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Organización
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Организация
Объединенных Наций по
вопросам образования,
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منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Regional Literacy Conference Addressing “*Literacy Challenges
in Europe with a sub-regional focus:*”

Building Partnerships and Promoting Innovative Approaches.
(Baku, Azerbaijan, 14-16 May 2008)

“Basic skills and workplace basic skills”



United Nations Literacy Decade

EFFECTIVE PRACTICE

Presented at the UNESCO Regional Conference in Support of Global Literacy “Addressing Literacy Challenges in Europe with a sub-regional focus: Building Partnerships and Promoting Innovative Approaches”, 14-16 May 2008, Baku, Azerbaijan

Programme name: Basic skills and workplace basic skills

Implemented by: Skills for Life , UK (WOLLNET); Romanian Institute for Adult Education, RO (CELiNE)

Basic facts

Country: Romania

Starting year: 2007

Target Population: employees and employers involved in workplace literacy training, VET trainers and teachers

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Brief Description

While in Romania workplace literacy training is not yet part of any national, regional or local strategy or programme, there are approaches and interventions that can be taken in order to initiate systematic changes in workplace literacy training strategies and to document and prepare policy frameworks meant to set national, regional or local programmes. The project work can be seen as (i) an incremental approach aiming at documenting policy while capitalizing on practice, as (ii) a forum for debate among social actors (employers, trade unions, training providers, employees) and literacy professionals and as (iii) a means to raise awareness by employers that enhanced literacy and numeracy skills are likely to offer real benefits for their business.

“WOLLNET”, a workplace literacy, numeracy and language evaluation toolkit and CELiNE – content embedded literacy education for the new economy are

two examples of effective practice in terms of the partnerships they have created and the forums they have provided for the employers, providers of workplace literacy training, researchers of workplace literacy and project teams to find the efficient ways and keep the dialogue open in shaping literacy training programmes for the workplace and in constructing tools to measure the impact of such programmes. Employers will be able to shape and use a toolkit to measure the impact of workplace literacy training (WoLLNET); VET educators will be able to embed workplace literacy in teaching their technical subjects.