



**EBSN**

Professional  
Development  
Series

## **EBSN PDS for Basic Skill Teachers**

### **WP2 Outputs**

### **Exploratory Research Report**

*including Need Analysis & List of Resources*

**Date: 24/09/2021**

**Authors: Bolger, C., Murphy, H., and Wylie, N.**

**Identifier: 621532-EPP-1-2020-1-HU-EPPKA3-IPI-SOC-IN**



**SE  
TU**

Ollscoil  
Teicneolaíochta  
an Oirdheiscirt

South East  
Technological  
University



## Contributors

- **Dr. Helen Murphy** – Head of School (Dean) of Education and Lifelong Learning – SETU.
- **Dr. Clare Bolger** – Department of Education – SETU.
- **Mr. Neill Wylie** – Centre for Technologically Enhanced Learning – SETU.

## Overview

This desk research report is part of a European funded project under Erasmus+ titled EBSN Professional Development Series for Basic Skills Teachers in partnership with: National Adult Literacy Agency (IE), Associazione Docenti E Dirigenti Scolastici Italiani (IT), Pécsi Tudományegyetem - University of Pecs (HU), Studieorganisasjonen Folkeuniversitetet (NO), and South East Technological University (IE). The Professional Development Series for Basic Skills Teachers aims to provide a collection of designed Open Education Resources (OER's) and Massive Open Online Courses (MOOC's) to support European policy-makers and its stakeholders involved in implementing the European Commission's Upskilling Pathways recommendations (European Commission, 2019).

The overall aim of this preliminary report gathers information on the professional development opportunities for teachers of basic skills. The report is divided into three parts; Firstly, it establishes a wider view on the topic by reviewing the relevant literature in the area specifically focusing on Continuous Professional Development (CPD) for teachers of basic skills. Secondly, a needs analysis is presented by exploring the European policy perspectives and providing emergent themes for the provision of CPD for teachers of basic skills from a European and national perspective. This allows for a theme mapping overview to be outlined which provides focus for the development of OER's and MOOC's themes that can be used to further improve the level of CPD for this sector. Lastly, using the themes identified from the European and national policies this report outlines the results of a survey carried out by the partners which allowed them to narrow down the top six themes to be used for the development of OER's and MOOC's.

## Table Of Contents

<b>Contributors</b>	<b>1</b>
<b>Overview</b>	<b>2</b>
<b>Exploratory Research Report</b>	<b>5</b>
<b>1.1 Review of Literature</b>	<b>5</b>
1.1.1 Introduction	5
1.1.2 Summary of Literature	5
1.1.3 European Policy Context	7
<b>1.2 Needs Analysis - European Models for Professional Development</b>	<b>10</b>
1.2.1 Emergent Themes	10
1.2.2 National Context	11
1.2.3 Conclusion (Theme Mapping)	12
<b>1.3 Survey of Emerging Themes for MOOCs / OERs</b>	<b>14</b>
1.3.1 Introduction	14
1.3.2 Results	14
1.3.3 Conclusion	16
<b>1.4 List of Resources</b>	<b>18</b>
<b>Appendix – Systematic Policy Review</b>	<b>21</b>



**EBSN**

Professional  
Development  
Series

---

## **Review of Literature**

# Exploratory Research Report

## 1.1 *Review of Literature*

### 1.1.1 Introduction

*"Exploratory Research Report on Professional Development for Teachers of Basic Skills"*

The provision of Basic Skills (often defined as literacy, numeracy and digital skills) across Europe has been identified as critical to a fairer more inclusive society where all citizens can actively engage in social, economic and cultural activities. The European Association for the Education of Adults (EAEA) underlines the significance of adult education in enhancing people's opportunities in life, while simultaneously providing conditions for developing fairer societies as well as more economic growth (EAEA, 2019). Teachers of basic skills refers to those who teach individuals with no or low levels of qualification in numeracy, literacy and digital literacy. These sectors are commonly referred to as Further Education (FE), Further Education & Training (FET), Vocational Education (VE) or Vocational Educational and Training (VET). Basic skills (or basic skills provision/ programmes) refer to literacy, numeracy and digital skills, and local language skills for speakers of other languages (with or without reference to other skills) (European Commission, 2021a).

For the purpose of this review CPD in the context of teachers of basic skills is defined as "one that involves on-going divergent activities (formal, non-formal and informal) that aim at developing the teacher educator's intellectual abilities (cognitive domain), self-confidence, attitude, values, and interest (affective domain) and skills and competencies (psychomotor domain) for improving personality and to carry out the responsibilities of the teaching profession properly in accordance with the changing times and needs of the prospective teachers and society" (Srinivasacharlu 2019, p. 30).

### 1.1.2 Summary of Literature

Grotlüschen, Desjardins and Liu (2020) provides a global perspective on literacy, numeracy and adult education in the context of the United Nations Sustainable Development Goals. The United Nations fourth Sustainable Development Goal (SDG 4) outlines the need to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2015). As part of a critique of the models used for monitoring and measurement of adult literacy Grotlüschen, Desjardins and Liu (2020) suggest integration of UNESCO's Literacy Assessment and Monitoring Programme (LAMP) with the PIAAC into items of a hierarchical structure. This would facilitate better comparisons from a global perspective. They also suggest that the international community should join forces in an effort to fight the pandemic and ensure that learning does not stop for children, young people and adults alike.

The early work on Continuing Professional Development (CPD) in teachers by Kennedy (2005) outlines nine models of CPD which was further examined with respect to the power relationships inherent in the individual models. Kennedy (2005) suggests that CPD is perceived and promoted either as an individual endeavour related to accountability, or as a collaborative endeavour that supports a transformative approach. This approach echoes the sentiment of the European Commission by increasing the capacity for professional autonomy.

A key observation of the London Centre for Excellence in Teacher Training (LONCETT) study has been to present evidence-based approaches to CPD for tutors. Outlining a need for flexible training routes which help under qualified tutors gain recognition in their field. They also highlighted the need and desire for a collaborative approach to an already stretched infrastructure (Hulin, Lahiff and Moss, 2009). The provision of well-structured and accessible OER's in this context would overcome the need for more capital resources to provide additional pathways for CPD. The global pandemic has led to further migration of CPD online and an accelerated acceptance and adoption of this mode of delivery across Europe and the rest of the world.

Dymock and Tyler (2018) examined the professional development approaches of other industries with the aim of identifying a more purposeful and systematic provision for teachers of basic skills. They suggest considering CPD as mandatory and linked to a professional register with a minimum number of hours or credits required by a recognised organisation which may carry out random audits to ensure quality. The motivation to participate in CPD was outlined as a concern and an innovative approach would be needed to facilitate each teacher the access and recognition required by the industry. The sector would need to provide accreditations which the teachers themselves view as necessary to progress in their field. The provision for this development across Europe varies and in many countries the teachers of basic skills have not been professionalised.

Srinivasacharlu (2019) examined CPD of teacher educators in the 21st century outlining the need and importance of different programmes and activities for teachers to progress in their careers. The importance of keeping abreast of the latest developments, equip teachers with ever-changing digital skills and competencies required to delivery and assess learners, provide for updated teaching strategies, models and techniques in the classroom. Srinivasacharlu also outlined several programmes and activities for the CPD of teachers, these included refresher courses, content courses, seminars and conferences, workshops, brainstorming sessions, faculty exchange visits, and a whole host of higher education postgraduate opportunities as important options for teachers to continue to improve their competencies in this sector.

In summary the research outlines the need for CPD in this sector with emphasis being drawn towards considering a mandatory approach linking courses to a recognised register, a recognised accreditation process, improvements in digital competencies, a focus on new programme design and pedagogical developments, development of OER's and MOOCs which reduce the infrastructural requirements for

CPD and linking these with the European and Global goals of improving basic literacy, numeracy and digital competencies for everyday life. This reinforces the primary aim of this report and highlights the need for professional development for teachers of basic skills.

### 1.1.3 European Policy Context

The European Commission believes that everyone has the right to quality and inclusive education, training and lifelong learning. Key competencies and basic skills are needed by all to improve the fulfilment, employability, social inclusion and overall active participation by its citizens. European Commission (2020), reports that the number of adults with poor basic skills is a major challenge for society. The OECD Survey of Adults Skills (PIAAC) has provided data on the skills levels of adults (aged 16 - 65 years) in literacy, numeracy and problem solving within technology enhanced environments in Europe (European Commission, 2021a). The results suggest that within Europe 16% of adults have low levels of skill in both literacy and numeracy. This shows that a large proportion of Individuals across Europe lack the essential literacy and numeracy skills to function independently from day to day.

The European Commission has made continuous progress in this area in particular throughout 2008-2021 with several strategies for the development of adult learning (European Commission, 2015). The Europe 2020 flagship initiatives along with the ET2020 strategic framework made considerable improvements in policy in particular during 2012-14 in terms of the professionalisation of this sector (CEDEFOP, 2010). One of the messages being communicated is the need for further quality and inclusive training for adult educators in adult learning environments with special focus on initiatives targeting adults with basic skills.

The Adult Learning Professions in Europe (APLINE) study in collaboration with PLATO outlined the lack of information with respect to the competencies, skills and qualifications of adult educators in the sector (voor Beleid and PLATO, 2008). The recommendations suggest the professionalisation and continued professional development and training for adult learning practitioners should be supported across the wider EU member states. The ELINET project also contributed to improving literacy from a European perspective. They focused on creating a more literate environment, improving the quality of teaching and increasing participation, inclusion and equality (ELINET, 2016). At the EBSN online conference in 2020 several declarations were made to further bolster the development of the European Agenda for Adult learning and particularly the Upskilling Pathways Initiative (UP). Building from the Berlin and Tallin Conference Declarations (2018 and 2019) the EBSN recommends a move from project-based provision of basic skills to established national programmes (EBSN, 2020). Countries should foster and implement learner-centred delivery models with better digital tools and the quality provision of professional development for teachers with an emphasis on their competencies around digital literacy and the didactic considerations that need to inform the use of such tools (EAEA, 2019).

The COVID 19 pandemic has undoubtedly contributed to the further decline of this figure and new initiatives should consider the broader professionalisation of the sector and the dissemination methods which can be used given the constraints we are now faced with. This creates a need for more innovative and online means of delivery of services where possible and an urgent need for development across each of the competencies and basic skills needed to drive further economic and social development within the EU.

Several policies have outlined the need for professionalisation of teacher training for the vocational training and adult learning sectors (voor Beleid and PLATO, 2008; CEDEFOP, 2010, 2015; OECD, 2018). The EBSN have committed to develop this area by providing innovative tools for professional development within the sector. These tools will range from OER's and open online courses (MOOC's) targeting the continuous professional development of teachers, practitioners, and other adult education providers for delivery of basic skills needs to adults throughout the EU.



**EBSN**

Professional  
Development

Series

---

**Needs Analysis - European  
Models for Professional  
Development**

## 1.2 Needs Analysis - European Models for Professional Development

### 1.2.1 Emergent Themes

There are a number of critical European Policy frameworks which guide the future of education for basic skills. The new five year European Skills Agenda builds on the previous actions set out in the 2016 plan and draws specific focus to sustainable competitiveness, social fairness and building resilience across Europe (European Commission, 2020b). The Upskilling Pathways recommendations suggest literacy, numeracy and digital competence are essential for individuals to play an active role in society (European Commission, 2016). This policy also outlined that the majority of new jobs at an elementary level require some level of generic skills which included communication, problem-solving, teamwork and emotional intelligence. The Digital Compass strategy outlines the European Union's vision for achieving its Digital objectives namely a highly skilled IT profession and a digitally skilled population, secure and sustainable digital infrastructures, digital transformation of businesses, and digitalisation of public services (European Commission, 2021b). The Programme for the International Assessment of Adult Competencies (PIAAC) indicates that adults with higher proficiency in literacy, numeracy and problem-solving in technology-rich environments tend to have more success in the labour market (OECD, 2019). Therefore, the emergent primary basic skills themes from a European Policy context can be categorised as **basic literacy, numeracy** and **digital competencies** for everyday life.

In a large scale European research report 'Key competences for adult learning professionals' funded by the European Commission in 2010 Bert-Jan Buiskool and colleagues identified 13 key competences for adult professionals (Buiskool *et al.*, 2010). This was an extension of the previous work during the APLINE study by voor Beleid and PLATO (2008). Seven of these were identified as being more specific for adult education professionals of basic skills the remainder being more generic education themes. These adult/teacher professional specific themes are:

- **Expertise (theoretical/ practical knowledge):** The adult professional's ability to incorporate the existing knowledge the learner brings to the classroom.
- **Didactical Competence:** Professionals must be able to use didactics, styles, methods and techniques specifically in working with adult learners, which usually includes more emphasis on self-directed learning and guidance etc.
- **Empowering Adult Learners:** Motivating and empowering adults' learners with daily practices for acclimatising to the environment incorporating their own experiences into the learning process.
- **Dealing with heterogeneity and diversity in the groups:** Adult learning professionals are often placed in very diversely populated classrooms and may require further expertise in incorporating different backgrounds into the learning process.

- **Assessment of prior experience and needs:** Unlike other learning settings the needs and prior experience of the learners is unknown in the adult context. The adult learning professional must be able to assess this prior experience and the needs to build a relevant learning strategy.
- **Facilitating the learning process:** Due to the learner centred nature of adult learning it is important that appropriate didactical methods, styles and techniques are used in the learning process.
- **Advising, counselling and guidance:** The adult learning professional must be able to advise the learner not how to apply new knowledge and skills, but also future steps in further development.

### 1.2.2 National Context

Ireland, Norway and Hungary have set out numerous strategies over the years to promote and develop literacy, numeracy and digital competency for adult educators and tutors of basic skills (Appendix 1). The most relevant of these policies are presented below with respect to each country:

#### *Ireland*

- Adult Literacy for Life – A 10 Year Adult Literacy, Numeracy and Digital Literacy Strategy (2021) - (Department of Further & Higher Education, 2021)
- First Report on a Well-being Framework for Ireland (2021) - (Government of Ireland, 2021a)
- National Further Education and Training (FET) Strategy (2020 - 2024) - (SOLAS, 2021)
- FET Professional Development Strategy (2017 – 2019) - (SOLAS, 2017)
- Skills to Advance (2019 – 2021) - (SOLAS, 2019)
- Healthy Ireland Strategic Action Plan (2021-2025) - (Government of Ireland, 2021b)
- Pathways to Work (2021 – 2025) - (Government of Ireland, 2021c)

#### *Norway*

- Digitalisation for the Higher Education Sector (2017 – 2021) - (Ministry of Education and Research, 2017a)
- Norwegian Ministry of Education and Research's digitalisation strategy for basic education (2017-2021) - (Ministry of Education and Research, 2017a)
- Norwegian Strategy for Skills Policy (2017 – 2021) - (Ministry of Education and Research, 2017b)
- The Education Act (2020) - (Ministry of Education and Research, 2020)
- Strategy for Lifelong Learning in Norway (2007) - (Ministry of Education and Research, 2007b)
- Early Intervention for Lifelong Learning (2007) - (Ministry of Education and Research, 2007a)

#### *Hungary*

- Digital Education Strategy (2016) - (Ministry for Education, 2016)

- Higher Education Act (2011) - (Ministry of Education and Culture of the Republic of Hungary, 2011)
- Higher Education Act (2008) – (Ministry of Education and Culture of the Republic of Hungary, 2008)
- Education in Hungary: Past, Present, Future – An Overview (2008) - (Ministry for Education, 2008)

## Malta

- National Strategy for Lifelong Learning (2020 – 2030) – (Ministry for Education and Employment, 2020b)
- Framework for the education strategy for Malta (2014 – 2024) - (Ministry for Education and Employment, 2014)
- Malta National Lifelong Learning Strategy (2020) – (Ministry for Education and Employment, 2020a)
- A national literacy strategy for all in Malta and Gozo (2014 – 2019) - (Ministry for Education and Employment, 2019)

Emergent themes identified *nationally* for professional development:

- Management and Leadership
- Digital Literacy (Digital Pedagogy, Andragogy and Gerontology)
- Programme Development
- Health Literacy
- Financial Literacy
- Sustainable Development
- Environmental Literacy
- Career Guidance (Advising, counselling and guidance)
- Recognition of Prior Learning / validation of non-formal and informal learning (validation des acquis de l'expérience (VAE))

### 1.2.3 Conclusion (Theme Mapping)

The primary themes identified in this desk report are displayed below in Table 1. These highlight the key themes in the European Policy and National Policy documents which have been reviewed for the provision of professional development for teachers of basic skills.

**Table 1 – Professional Development Themes**

Themes	European	National
Basic Literacy	✓	✓
Numeracy	✓	✓
Digital Competencies	✓	✓
Digital Pedagogies	✓	✓
Didactical Competence	✓	✗
Empowering Adult Learners	✓	✓
Dealing with heterogeneity and diversity in the groups	✓	✗
Assessment of prior experience and needs (RPL) (VAE)	✓	✓
Facilitating the learning process (Pedagogy, Andragogy, Gerontology)	✓	✓
Advising, counselling and guidance	✓	✗
Management and Leadership	✗	✓
Expertise (theoretical/ practical knowledge/ RPL)	✓	✗
Health Literacy	✓	✓
Financial Literacy	✓	✓
Sustainable Development	✓	✓
Environmental Literacy	✓	✓
Career Guidance	✗	✓

## 1.3 Survey of Emerging Themes for MOOCs / OERs

### 1.3.1 Introduction

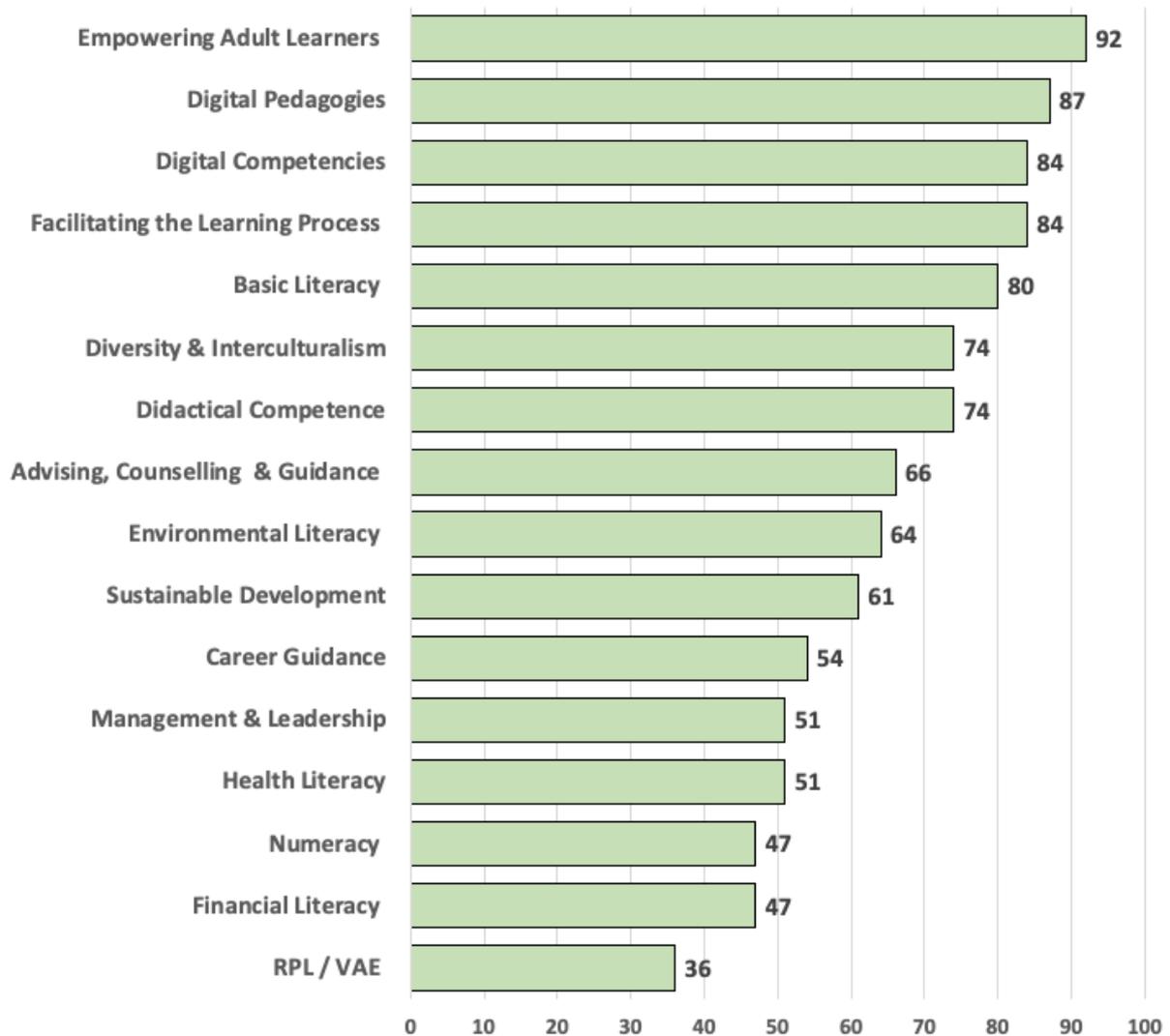
This section presents the results of a preliminary survey carried out to ascertain the level of interest for Continuous Professional Development (CPD) themes for teachers of basic skills, across each of the lead partner countries (Norway, Hungary, Ireland and Malta). The themes for this survey were identified from a desk report which included a review of the literature and current policy perspectives for the provision of CPD with specific reference towards teachers of basic skills. The report also identified several themes from each of the lead partner countries national policies on CPD, which formed the basis of the first survey question. The respondent's ( $n = 77$ ) were asked to rate each CPD theme on a five-point Likert scale from (Not at all interested – Very interested). The second survey question was an open-ended question which asked the participants to share any potential themes not mentioned in question one.

### 1.3.2 Results

The results in Figure 1 (below) show the percentage of interest for each of the CPD themes in order of preference. The six highest ranked themes include:

1. Empowering Adult Learners
2. Digital Pedagogies
3. Digital Competencies
4. Facilitating the Learning Process
5. Basic Literacy
6. Diversity & Interculturalism

*Figure 1 – Percentage of interest for each CPD theme.*



The preliminary survey also examined other potential areas via an open-ended question. Figure 2 illustrates a frequency analysis of these responses in a word cloud. The most frequently used words were: **Learning, critical, language, and thinking.**

*Figure 2 – Word Cloud Frequency Analysis*



### 1.3.3 Conclusion

The results of this survey further bolster the themes identified from the desk report into European policy on CPD opportunities for teachers of basic skills. It outlines a ranked list of preferred CPD themes which provides focus for the development of Open Education Resources OER's and Massive Open Online Courses (MOOC's) which will improve the level of CPD for this sector.



**EBSN**  
Professional  
Development  
Series

---

## **List of Resources**

## 1.4 List of Resources

- Buiskool, B. et al. (2010) Key competences for adult learning professionals Contribution to the development of a reference framework of key competences for adult learning professionals Final report.
- CEDEFOP (2010) The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020, Education And Training. Available at: [http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom\\_en.pdf](http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom_en.pdf).
- CEDEFOP (2015) The Riga Declaration – The Riga Declaration on e-Skills. Available at: <https://www.cedefop.europa.eu/et/content/riga-declaration-e-skills-call-action-digital-skills-and-job-creation-europe>.
- Department of Further & Higher Education (2021) Adult Literacy for Life - A 10 Year Adult Literacy, Numeracy and Digital Literacy Strategy. Available at: [https://www.adultliteracyforlife.ie/f/120607/x/133e8d1481/15607\\_all\\_strategy\\_web.pdf](https://www.adultliteracyforlife.ie/f/120607/x/133e8d1481/15607_all_strategy_web.pdf).
- Dymock, D. and Tyler, M. (2018) 'Towards a more systematic approach to continuing professional development in vocational education and training', Studies in Continuing Education, 40(2), pp. 198–211. doi: 10.1080/0158037X.2018.1449102.
- EAEA (2019) Basic Skills Development in Selected European Countries. Available at: [https://eaea.org/wp-content/uploads/2021/03/BLUESS-state-of-play\\_report.pdf](https://eaea.org/wp-content/uploads/2021/03/BLUESS-state-of-play_report.pdf).
- EBSN (2020) 'EBSN Online Conference Declaration', in EBSN 2020 Online Conference Declaration, pp. 1 – 2. Available at: [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj5rteb9JHzAhUgRUEAHe\\_xCVsQFnoECBQQAQ&url=https%3A%2F%2Fbasicskills.eu%2Fwp-content%2Fuploads%2F2021%2F01%2FEBSN-Online-Conference-Declaration-2020.pdf&usg=AOvVaw2NPzC4itllgMJFGbXgbh](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj5rteb9JHzAhUgRUEAHe_xCVsQFnoECBQQAQ&url=https%3A%2F%2Fbasicskills.eu%2Fwp-content%2Fuploads%2F2021%2F01%2FEBSN-Online-Conference-Declaration-2020.pdf&usg=AOvVaw2NPzC4itllgMJFGbXgbh).
- ELINET (2016) ELINET Report, European Literacy Policy Network (ELINET). Available at: <https://elinet.pro/research/> (Accessed: 16 September 2021).
- European Commission (2015) 2012 Joint Report of the Council and the Commission on the implementation of the Strategic Framework for European cooperation in education and training (ET 2020).
- European Commission (2016) Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults, Official Journal of the European Union. Available at: [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32016H1224\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32016H1224(01)&from=EN).
- European Commission (2019) Council Recommendation on Upskilling Pathways: New Opportunities for Adults Taking stock of implementation measures. Available at: [https://ec.europa.eu/info/sites/info/files/file\\_import/implementation-report-upskilling-pathways\\_en.pdf](https://ec.europa.eu/info/sites/info/files/file_import/implementation-report-upskilling-pathways_en.pdf).
- European Commission (2020a) Education and Training 2020 Improving Policy and Provision for Adult Learning in Europe. Available at: [https://ec.europa.eu/assets/eac/education/library/reports/policy-provision-adult-learning\\_en.pdf](https://ec.europa.eu/assets/eac/education/library/reports/policy-provision-adult-learning_en.pdf).

- European Commission (2020b) European Skills Agenda for Sustainable Competitiveness , Social Fairness and Resilience, OECD Publishing. Available at: <https://ec.europa.eu/social/main.jsp?catId=1223&langId=hr>.
- European Commission (2021a) Adult Education and Training in Europe, Building Inclusive Pathways to Skills and Qualifications. Luxembourg. doi: 10.2797/898965.
- European Commission (2021b) Digital Compass 2030. Available at: <https://cepis.org/european-commission-publishes-2030-digital-compass/>.
- Government of Ireland (2021a) First Report on a Well-being Framework for Ireland. Available at: <https://www.gov.ie/en/press-release/fb19a-first-report-on-well-being-framework-for-ireland-july-2021/>.
- Government of Ireland (2021b) Healthy Ireland Strategic Action Plan 2021 – 2025 Building on the first seven years of implementation. Available at: <https://www.gov.ie/en/publication/441c8-healthy-ireland-strategic-action-plan-2021-2025/#>.
- Government of Ireland (2021c) Pathways To Work 2021-2025. Available at: <https://www.gov.ie/en/publication/1feaf-pathways-to-work-2021/>.
- Grotlüschen, A., Desjardins, R. and Liu, H. (2020) 'Literacy and numeracy: Global and comparative perspectives', International Review of Education. Springer Netherlands, 66(2–3), pp. 127–137. doi: 10.1007/s11159-020-09854-x.
- Hulin, P., Lahiff, A. and Moss, W. (2009) 'Developing a flexible approach to Initial Teacher Training and Continuing Professional Development for the Adult and Community Learning sector: a case for collaboration', Teaching in Lifelong Learning: a journal to inform and improve practice, 1(2), pp. 12–21. doi: 10.5920/till.2009.1212.
- Kennedy, A. (2005) 'Models of Continuing Professional Development: A framework for analysis', Journal of In-Service Education, 31(2), pp. 235–250. doi: 10.1080/13674580500200277.
- Ministry for Education (2008) Education in Hungary: Past, Present, Future - An Overview.
- Ministry for Education (2016) Digital Education Strategy of Hungary. Available at: [https://www.oecd-ilibrary.org/overview-of-the-hungarian-higher-education-system\\_5jfk13ksgg26.pdf](https://www.oecd-ilibrary.org/overview-of-the-hungarian-higher-education-system_5jfk13ksgg26.pdf).
- Ministry for Education and Employment (2014) Framework for the education strategy for malta 2014-2024: Available at: <https://education.gov.mt/en/resources/Documents/Policy Documents 2014/BOOKLET ESM 2014-2024 ENG 19-02.pdf>.
- Ministry for Education and Employment (2019) 'A national literacy strategy for all in Malta and Gozo 2014-2019', p. 64. Available at: <https://education.gov.mt/en/Pages/Literacy.aspx>.
- Ministry for Education and Employment (2020a) 'Malta National Lifelong Learning Strategy 2020', 148, pp. 148–162. Available at: <https://medecms.gov.mt/en/Documents/Malta National Lifelong Learning Strategy 2020.pdf>.
- Ministry for Education and Employment (2020b) National Strategy for Lifelong Learning 2020 - 2030. Available at: [https://meae.gov.mt/en/Public\\_Consultations/MEDE/Documents/LLL POLICY Document.pdf](https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/LLL POLICY Document.pdf).

- Ministry of Education and Culture of the Republic of Hungary (2008) Higher Education Act, Higher education act. doi: 10.4135/9781412969024.n73.
- Ministry of Education and Research (2007a) Early Intervention for Lifelong Learning. Available at: <https://www.regjeringen.no/en/dokumenter/report-no.-16-to-the-storting-2006-2007/id441395/>.
- Ministry of Education and Research (2007b) Strategy for Lifelong Learning in Norway. Available at: <https://uil.unesco.org/i/doc/lifelong-learning/policies/norway-strategy-for-lifelong-learning-in-norway-status-challenges-and-areas-of-priority.pdf>.
- Ministry of Education and Research (2017a) Digitalisation strategy for the higher education sector 2017-2021.
- Ministry of Education and Research (2017b) 'Norwegian Strategy for Skills policy 2017-2021', pp. 7–9.
- Ministry of Education and Research (2020) Act relating to Primary and Secondary Education and Training (The Education Act). Available at: <https://lovdata.no/dokument/NLE/lov/1998-07-17-61>.
- OECD (2018) PISA 2018: Insights and Interpretations. Available at: [https://www.oecd.org/pisa/PISA\\_2018\\_Insights\\_and\\_Interpretations\\_FINAL\\_PDF.pdf](https://www.oecd.org/pisa/PISA_2018_Insights_and_Interpretations_FINAL_PDF.pdf).
- OECD (2019) Skills Matter: Further Results from the Survey of Adult Skills, Additional tables. Edited by O. Publishing. Paris: OECD Skills Studies. doi: 10.1787/9789264258051-10-en.
- SOLAS (2017) 'FET Professional Development Strategy 2017-2019', pp. 1–48. Available at: <http://www.solas.ie/SolasPdfLibrary/SolasFETPDS.pdf>.
- SOLAS (2019) Skills to Advance Scheme 2019-2021. Available at: [https://www.solas.ie/f/70398/x/69a799b4ff/skillstoadvance\\_scheme\\_2019-2021.pdf](https://www.solas.ie/f/70398/x/69a799b4ff/skillstoadvance_scheme_2019-2021.pdf).
- SOLAS (2021) 'The FET Professional Learning & Development: Statement of Strategy 2020-2024', pp. 1–34. Available at: <https://www.solas.ie/f/70398/x/1e2e117467/solas-professional-dev-strategy.pdf>.
- Srinivasacharlu, A. (2019) 'Continuing Professional Development (CPD) of Teacher Educators in 21st Century', Shanlax International Journal of Education, 7(4), pp. 29–33. doi: 10.34293/education.v7i4.624.
- United Nations (2015) Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, targets and indicators, Sustainable Development Goals knowledge platform. Available at: <https://sdgs.un.org/goals/goal4> (Accessed: 30 June 2020).
- voor Beleid and PLATO (2008) 'Adult Learning Professions in Europe, a Study on Current Situation, Trends and Issues, final report'. Available at: [http://www.anc.edu.ro/wp-content/uploads/2020/04/Research\\_study\\_on\\_Adult\\_Learning\\_Profess-1.pdf](http://www.anc.edu.ro/wp-content/uploads/2020/04/Research_study_on_Adult_Learning_Profess-1.pdf).

## Appendix – Systematic Policy Review

Country	Name & Timeframe of policy document	CPD for Teachers of basic skills learners	Themes for CPD	Themes for learners / learner profile
IE	<p><b>Adult Literacy for Life – A 10 Year Adult Literacy, Numeracy and Digital Literacy Strategy</b></p> <p>This document is the final report resulting from the consultation process. It first provides an overview of the national consultation, including its (1) aims, (2) approach and (3) process. It follows with a summary of the consultation design and methodology, including (1) an overview, (2) identification of who was consulted, how and by whom, (3) detail on the data collection and analysis methodology used, and (4) an outline of the Analysis Framework. developed. The final section, the consultation results, includes (1) Results Framework (outlining key findings according to the Analysis Framework), and (2) Detail on the key findings.</p> <p><a href="https://www.adultliteracyforlife.ie/f/120607/x/133e8d1481/15607_all_strategy_web.pdf">https://www.adultliteracyforlife.ie/f/120607/x/133e8d1481/15607_all_strategy_web.pdf</a></p>	Yes	No	<p>Functional literacy:</p> <p>Family Life, employability, Good Health, Job Retention, Living Safely, Shopping, Services, New Skills, Finance, Security, Community &amp; Digital.</p>
IE	<p><b>National further education and training (FET) strategy 2020-2024 – Future FET: Transforming learning</b></p> <p>The strategy is a high-level document that sets out the role of FET in a more collaborative and cohesive tertiary education system in Ireland. It outlines the contribution that FET will make alongside higher education providers to serve school leavers, lifelong learners, employees looking to upskill and marginalised people who want to reengage in education, while also supporting employers and communities. Priorities are set out</p>	Yes	<p>Management and Leadership, digital transformation, Quality Assurance and Programme Development.</p>	<p>Climate Change, Globalisation, Aging Demographics, Digitisation.</p>

	<p>across three core pillars: building skills, creating pathways and fostering inclusion.</p> <p><a href="https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf">https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf</a></p>			
IE	<p><b>Skills to advance, 2019-2021</b></p> <p>This initiative enables targeted support to be provided to vulnerable groups in the Irish workforce, with a particular focus on those who have lower skills levels and who need more opportunities to advance in their working lives</p> <p>and careers, to sustain their employment and to avoid displacement or to avail of emerging job opportunities. The 2019 target for Skills to Advance was to have 5 000 employees with skills levels below level 5 on the National</p> <p>Framework of Qualifications engaged in state-supported skills development. This target was surpassed, with 5 664 workers engaging in Skills to Advance throughout 2019.</p> <p><a href="https://www.solas.ie/f/70398/x/69a799b4ff/skillstoadvance_scheme_2019-2021.pdf">https://www.solas.ie/f/70398/x/69a799b4ff/skillstoadvance_scheme_2019-2021.pdf</a></p>	No	No	
IE	<p><b>Further Education and Training Professional Development Strategy 2017-2019</b></p> <p>Pathways to Work 2021-2025 is the government’s national employment services strategy; the government’s overall framework for activation and employment support policy.</p> <p>The aim of the strategy is to assist people back to work as the economy and labour market recovers from COVID-19. This strategy is a key part of the national Economic Recovery Plan, in particular for its second Pillar on ‘Helping people back into work’. Pathways to Work’s goal is to ensure that as many job opportunities as possible are filled by people who are unemployed. This strategy sets out how the Public</p>	Yes	Contemporary professional practice, and subject- and course-related expertise. Technology and systems to support the modern learning process and environment.	Literacy, Numeracy, Digital Literacy and Health Literacy.

	<p>Employment Service can deliver effective services in a post-COVID labour market, with increased demands for such services among those who have permanently lost jobs as a result of the pandemic. In addition, the strategy is designed to support those unemployed before the pandemic, those looking to return to work or join the workforce and those facing additional barriers to work, in order to promote better job opportunity outcomes for all. There will be a mid-term review undertaken in 2023.</p> <p><a href="http://www.solas.ie/SolasPdfLibrary/SolasFETPDS.pdf">http://www.solas.ie/SolasPdfLibrary/SolasFETPDS.pdf</a></p>			
IE	<p><b>Action plan for education 2016-2019</b></p> <p>This action plan outlined a plan for the Irish education system as a whole, including further education and training (FET), with the aim of making the Irish education and training service the best in Europe by 2026. Regarding FET, the aims were to meet the specific needs of unemployed people and other groups impacted by disadvantage, and to support adults with basic literacy, numeracy and digital skills needs and workers with low and basic levels of skills.</p> <p><a href="https://www.education.ie/en/The-Department/Action-Plan-for-Education-2016-2019/2016.html">https://www.education.ie/en/The-Department/Action-Plan-for-Education-2016-2019/2016.html</a></p>	Yes	Implement the FET professional development strategy 2016-2019.	
IE	<p><b>Healthy Ireland Strategic Action Plan (2021-2025)</b></p> <p>The Healthy Ireland Strategic Action Plan is a cross-Government, cross-sectoral plan that sets out the key actions by theme for the period 2021-2025, the specific implementation actions that will be achieved by end of 2023 and identifies the lead Department for each action.</p> <p><a href="https://www.gov.ie/en/publication/441c8-healthy-ireland-strategic-action-plan-2021-2025/#">https://www.gov.ie/en/publication/441c8-healthy-ireland-strategic-action-plan-2021-2025/#</a></p>	No	No	<p>Literacy, Numeracy, Digital Literacy and Health Literacy.</p> <p>Wellbeing and Mindfulness.</p>

<p><b>IE</b></p>	<p><b>First Report on a Well-being Framework for Ireland (2021)</b></p> <p>In line with the Programme for Government and Economic Recovery Plan commitments, the government today approved the First Report on a Well-being Framework for Ireland. This will, over time, provide a comprehensive set of well-being measures to create a well-rounded, holistic view of how our society is faring, as an important complement to existing economic measurement tools. This Well-being Framework is an important cross-government initiative that, driven by a desire to do better by people, seeks to develop a multi-dimensional approach to understanding the impact of public policy. The Report reflects the first phase of this important work. Capturing and building on considerable national work to date this first Report provides a Vision, Conceptual Framework and accompanying Dashboard for Well-being in Ireland. It also explores its integration with policy making and includes a roadmap for further stages of the work. The overarching vision for the framework, which will guide its development over time, is enabling all our people to live fulfilled lives now and into the future. The approach is fundamentally about making people's lives better by better understanding peoples lived experience.</p> <p><a href="https://www.gov.ie/en/press-release/fb19a-first-report-on-well-being-framework-for-ireland-july-2021/">https://www.gov.ie/en/press-release/fb19a-first-report-on-well-being-framework-for-ireland-july-2021/</a></p>	<p>No</p>	<p>No</p>	<p>Literacy, Numeracy and Digital Skills</p> <p>Health and Wellbeing.</p>
<p><b>NO</b></p>	<p><b>Skills reform - Learning throughout life (Kompetansereformen - Lære hele livet), 2018-ongoing</b></p> <p>This initiative is aimed at working adults and has two main goals: (1) promote learning throughout life and (2) provide workers with updated skills.</p> <p><a href="https://www.regjeringen.no/no/dokumenter/meld.-st.-14-20192020/id2698284/">https://www.regjeringen.no/no/dokumenter/meld.-st.-14-20192020/id2698284/</a></p>	<p>No / Partly</p>	<p>No</p>	<p>Digitalisation, robotisation and automation.</p>
<p><b>NO</b></p>	<p><b>The Education Act (2020)</b></p>	<p>No</p>	<p>No</p>	

	<p>The Act applies to primary, lower secondary and upper secondary education and training in publicly maintained schools and training establishments.</p> <p><a href="https://lovdata.no/dokument/NLE/lov/1998-07-17-61">https://lovdata.no/dokument/NLE/lov/1998-07-17-61</a></p>			
<b>NO</b>	<p><b>Strategy for Lifelong Learning in Norway (2007)</b></p> <p>This report provides a review of the status of Norwegian efforts for lifelong learning. It also indicates the main challenges faced and presents areas of political priority developed by the Norwegian Ministry of Education and Research.</p> <p><a href="https://uil.unesco.org/i/doc/lifelong-learning/policies/norway-strategy-for-lifelong-learning-in-norway-status-challenges-and-areas-of-priority.pdf">https://uil.unesco.org/i/doc/lifelong-learning/policies/norway-strategy-for-lifelong-learning-in-norway-status-challenges-and-areas-of-priority.pdf</a></p>	<b>No</b>	<b>No</b>	
<b>NO</b>	<p><b>Early Intervention for Lifelong Learning (2007)</b></p> <p>The Norwegian Government will pursue an active policy to reduce the differences in society. Its goals are to diminish class distinctions, reduce economic inequity and combat poverty and other forms of marginalisation. Society must develop in a way in which power, benefits and obligations are distributed in the fairest possible way. This document focuses on the Early Intervention for Lifelong Learning.</p> <p><a href="https://www.regjeringen.no/en/dokumenter/report-no.-16-to-the-storting-2006-2007/id441395/">https://www.regjeringen.no/en/dokumenter/report-no.-16-to-the-storting-2006-2007/id441395/</a></p>	<b>No</b>	<b>No</b>	
<b>NO</b>	<p><b>Norwegian strategy for skills policy (Nasjonal kompetansepolitisk strategi), 2017–2021</b></p> <p>This strategy aims to involve social partners in the development of adult skills and in making informed choices for individuals and society, promote learning in the workplace and the effective use of skills, and enhance skills among adults with a weak labour market attachment.</p>	No (see “Competence Plus”	<b>No</b>	Reading, writing, numeracy, digital skills and being able to express oneself orally.

	<a href="https://www.regjeringen.no/contentassets/3c84148f2f394539a3eefdfa27f7524d/strategi-kompetanseeng.Pdf">https://www.regjeringen.no/contentassets/3c84148f2f394539a3eefdfa27f7524d/strategi-kompetanseeng.Pdf</a>			
NO	<p>One of the measures in the Norwegian strategy for skills policy is "Competence Plus" a grant scheme for training in basic skills in reading, writing, arithmetic, oral, ICT and Norwegian or Sami. Businesses and voluntary organizations can apply for money through schemes, which will help adults gain the necessary skills to master demands and adjustment in working life. Through Competence Plus vocational training, it is possible to combine theory training for trainee candidates with training in basic skills or Norwegian / Sami</p>	<p><b>Yes.</b></p> <p>1) a two days course (compulsory for all teachers)</p> <p>2) Further education on university level (30 credits) Teaching Norwegian as a foreign language, Adult learning and basic ICT skills</p> <p>It seems like the higher education institutions at present are focusing on further education for teachers in the <u>ordinary</u> school system, due to several reforms</p>		<p>reading, writing, numeracy, digital skills and being able to express oneself orally</p> <p>App, 100 000 adults have participated since the program started ; 94 000 in work-related schemes, 5 000 on courses through voluntary organizations</p>
NO	<p><b>The Completion reform</b> - The government aims for nine out of ten to complete and pass upper secondary education by 2030.</p> <p>(Vedatt juni 2021)</p> <p>Not available in English yet</p>	<p><b>No</b></p>	<p><b>No</b></p>	<p>Young people and adults who have not passed study or vocational competence on secondary level. Almost 500,000 people aged 25–59 have not completed compulsory school or VGO, or they have an unknown education. About a third of these are immigrants.</p>
NO	<p>Norwegian Ministry of Education and Research's digitalisation strategy for <b>basic education</b> (2017-2021) -</p> <p>Technology and coding into school curricula. Disseminate knowledge about the use of technology and digital teaching aids for students with</p>	<p>Online further education for teachers in the pedagogical use of ICT (30 ECTS).Teacher specialist</p>		<p>Students in primary and secondary education</p>

	<p>special needs. Stimulation grants to develop new, digital teaching aids in vocational education and training. Strengthen research and dissemination on ICT and learning</p>	<p>education in pedagogical use of ICT (60 ECTS).</p>		
<p><b>NO</b></p>	<p><b>The Digitalisation strategy for the higher education sector 2017–2021 provides clear guidelines and will be followed up by a three-year action plan (2019–2021).</b></p> <p><u><a href="http://regjeringen.no">Digitalisation strategy for the higher education sector 2017-2021 (regjeringen.no)</a></u></p>			<p>Students that have completed secondary school. = Not target group (?)</p>
<p><b>HU</b></p>	<p><b>Digital education strategy of Hungary (Magyarország Digitális Oktatási Stratégiája), 2016-ongoing</b></p> <p>The mission statement of this strategy proposes preparing the education and training system for performing education, instruction and training tasks in line with the needs of the digital society and economy in terms of infrastructure, technology, content, work organisation and human resources.</p> <p><u><a href="https://20152019.kormany.hu/download/0/4b/21000/The%20Digital%20Education%20Strategy%20of%20Hungary.pdf">https://20152019.kormany.hu/download/0/4b/21000/The%20Digital%20Education%20Strategy%20of%20Hungary.pdf</a></u></p>	<p><b>Yes</b></p>	<p>ICT-based pedagogical-methodological practice of teachers. Regular further training on digital key competences and digital pedagogical methodology should be compulsory and free.</p> <p>Trade specific digital competencies.</p>	<p>Digital Competencies as set out by the European commission document. Learner management systems.</p>
<p><b>HU</b></p>	<p><b>Higher Education Act (2011)</b></p> <p>Outlines the legislation which provides for the education system in Hungary.</p> <p><u><a href="https://net.jogtar.hu/jogszabaly?docid=a1100190.tv">https://net.jogtar.hu/jogszabaly?docid=a1100190.tv</a></u></p>	<p><b>No</b></p>	<p><b>No</b></p>	<p>Language skills, personal development, computer skills, mental and communication skills.</p>

<p><b>HU</b></p>	<p><b>Higher Education Act (2008)</b></p> <p>Outlines the legislation which provides for the education system in Hungary.</p> <p><a href="https://unesdoc.unesco.org/ark:/48223/pf0000229933">https://unesdoc.unesco.org/ark:/48223/pf0000229933</a></p>	<p>No</p>	<p>No</p>	
<p><b>HU</b></p>	<p><b>Education in Hungary: Past, Present, Future – An Overview (2008)</b></p> <p>This booklet offers a short overview of the most outstanding events of the education system's evolution over the centuries, without concealing the weaknesses and difficulties it has been confronted with, and intends to offer an objective portrait of its present state highlighted by a few vital statistical figures. Finally it outlines the main features and objectives of the proposed renovation process in coming years.</p> <p><a href="https://planipolis.iiep.unesco.org/en/2009/education-act-2008-5781">https://planipolis.iiep.unesco.org/en/2009/education-act-2008-5781</a></p>	<p>No</p>	<p>No</p>	<p>Basic Skills of Literacy, Numeracy and Digital Literacy.</p>
<p><b>MT</b></p>	<p><b>National Strategy for Lifelong Learning 2020-2030</b></p> <p>This strategy, provides for community learning: meeting the needs and aspirations of various communities living within the Maltese Islands, including the both the native Maltese and also the migrant communities; respecting the fact that we have a cosmopolitan and diverse society and that such diversity is an enriching experience for all. The strategy encompasses the present realities, following the onset of the Covid pandemic and thus it acknowledges the importance of online learning and has concrete proposals to reduce the digital divide amongst adults.</p> <p><a href="https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/LLL%20POLICY%20Document.pdf">https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/LLL%20POLICY%20Document.pdf</a></p>	<p>Yes</p>	<p>Accredited courses in Andragogy. Development of online courses and Career Guidance courses.</p>	<p>Finance, Numeracy, Literacy and Digital Literacy.</p> <p>Artificial Intelligence, Big Data, Computer Science, Instructional Design and Educational Technologies.</p>

<p>MT</p>	<p><b>Malta national lifelong learning strategy 2020, 2015-2020</b></p> <p>Through the integration of formal, non-formal and informal learning experiences, this strategy addressed the development of lifelong learners. The five main objectives were (1) stimulate adults' participation in lifelong learning by creating a demand and a desire for learning; (2) place the learner at the centre of the process by means of innovative learning methods and environments beyond those defined by formal learning, and make learning flexible, personal, accessible and relevant; (3) improve skill sets that contribute to professional development, employment mobility and active citizenship; (4) develop support structures for adult learning; and (5) improve governance in the lifelong learning sector, exploring the available structural, institutional, fiscal, legal, political and administrative measures.</p> <p><a href="https://medecms.gov.mt/en/Documents/Malta%20National%20Lifelong%20Learning%20Strategy%202020.pdf">https://medecms.gov.mt/en/Documents/Malta%20National%20Lifelong%20Learning%20Strategy%202020.pdf</a></p>	<p>Yes</p>	<p>High level of digital literacy skills, digital pedagogies. Provide specific professional development to the teachers of art, music and drama.</p>	
<p>MT</p>	<p><b>Framework for the education strategy for Malta (2014 – 2024)</b></p> <p>This framework for the Education Strategy for Malta 2014-2024 has four broad goals in line with European and world benchmarks: Reduce the gaps in educational outcomes between boys and girls and between students attending different schools, decrease the number of low achievers and raise the bar in literacy, numeracy and science and technology competence, and increase student achievement. Support educational achievement of children at-risk-of-poverty and from low socio-economic status, and reduce the relatively high incidence of early school-leavers. Increase participation in lifelong learning and adult learning. Raise levels of student retainment and attainment in further, vocational, and tertiary education and training.</p> <p><a href="https://education.gov.mt/en/resources/Documents/Policy%20Documents%202014/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf">https://education.gov.mt/en/resources/Documents/Policy%20Documents%202014/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf</a></p>	<p>Yes</p>	<p>Leadership and management, and curriculum planning and development.</p>	<p>Literacy, numeracy, science and digital skills.</p>

**MT**

**A national literacy strategy for all in Malta and Gozo (2014 – 2019)**

The overall purpose of the National Literacy Strategy for All is to promote and enhance lifelong and life wide, high quality literacy practices among children, youths, adults, third country nationals and persons with learning difficulties. It strives also to improve literacy outcomes, resulting in inclusive practices, higher educational qualifications, and better job prospects.

<https://education.gov.mt/en/Pages/Literacy.aspx>

**Yes**

Community development, online learning, flexible learning pathways; educational gerontology, adult education and curricula for educators

professional recognition, accreditation and networking.

Strong emphasis on digital-supported teaching methods (digital pedagogies).

Health and social care.

acquisition of soft and communications skills