

ET2020 Working Group on Adult Learning

6th Meeting

Brussels - 21st/22nd of April 2015

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Towards the content on the output paper
on adult basic skills provision

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in Adult learning

Basic skills: (by 21th of April)

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Draft template for Adult Learning Working Group outputs

	Pages	Basic skills
Front cover	1	
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Key messages	0.5	
Recommendations	0.5	
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Good practice	5-6	
Summary/conclusion	1	
Tools for active reading (check lists ...)	1	
Back cover		
Total pages	20	

Basic Skills:

Key message

- Content discussed*
- Employment opportunities and activity levels in participation in the society are strongly related to achieved levels of formal education and levels of basic skills (reading/numeracy/ICT)
 - For overcoming low levels of basic skills and completing upper secondary education in adulthood, lasting and comprehensive frameworks are required, supporting adults in multi-year learning trajectories
 - Outreach strategies, providing basic skill education within the living spaces of adult groups targeting, are key and indispensable for effectiveness of adult basic skill provision
 - Involved educators' abilities to effectively work towards solutions for inhibitions of learning processes (including learning disabilities) are key for the success of programmes
 - programmes should be appropriate for all starting levels of proficiency

Additions

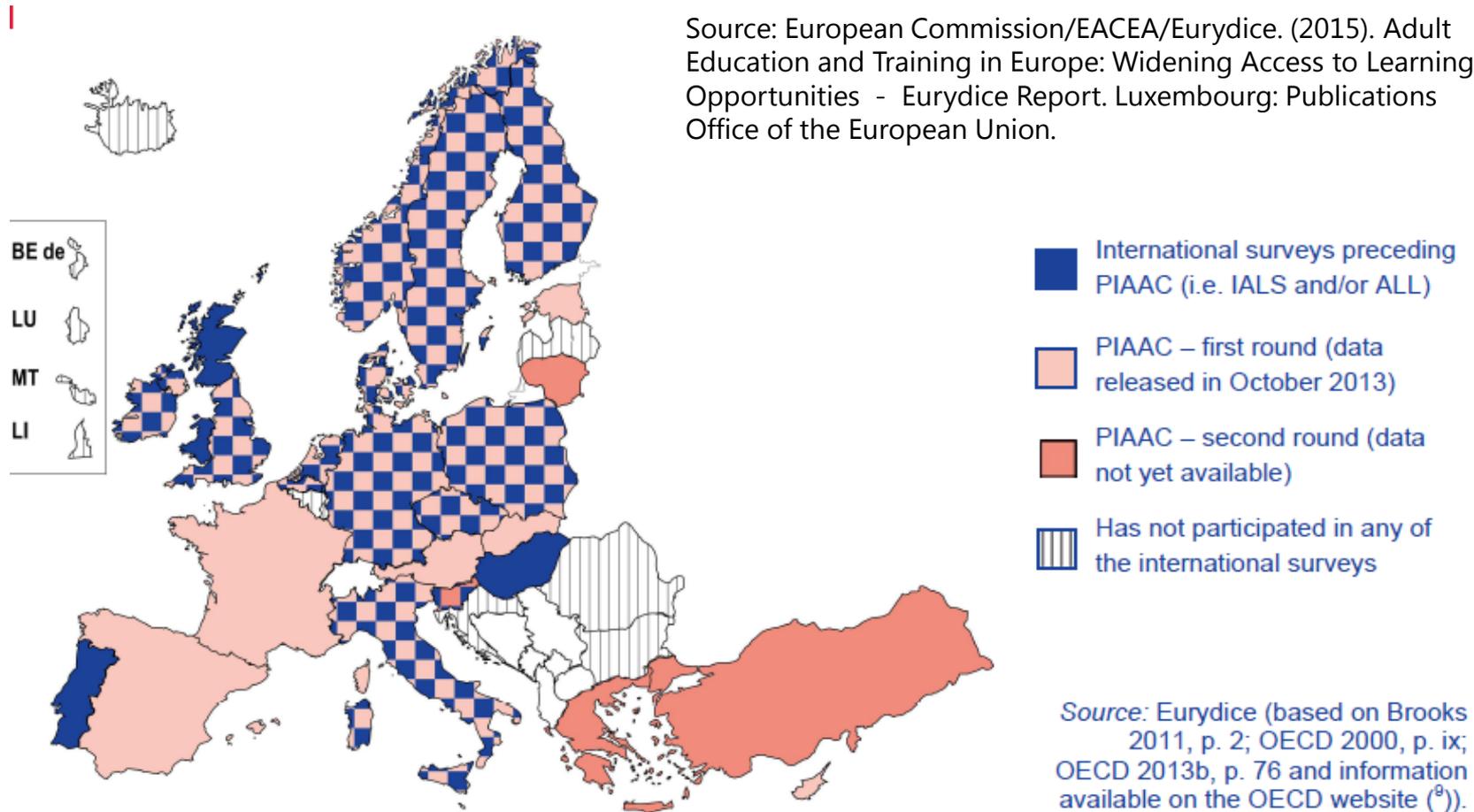
Basic Skills: Policy Recommendations

- Content discussed*
- Establishing stable funding for adult basic skills provision beyond project-based (ESF related) sources
 - Improving cooperation and partnership across policy fields supporting adult basic education
 - Allowing adult educators in basic skills provision to improve the level of task-specific professionalism (for example, identifying and overcoming learning disabilities of adults)
 - Better exploring and communicating the messages of the PIAAC survey or related national data sources (in particular studies measuring changes over time)

Additions

Selecting telling evidence: Diffusion of international Surveys on Literacy

Source: European Commission/EACEA/Eurydice. (2015). Adult Education and Training in Europe: Widening Access to Learning Opportunities - Eurydice Report. Luxembourg: Publications Office of the European Union.



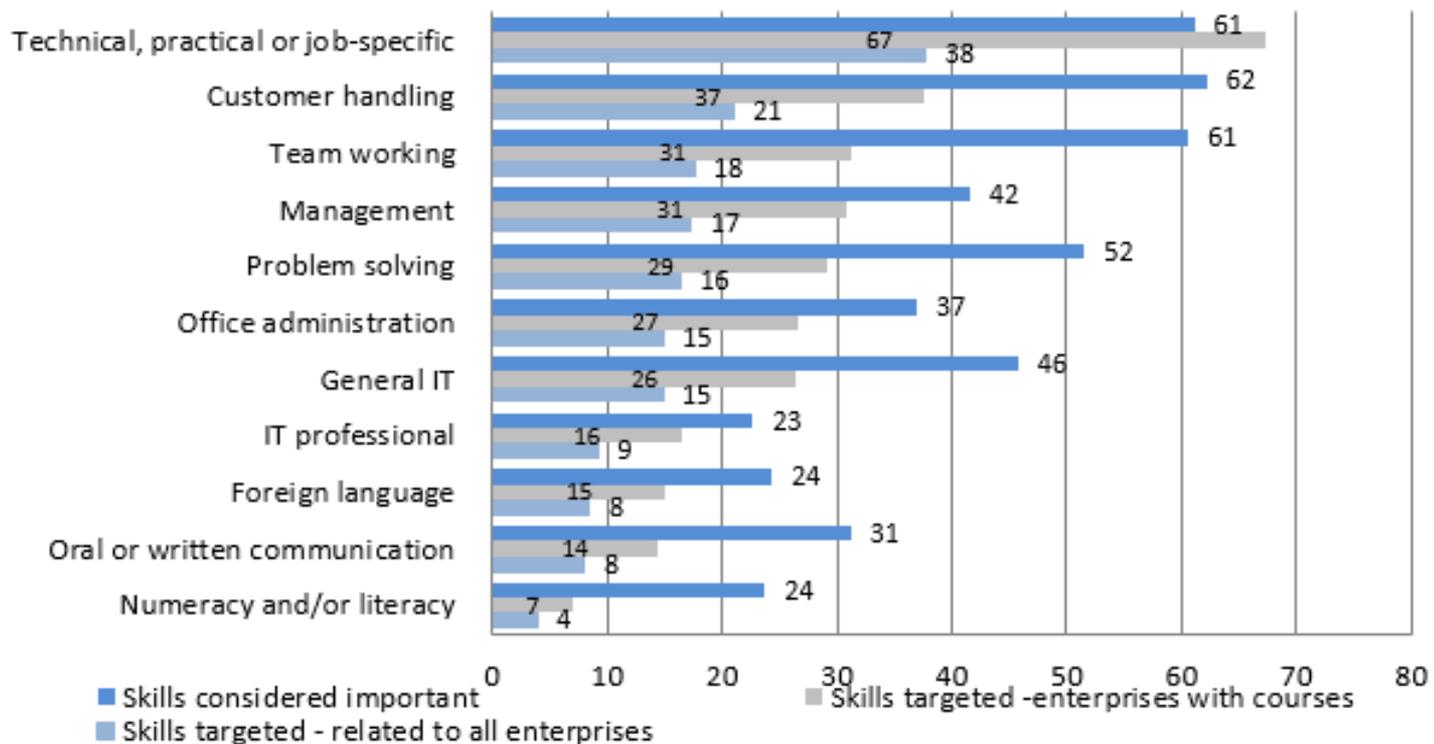
Basic Skills: Context and why it matters

- Content discussed*
- Deteriorating demand for low qualified adults
 - Strongly raising demands for basic skills across all occupational groups
 - Improving employment opportunities with post-secondary/tertiary levels of education – skill shortage in highly skilled occupations
 - 70+ Millions adults with low educational attainment (below upper secondary education)
 - Significant number of adults with low reading skills (Level 1 or below in PIAAC)
 - Significant number of adults with low numeracy skills (Level 1 or below in PIAAC)
 - Significant number of adults with low problem solving skills in IT environments (Level 1 or below)
 - Low basic skills as a barrier for full participation in lifelong learning (job and non-job related) and civic engagement
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Additions

Selecting telling evidence

Table 5.3.1 - Skills targeted by CVT courses (related to all enterprises) and skills considered important - EU-28 - CVTS4-2010 - sorted according to the frequency of skills rated as important¶



Source: CVTS, Extraction by EUROSTAT on request of CEDEFOP (December 2013); own calculations.¶

Basic Skills: Research evidence on efforts to improve the situation, including challenges (I)

- Content discussed*
- Significant improvements in basic skills require a) comparatively extended provision b) support for persistence of learners over longer stretches of time (Reder and Bynner 2009)
 - Patterns of participation in basic skills typically include dropping out temporarily (for adjusting to other life events), making it crucial to invite drop outs to return to learning, when circumstances have improved again
 - Adults are often ashamed for their poor literacy and numeracy skills, requiring sensitive approaches to attract them to courses; embedded provision (for example, in broader vocational courses, programmes awarding formal qualifications, workplace based programmes or family literacy programmes) has been proved as one way forward.
 - Low take up of formally low qualified and adults with low levels of literacy/numeracy skills is the effect of both much lower levels of employer-provided training and lower levels of individual motivation, reflecting poorer returns (for many activities) and higher involved risks
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Basic Skills: Research evidence on efforts to improve the situation, including challenges (II)

- Content discussed*
- Distance learning and OER are helpful in adult literacy provision, yet, adults with particularly low levels of literacy/learning disabilities are in need of a holding learning environment and face-to-face interaction with qualified basic skill tutors
 - Promoting literacy and numeracy use in everyday life is a crucial component for the success adult basic education programmes (changes in literacy/numeracy use account for important parts on long-term improvements in skill levels of participants in basic skill provision)
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Additions

Basic skills: Examples for Good Practice

Examples discussed

- Austria: Initiative Erwachsenenbildung
 - Belgium/Flanders: Flemish Strategic Plan for Increasing Literacy; Centres for ABE
 - Bulgaria: New chance for success project
 - Germany: Baden-Württemberg – Schools and basic education
 - Italy: Flexible Training interventions
 - Luxembourg: Promoting the basic skills
 - Norway: Basic Competences in Working Life (BCWL)
 - Poland: Lighthouse Keepers
 - Serbia: Second Chance/Functional Based Elementary Adult Education
 - Slovenia: Development of Basic Skills
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Additions

References quoted

- Reder, Stephen, & Bynner, John M. (Eds.). (2009). *Tracking adult literacy and numeracy: Findings from longitudinal research*. New York: Routledge.