

# Building the Framework

OLRC News  
Fall 2001

Equipped for the Future (EFF) sets out to map the terrain of "what adults need to know and be able to do to fulfill their roles as parents, citizens, and workers" (NIFL, 1995). Rather than starting with what children learn in school, and conceiving adult education as an attempt to remediate past gaps in knowledge and skills, the *role maps* start from adult life and become the portrait of adult responsibilities. A broad consensus-building process was used to validate these role maps by sponsoring focus groups to gather information about the *broad areas of responsibility* associated with adults' primary roles and to identify *key activities* adults typically engage in to carry out these roles. These groups also identified the knowledge and skills adults need to carry out these activities. Creating these role maps was similar to the work of developing skill standards for occupations. This process sought to define the real-world activities all adults must perform, regardless of their level of skill or ability.

By asking adults to construct role maps that reflect their experience as citizens, workers and family members, EFF brought a sense of values and personal meaning to the content framework. Citizenship is not just about voting in elections, but about taking action in a variety of ways to make a positive difference in the world. Parents are described as creating a vision for their family that reflects their values, ethics, and cultural heritage. Workers not only do the work, but also pursue activities that bring them personal satisfaction. Thus the issues of values and meaning are an integral component of the role maps.

To move toward standards, it is not enough to map broad areas of responsibility and key activities. We also need to know what successful performance of these activities looks like in order to identify the skills and knowledge needed to do them. *Role indicators* describe this performance and provide an important link between activities and skills. In other words, skills and knowledge need to be linked with the role maps to show how their application relates to real-life role performance. These maps are the starting point for defining content and performance standards that translate the knowledge and skills elaborated in the role maps into a clear set of results for adult literacy.

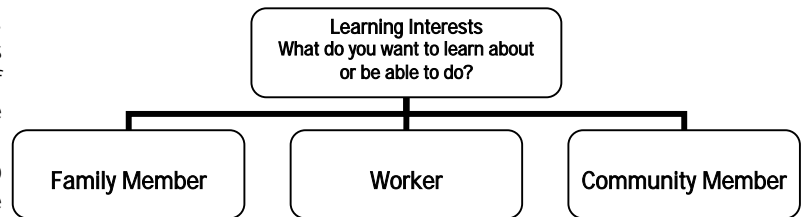
The separate role maps were linked and brought into one coherent framework that reflected the reality of the adult learning system. *Common activities* across the three role maps and a single set of *generative skills* were needed. These common activities occur in all three roles at all three levels - responsibilities, key activities, and role indicators. Once the core activities common to all three roles had been identified, it was possible to describe a set of generative skills - integrated skill processes durable over time. They are required in order to carry out the common activities identified from the role maps and many daily tasks.

EFF helps learners and teachers see the connection between what happens in the classroom and what adults do in the rest of their lives. The EFF Role Maps enable students to place their individual goals in the context of their lives as parents, citizens, and workers. At the same time, the Skills Wheel enables students and teachers to identify the skills needed to carry out activities that are important in their lives. For more information about the framework, read *EFF Research Report - Building the Framework 1993-1997* at [www.nifl.gov/lincs/collections/eff/merrifield\\_eff.pdf](http://www.nifl.gov/lincs/collections/eff/merrifield_eff.pdf).

## Mind Mapping Using the EFF Role Maps

Purpose: To help students identify a goal or learning interest and create learning activities using the role maps.

Procedure: Using learners' expressed goals from orientation; have them identify one goal they would like to begin working on. With the three EFF Role Maps available for learners' use, have them begin to make connections across the roles. In their own language, have them list ways to accomplish this goal in each of the roles (or they can use the Key Activities to articulate ways to meet their goals). Strengths and barriers can also be identified and used by the teacher to plan group activities. Use semantic mapping to help learners organize their ideas.



Create a goal sheet that reflects the semantic mapping activity and includes:

- Core question or concept - key word or phrase that is the main focus of map (*Learner Identified Goal*)
- Strands - subordinate ideas that explain or clarify the main concept (*EFF Role Maps*)
- Supports - details, inferences and generalizations that clarify the strand (*Common Activities and Skills*)

Various uses for mapping activity include: one-to-one tutoring, home-based family literacy, small group, whole class, or teacher training.

For more information about strategies that use the EFF framework for goal setting, you can order the new quarterly publication *EFF HOT Topics* [HOT stands for Highlights on Teaching] and is committed to providing teachers with tools and ideas using the EFF framework and standards and is available at [http://www.nifl.gov/lincs/collections/eff/hot\\_topics/vol\\_1\\_no\\_1.pdf](http://www.nifl.gov/lincs/collections/eff/hot_topics/vol_1_no_1.pdf) or can be ordered directly from ED Pubs by calling toll free (877) 433-7827.

Many more resources are available at the EFF Special Collection

<http://www.nifl.gov/lincs/collections/eff/eff.html>