUNGSINHALTE FÜR DIE BERUFLICHE WEITERBILDUNG

BEST PRACTICE BEISPIELE:  
BASISBILDUNG ALS ELEMENT DER BERUFLICHEN WEITERBILDUNG

### **TEIL III**

GLOSSAR: LITERACY – BASISBILDUNG

INFORMATIONSQUELLEN



## **JOB PROFILES** **INCLUDING LITERACY DEMANDS ON THE JOB**



### **NATIONAL JOB PROFILES** **Bulgaria, Denmark, Germany,** **Austria, United Kingdom, Spain**

All profiles in national language and in English

#### **TARGET GROUPS AND BENEFICIARIES**

Vocational training providers, teachers, trainers, stakeholders

#### **SCOPES**

in vocational training and adult education

Adult education, further training, key competences, vocational training

#### **NATIONAL JOB PROFILES**

The job profiles describe the working tasks of HELPER/ASSISTANT PROFESSIONS levels and the literacy competences needed for the safe and successful completion of the working tasks.

#### **AVAILABLE**

[www.literacy-and-vocation.eu](http://www.literacy-and-vocation.eu)





## **JOB PROFILES – INCLUDING LITERACY DEMANDS ON THE JOB**

The job profiles give an overview of the typical activities of each helper/assistant profession, which are sequenced into individual professional actions. In the next step, these actions are aligned with to the basic skills which are necessary to successfully conduct the working tasks. An additional table arranges the professional actions in relation to the basic skills of reading, writing, speaking and listening, numeracy, critical thinking and ICT. These job profiles and literacy competences can be a first indication for further educational training requirements.



## **JOB PROFILES WERE DEVELOPED FOR THE FOLLOWING PROFESSIONS**

- Kitchen helper (German and English)
- Warehouse worker (German and English)
- Woodworker (Bulgarian and English)
- Welder (Bulgarian and English)
- Construction helper (German and English)
- Cross-professional-ICT-skills (German and English)
- Domestic worker (Danish and English)
- Gardener (Danish and English)
- Electrician helper (Spanish and English)
- Housekeeping (Spanish and English)
- Care worker (English)
- Housekeeping-Hotel (English)



**DOCUMENTATION OF  
EUROPEAN LITERACY DEMANDS  
ON THE JOB**



**EUROPEAN PROFILES  
FOR CRAFT AND SERVICE PROFESSIONS**

in English

**TARGET GROUPS AND BENEFICIARIES** Vocational training providers, teachers, trainers, stakeholders  
**SCOPES** in vocational training and adult education  
Adult education, further education,  
key competences, vocational training

**EUROPEAN LITERACY DEMANDS** The EUROPEAN LITERACY DEMANDS describe the necessary competences needed for the completion of the working tasks in the craft and service professions. Whilst the basic skills needs are often similar across the professions there are subtle differences that have implications for employers and employees, especially in the area of numeracy.

**AVAILABLE** [www.literacy-and-vocation.eu](http://www.literacy-and-vocation.eu)





## DOCUMENTATION OF EUROPEAN LITERACY DEMANDS ON THE JOB

This documentation contains European literacy demands for two branches (occupational sectors): CRAFT AND SERVICE PROFESSIONS in the competence fields

- . READING
- . WRITING
- . SPEAKING AND LISTENING
- . NUMERACY
- . CRITICAL THINKING (PERSONAL/SOCIAL SKILLS)
- . INFORMATION COMMUNICATION TECHNOLOGY

The information for the CRAFT and SERVICE PROFESSIONS were developed on the basis of twelve different professions. The compilation highlights that the standards from different vocational fields often require quite similar underpinning literacy skills (reading, writing, speaking, listening, critical thinking, media skills). However, the numeracy skills vary more between different vocational fields. These differences are often due to the variations of the products, the types of processes and machinery being used as well as also depending on the way that companies organize their quality systems.



## FIRST STEP TO EUROPEAN CORE CURRICULUM

In light of the fact that many workers have a lack of basic skills; this documentation may provide helpful hints for developing contents and structure of further education training. In addition, these profiles are used to describe the literacy skills in the European Workplace Literacy Profile (EUROPEAN CORE CURRICULUM).



# WORKPLACE LITERACY PROFILES (CORE CURRICULA)



**EUROPEAN WORKPLACE LITERACY PROFILE**  
(EUROPEAN CORE CURRICULUM) **in English**

**NATIONAL WORKPLACE LITERACY PROFILES**  
(National CORE CURRICULA)

**TARGET GROUPS AND BENEFICIARIES**

Vocational training providers, teachers, trainers, policy makers, stakeholder in vocational training and adult education  
**SCOPES** Adult education, further education, vocational training, key competences

**EUROPEAN AND NATIONAL  
WORKPLACE LITERACY PROFILES**  
**Austria, Bulgaria, Denmark, Germany,  
United Kingdom, Spain**

The EUROPEAN WORKPLACE LITERACY PROFILE as well as the NATIONAL WORKPLACE LITERACY PROFILES describe the requirements of literacy competences in the working place and for vocational (further) training (vocational training often requires a higher level of literacy competences than needed on the job). These competences are needed for an entrance into the process of lifelong learning within vocational contexts.

**AVAILABLE** [www.literacy-and-vocation.eu](http://www.literacy-and-vocation.eu)





## EUROPEAN WORKPLACE LITERACY PROFILE NATIONAL WORKPLACE LITERACY PROFILES

The basis for describing the literacy skills in the European Workplace Literacy Profile (EUROPEAN CORE CURRICULUM) constitute the Job Profiles in HELPER/ASSISTANT PROFESSIONS collected and evaluated in Austria, Bulgaria, Denmark, Germany, Spain and United Kingdom.

The analysis of the job requirements consists of collected information and data about required literacy skills on the job based on the work processes in companies, the mastery of tools and machinery, the use of materials and the necessary knowledge and skills required in the workplace. This analysis was necessary to identify the required literacy skills that could not be found in vocational curricula or pre-existing job requirements. The profiles describe the working tasks and the literacy competences needed for the successful completion of the working tasks.

Starting from the requirements of literacy competences in the working place the European Workplace Literacy Profile goes one step further: As vocational (further) training itself often requires a higher level of literacy competences than needed on the job, these competences and skills form part of the description of competence areas because they are needed for an entrance into the process of lifelong learning within vocational contexts.



## LEVEL DEFINITIONS EUROPEAN FRAMEWORKS

Three levels (Basic Level, Level 1 and Level 2) are defined and described for the competence areas/dimensions *Oral Communication (Speaking and Listening)*, *Written Communication (Reading)*, *Written Communication (Writing)*, *Numeracy*, *Critical Thinking and Digital competence*. Level 1 is the minimum level needed to meet the demands of participating in vocational further training and lifelong learning.

The European Workplace Literacy Profile is a first step for the definition of a European framework for adult literacy education (supplementing CEFR and EQF). Such a competence framework for adult education is the condition for a European comparability and accreditation of non-formal learning outside of the regular school-systems.



## E-TRAIN

TRAIN AND ASSESS  
WORK PLACE RELATED LITERACY COMPETENCES



### INTERACTIVE E-TOOL

**TARGET GROUPS AND BENEFICIARIES** Employees, trainees, vocational students

**E-TOOL  
IN BULGARIAN, DANISH  
GERMAN, ENGLISH AND SPANISH  
LANGUAGE**

E-TRAIN trains and tests work place related basic competences in

- . Literacy (reading and writing)
- . Numeracy
- . Digital competence
- . Critical thinking

E-TRAIN is easy to use: prior knowledge of online-based learning is not necessary.

E-TRAIN is designed for persons with low digital competence (user guidance and information is reduced to the essentials in order to make the tool most user-friendly possible by graphical user interface) for intuitive operation).

E-TRAIN available versions: online version, offline version, network and single-user capable.

**AVAILABLE** [www.literacy-and-vocation.eu](http://www.literacy-and-vocation.eu)





## E-TRAIN TRAIN AND ASSESS WORK PLACE RELATED LITERACY COMPETENCES

E-TRAIN is an innovative instrument for training and assessing work place related literacy\* competences:

- . E-TRAIN transfers exemplarily the WORKPLACE LITERACY PROFILE (Core Curriculum, see [www.literacy-and-vocation.eu](http://www.literacy-and-vocation.eu)) into multimedia and interactive exercises.
- . E-TRAIN is easy to use: prior knowledge of online-based learning is not necessary.
- . E-TRAIN is designed for persons with low digital competence (user guidance and information is reduced to the essentials in order to make the tool most user-friendly possible by graphical user interface) for intuitive operation).
- . Not necessarily linear test processes due to modular structure.
- . E-TRAIN is available in Version 1.0 in Bulgarian, Danish, English, German and Spanish.
- . E-TRAIN is flexible: new exercises, new competence areas and new languages can be integrated.

E-TRAIN available versions: online version, offline version, network and single-user capable.



## E-TRAIN CONCENTRATES ON THE ESSENTIALS

It is a modular instrument for learning, assessing and checking literacy competences required for the work place. It frees the user from fixed working times and schedules and thanks to the modular structure, the user can start or restart at any stage at any time.

Each exercise is evaluated with a clear and simple scoring and can be repeated once. The multimedia and interactive exercises motivate to continue learning.

## **IMPRINT**

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The project results are notably based on European cooperation.

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**Lifelong  
Learning  
Programme**

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