



LearnersMot

**How to Trigger Primary Motivation for Learning
in Low Educated Adults Using ICT Tools**

project number: 2017-1-ES01-KA204-038414

The State of Art of Education for Low Educated and Low Skilled Adults in Italy

English



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Erasmus+ Programme
of the European Union

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Introduction

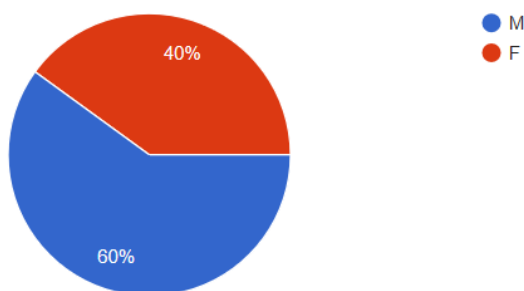
In the framework of the Erasmus+ project "**LearnersMot: How to Trigger Primary Motivation for Learning in Low Educated Adults Using ICT Tools**", which is meant to empower adult educators to motivate low educated and low skilled adult learners to continue learning, we have done a survey to know the opinion of adult educators about this topic.

The survey is based on a questionnaire with 67 questions distributed in 5 main sections that has been answered by educators from 5 different educational centers from Slovenia, Italy, Cyprus, and Spain.

In this report, we explain the results obtained in Italy. In Italy the survey has been held between the Center and the North of the country. A total of 20 adult educators, working in different public and private institutions, answered the survey prepared for this purpose.

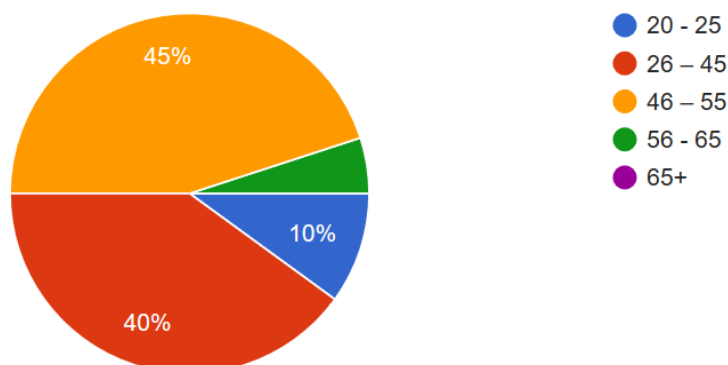
Demographic of respondents

Sex:



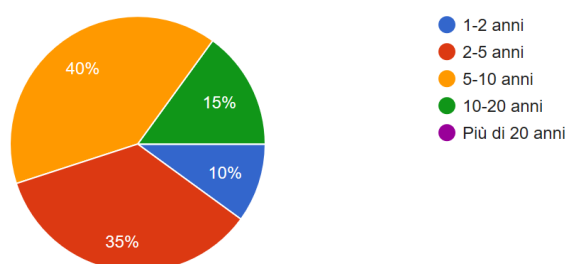
The majority of respondents are male 60%, but there is anyway a strong percentage of female 40%.

Age range:



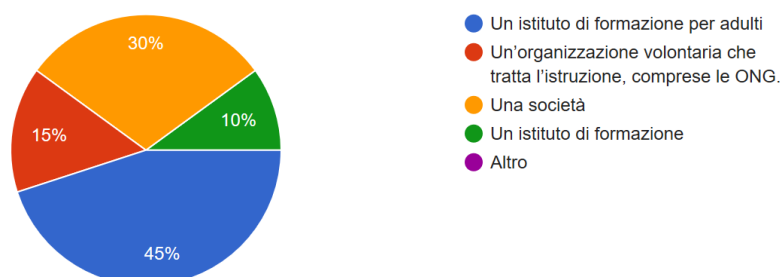
45% of respondents are aged between 46 and 55 years old; 40% have between 26 and 45. Just few respondents are older than 56 and younger than 26.

Experience in the sector



The majority of respondents has a quite long experience in the sector – 40% stated that they have an experience between 5 and 10 years and 15% more than 10 years. Moreover the 35% declares to have an experience between 2 and 5 years.

Type of organization:



The 45% of respondents states that they work for an adult education center, while the 30% for a private entity. Few respondents work for a NGO (15%) and a training institute (10%).

1. What is the current status of adult education in your country?

In Italy, the legal framework aims at building an integrated system between Formal Education (school and university), Vocational Training and Non-Formal Education (associations and universities). Since 1997 the national policies have redefined the adult education system through the foundation of Permanent Territorial Centres overtaking the initial aim to provide literacy training to the population, in order to respond to the cultural needs, especially with the spread of best practices. Further, in 2000, this system was reinforced thanks to the agreement between Government, Regions and public and private entities, and it was ratifying the right of knowledge and lifelong learning included into the right of citizenship¹. In particular, the main legislations, which regulate the Adult Education in Italy, are:

Law 59 of 15/3/1997 on the Public Administration Reform. Article. 21: "[...] educational institutions realize [...] training offer extensions which would also include training programs for adults ...".

Ministerial Order 455 of 29 July 1997, the Ministry of Education has established the Permanent Territorial Centres (CTP) for education and training in adulthood.

31.3.1998: Legislative Decree No. 112 on the conferment of administrative functions and tasks to the regions and local authorities, in the implementation of Chapter I of the 59/97 law.

Agreement into Unified Conference of State-Regions of 2 March 2000 and the Directive No. 22 of 6 February 2001 have further clarified the relevant policies, where the Ministry, other government departments, regions, local authorities "must commit themselves to promote the integrated Adult Education system and to work in synergy with the actors involved in the sector, in particular considering the contribution of associations.

The Act No. 269/2006 art.632 redefined the Adult Education system related to Permanent Territorial Centres (CTP) into the educational institutions, called "Provincial Centres for Education of Adults (CPIA)".

Through Fornero law (Presidential Decree no. 263/2012) was introduced a new form of adult education institution: District education center. CPIA will be up to the challenge of reducing the educational deficit of adults in Italy, in addition to meeting the new demands of knowledge, expertise and skill posed by the "learning society".

In 2012, thanks to Law No. 92 on the reform of the labor market in a growth perspective, it was defined the right to the lifelong learning.

Therefore, Adult Education is focused on the concept that culture is a right, also for those who want to increase their knowledge. Increase the qualification of people and work forces is the main idea of these policies, in order to have skilled workers and aware citizens. Despite the recent reorganization of educational system for Adult Education, there are problems related to the lack of specific funds and the difficulty to involve adults in learning activities.

¹ International Journal of Humanities and Social Science, The Formal System of Adult Education in Italy from CTPs (1997) to CPIAs (2013/2014): an Inside View of the Situation Professor Elena Marescotti University of Ferrara Department of Humanities Ferrara

2. What is functional illiteracy (usually the state of low educated and low skilled adults) and what are the characteristics of low educated and low skilled adults?

The main target groups, judging from the literature, are the unemployed, people who have not completed their formal education at the primary, secondary and higher diploma levels, employees regarded as 'at risk', and immigrants. The obstacles, as intimated above, are many, not least the existence of a strong 'underground economy' that absorbs people either being classified as 'inactive' and those registering for employment who therefore find no incentive to follow courses in order to improve their situation. Other obstacles that stand in the way of participation include the existence of people who have given up on registering and who have little faith in the welfare system and its provisions (amortizzatori sociali), including its sporadic retraining programmes. One other obstacle is the lack of decent employment opportunities especially in the industrially underdeveloped South. The situation varies from region to region.

Another obstacle for further participation is literacy retention (alfabetizzazione di ritorno) regarded, in policy reports and other documents, as constituting one of the greatest challenges for adult education. Poor retention rates are often the result of a lack of a stimulating post-literacy environment for those who are judged to have attained functional literacy. The newly literate can suffer because of a lack of opportunities for continuing education or employment, both of which can create a literacy-rich environment².

3. How to motivate adults to enroll and stay in educational/training programmes?

Priority is being given to a modular approach to adult learning so that the learners can build their education profile gradually. The Second Chance programmes on offer are held in settings tailored to the participants' learning needs and are carried out in a manner that accommodates the adult learners' life and family commitments. These settings also occur either within or outside the formal education system and are meant to be conducive to the obtaining of secondary level qualifications.

The CPIAs are being granted a certain degree of autonomy in terms of didactical choices and set-up. This autonomy is also meant to allow for greater flexibility in terms of accommodating the needs of different participants within the territory.

At higher levels of learning, a number of online Master's programmes are being offered by universities and institutes, which serve as a means of professional re-orientation. Fees are charged for these programmes³.

² Country report on the action plan on adult learning: Italy. Carried out, on behalf of the European Commission, by GHK in cooperation with Research voor Beleid

³ Country report on the action plan on adult learning: Italy. Carried out, on behalf of the European Commission, by GHK in cooperation with Research voor Beleid (2011)

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4. How to design/organize low educated students' learning process⁴?

Teaching methods and approaches should be based on school autonomy and teaching freedom provisions. Flexibility and personalisation are at the basis of curricula and course planning, supported by technologies able to stimulate interest and participation: the reception, listening and guidance phases may allow for a modular structure for every enrolled learner, through the so called 'training pact'. A modular educational offer is therefore favored and the use of laboratories and new ICT is fundamental.

Programmes Aimed at the Development of Basic, Social and Cultural Skills

This course category includes:

- courses for the linguistic and social integration of foreign nationals;
- modular courses and functional literacy courses.

Learner Assessment/Progression

All courses in this category can be organised freely in terms of timetables, methods and learner evaluation criteria. Decisions are taken by school managers and in accordance with legal requirements (minimum number of teaching days and hours, etc.) and taking into account the kind of certificate issued at the end of the course.

Certification

Permanent Territorial Centres and evening course providers issue attendance certificates for language courses for foreign nationals and/or short modular courses and/or functional literacy courses.

Certificates reflect the types of courses attended. Certificates issued at the end of short modular courses – a very diverse category – range from participation or attendance statements to certification within an official skills framework, as in the case of ICT or language courses. As autonomous entities, schools can make agreements with certifying bodies or private entities to issue certificates in compliance with a certain standard such as the Italian Association for Information Technology and Automatic Calculation - AICA – which issues the European Computer Driving Licence – ECDL; or various universities which issue certificates, for example CILS, PLIDA, for Italian L2). With the exception of qualifications issued at the end of ordinary study courses, a nationally recognised certification framework has not been developed yet. The regions are responsible for developing frameworks for certification, assessment and the recognition of skills; these frameworks are valid at regional level.

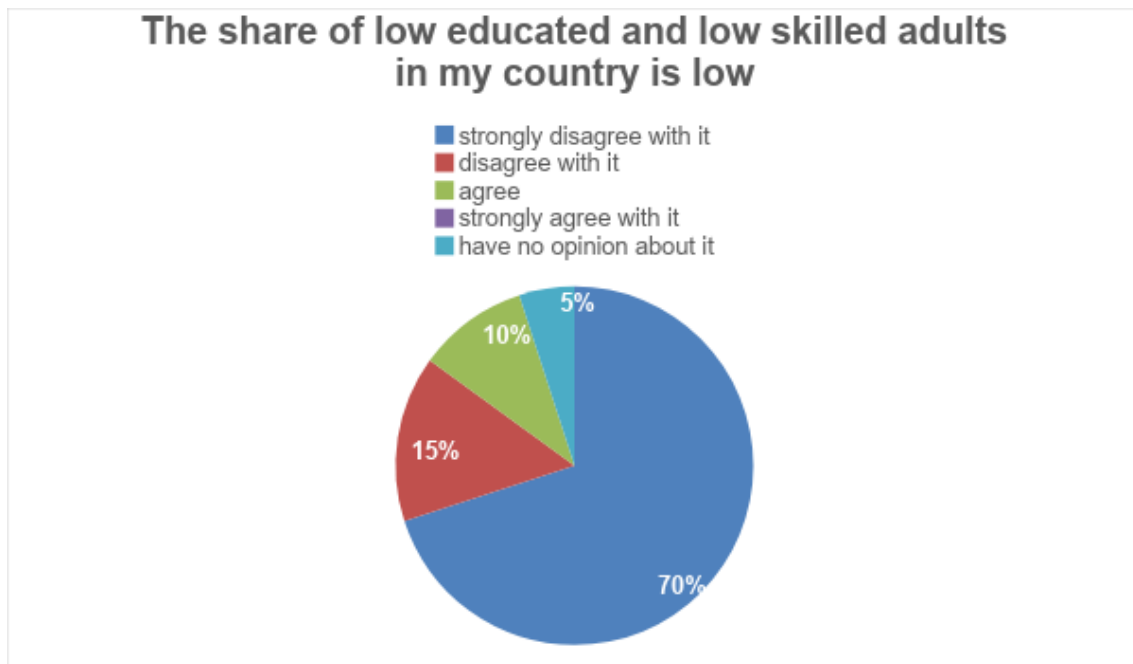
5. Which methods should be used while educating low educated and low skilled students?

See answers above

⁴ Ministero dell'istruzione, dell'università e della ricerca (MIUR) INDIRE – Unità Italiana di Eurydice - The Italian Education System (2011)
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GRAPHS' DESCRIPTION

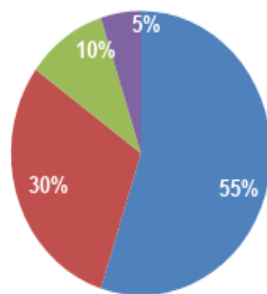
1. What is the current status of adult education in your country?



A strong majority of the educators (70%) who answered the questionnaire strongly disagree with the statement and 15% disagree. This means that educators think that in Italy there is a large group of low- educated and low -skilled adults.

Most of the adult education programmes are devoted to tertiary educated adults and individuals with higher social status

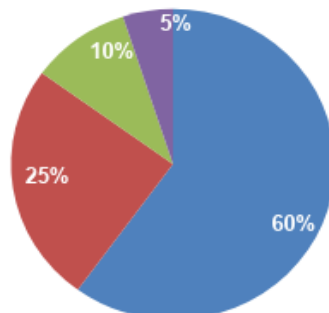
■ strongly disagree with it
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The majority of respondents 55% strongly disagree with the statement or disagree with it, 30%. This means that in Italy not so many adult education programmes are not devoted to high educated learners.

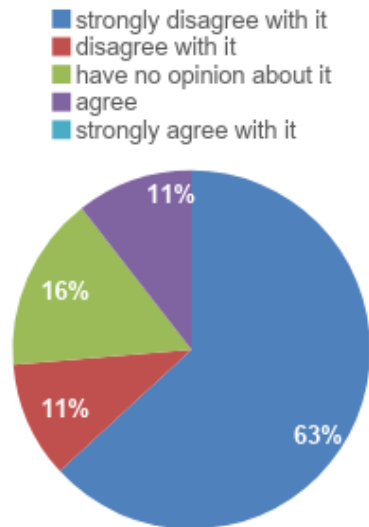
Companies generally invest money in continuous education of all their workers

■ strongly disagree with it
 ■ disagree with it
 ■ have no opinion about it
 ■ agree
 ■ strongly agree with it



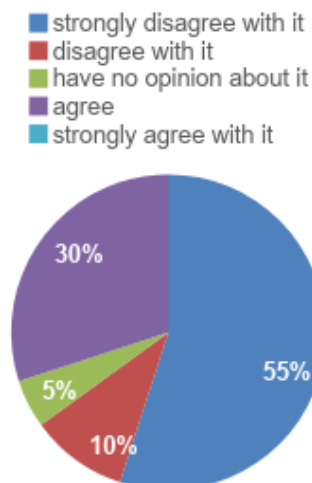
The majority of respondents strongly disagree with the statement – 60% and the 25% also disagree. The 10% don't have an opinion and only the 5 % agrees. This means that in Italy companies do not invest much money in the induction and retention of their workers.

Educational programmes in this country are mostly for vulnerable target groups



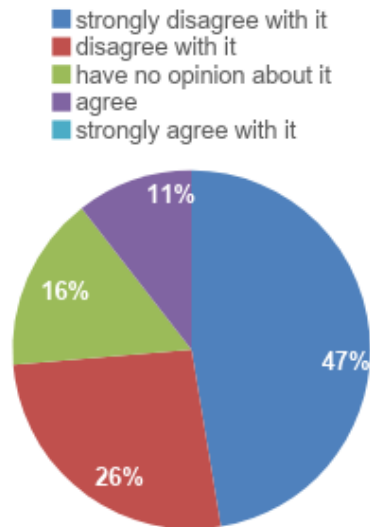
Educational programmes in Italy are not addressing only vulnerable groups, in the opinion of respondents. In fact, the 63% of them strongly disagree with the statement. However, there is a small percentage that don't have an opinion about that or agrees with the statement – 11%.

Educational programs are mostly designed to meet company's expectations, but they don't meet adults' personal or social needs



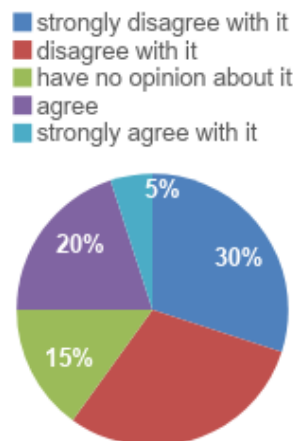
For this statement there some opinions in contrast. While the 55% strongly disagree with the statement, so respondents think that adult education programmes meets personal and social needs of the adult. There is a quite high percentage which agrees with the statement – 33%.

Educational programmes can be the same for everybody



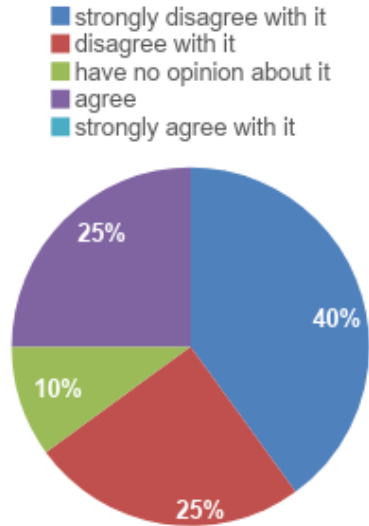
The majority of respondents don't think that educational programmes can be the same for everyone. In fact the 47% strongly disagree and the 26% disagree with the statement. But there is a small percentage – 11% - which agrees with the statement.

Programmes have been developed in my country for employers to understand and motivate low educated/ functionally illiterate people for learning and staying in education



The 60% of respondents strongly disagree or disagree with the statement, thinking that not so much programmes are present for the motivation of adult learners. But the 20% agree with the statement.

When adult educators teach low educated adults, they are specifically trained for that matter

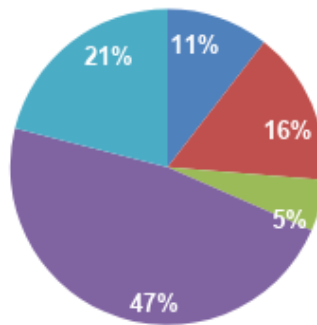


About the preparation of adult educators, the 40% and the 25% strongly disagree or disagree with the statement, thinking that educators are not specifically trained. However, there is a quite good percentage 25%, which think they are prepared.

2. What is functional illiteracy (usually the state of low educated and low skilled adults) and what are the characteristics of low educated and low skilled adults?

Functional illiteracy refers to the level of reading, writing, understanding and numeracy that is not sufficient for functioning in today's society

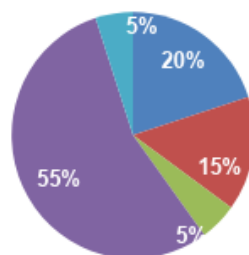
■ strongly disagree with it
 ■ disagree with it
 ■ have no opinion about it
 ■ agree
 ■ strongly agree with it



Then majority of respondents – 47% - agrees that functional illiteracy refers to the level of reading, writing etc. The 21% of respondents also strongly agrees with that statement. Only few don't agree with that.

Functional illiteracy can be traced only in some areas of individual life like work... but not the others (health, culture, education, social relationships, decision making...)

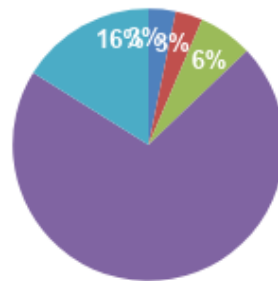
■ strongly disagree with it
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 ■ have no opinion about it
 ■ agree
 ■ strongly agree with it



The majority of respondents 55% agrees with the fact that functional illiteracy may be traced only in some areas of life or work.

Adults have become low educated and low skilled as a result of the gap between what they could learn in their families and what they could learn at school

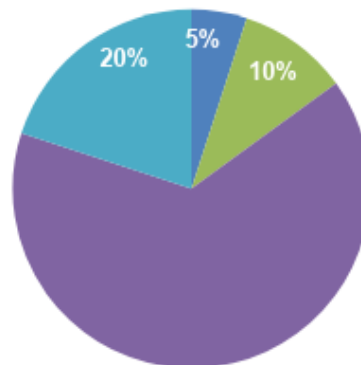
- strongly disagree with it
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- have no opinion about it
- agree
- strongly agree with it



About the statement above the 71% agrees with the fact that low education is the result of the education environment both in family and at school.

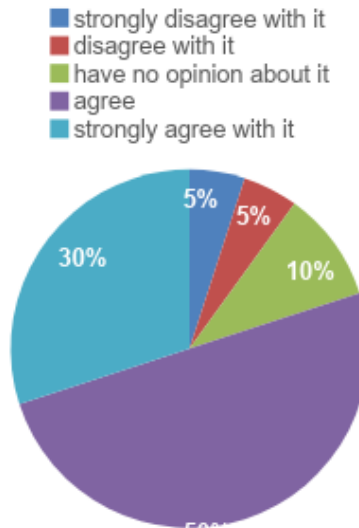
Functional illiteracy can be a result of non-recognized and non-addressed dyslexia

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



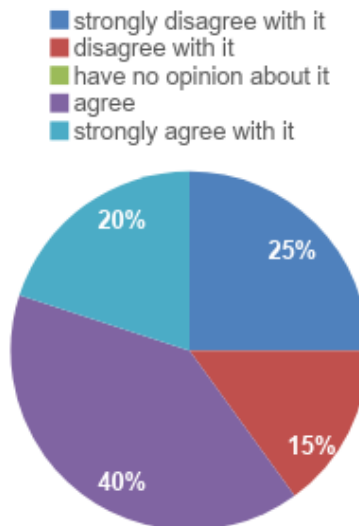
The 65% of respondents think that functional illiteracy can be the result of non-recognized dyslexia and the 20% strongly agree with the statement.

Functional illiteracy is the result of social and cultural inequalities



The majority of respondents made of 50% agreement and 30% strong agreement states that functional illiteracy is the result of cultural inequalities.

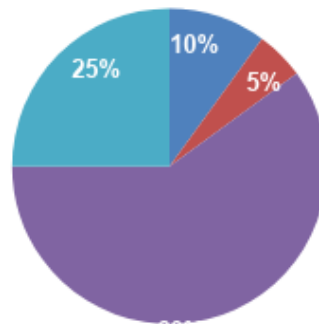
Functional illiteracy can be produced by bad schooling



The 40% agrees that functional illiteracy can be the result of bad schooling and also the 20% strongly agrees with it. However, the 25% of respondents think that bad schooling is not affecting functional illiteracy.

Low educated and low skilled adults who have not used their skills for a long time can lose them and become functionally illiterate

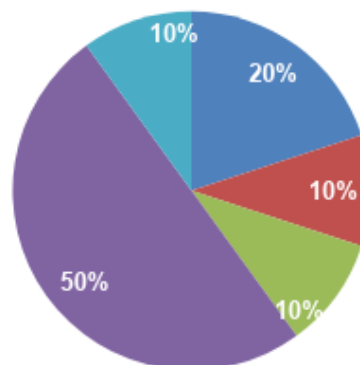
- strongly disagree with it
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- have no opinion about it
- agree
- strongly agree with it



The majority of respondents – 60% - think that adults may become functional illiterate if they don't use their skills for long time. The 25% strongly agree with the statement as well.

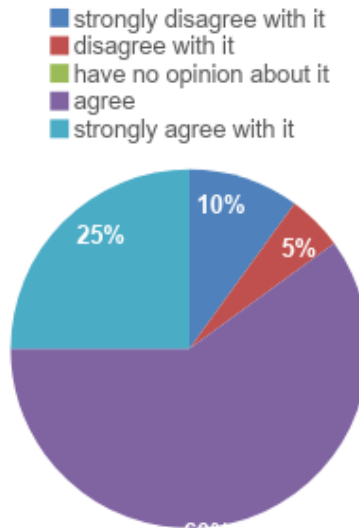
Young adults are not functionally illiterate even though they are low educated and low skilled

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- disagree with it
- have no opinion about it
- agree
- strongly agree with it



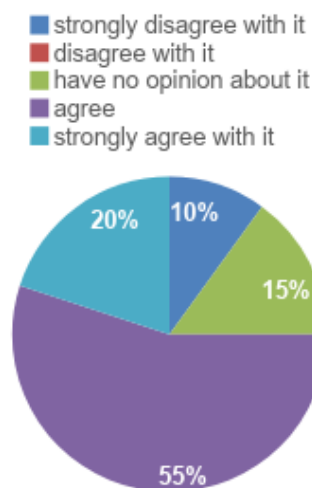
Young adults are considered by respondents not functionally illiterate even if low skilled – 50% - even if the 20% of respondents think the opposite.

Low educated and low skilled adults had bad experience with formal education in the past



The 60% of respondents stated that low educated people had bad experience of education in their past. The 25% in fact also agrees with the statement.

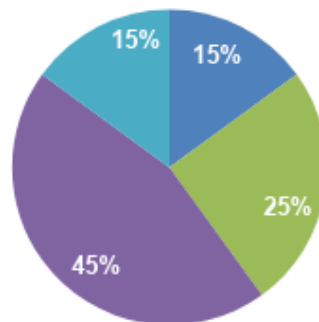
Functional illiteracy of the low educated and low skilled adults can be caused by inadequate policies



The majority of respondents thinks that inadequate policies can cause functional illiteracy. In fact, the 55% agrees with the statement and the 20% strongly agrees.

Normally, in today's companies, low educated and low skilled adults have a wider picture of the work processes

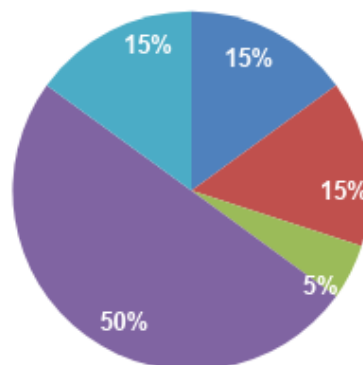
- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



The 45% of respondents think that low skilled adult have better knowledge of work process in companies. Also the 15% agrees with it.

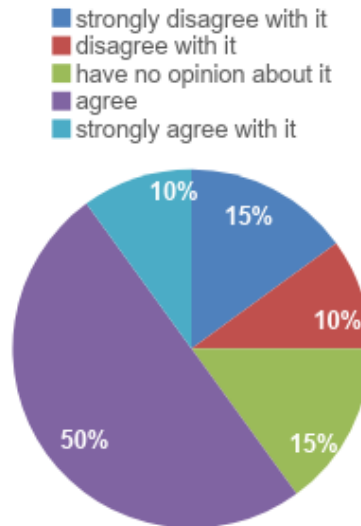
Low educated and low skilled adults use all sorts of strategies to hide their state

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- disagree with it
- have no opinion about it
- agree
- strongly agree with it



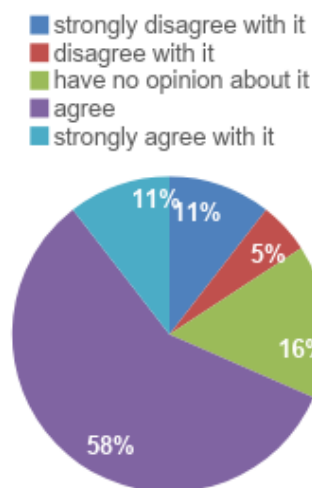
The majority of respondents agrees – 50% - or strongly agrees 15% with the statement.

Low educated and low skilled adults have a tendency to obey their boss



Usually low educated people tend to obey more frequently to their boss, as stated by the majority of respondents.

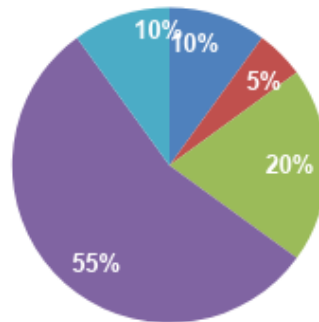
Low educated and low skilled adults get nervous if taking initiatives and decision making are expected from them



The majority of respondents thinks that low educated people get nervous if decision making is expected from them.

Companies do not know that low educated and low skilled adults are a threat to themselves and others

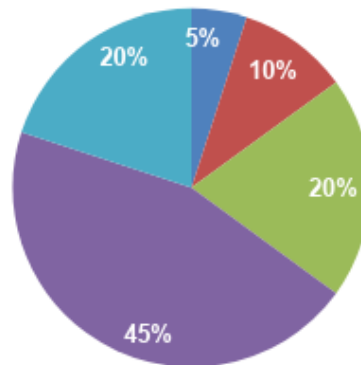
- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



The majority of respondents 55% agrees with the statement that companies don't consider low educated can represent a threat to themselves.

Low educated and low skilled adults do not develop together with their company

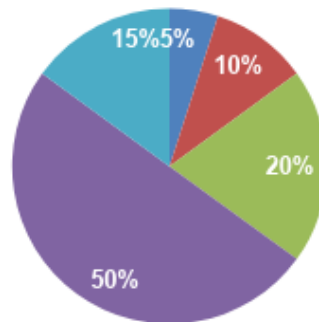
- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



The majority of respondents agrees 45% and strongly agrees 20% with the fact that low educated adults do not develop with their company.

Low educated and low skilled adults do not have the knowledge students normally get in elementary school

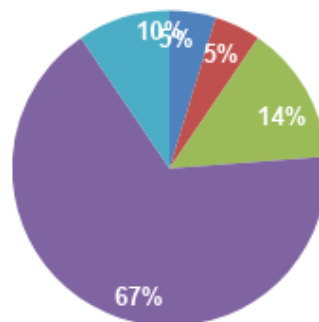
- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



Low educated people, according to respondents, didn't get the same level of knowledge that normally students have during school.

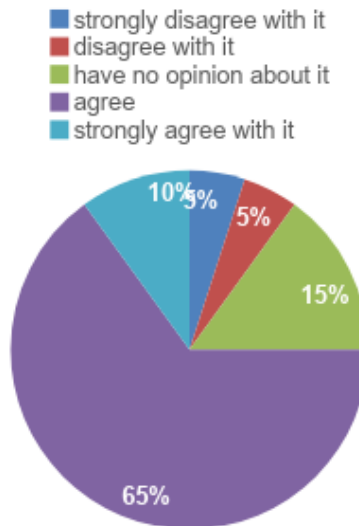
Low educated and low skilled adults manage/deal with what it is useful for them to survive/ they need to survive

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



The majority of respondents think that low educated adult deals only with what is strictly useful for them

Low educated and low skilled adults have difficulties writing notes in everyday life

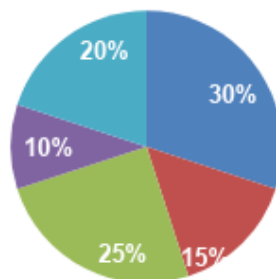


The majority of respondents agrees with the statement that low educated people have difficult in taking notes in everyday life.

3 How to motivate adults to enroll and stay in educational/training programmes?

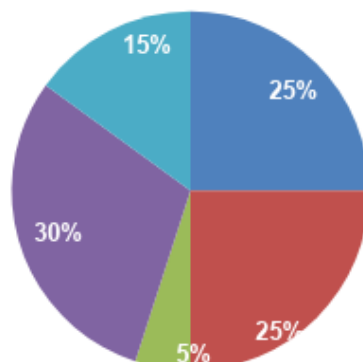
Adult education caters to very diverse and most often non-expressed needs, which makes motivating adults to participate even more challenging

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



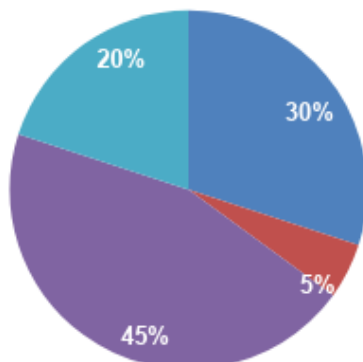
Compared to tertiary educated adults, low educated adults have a different learning culture

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



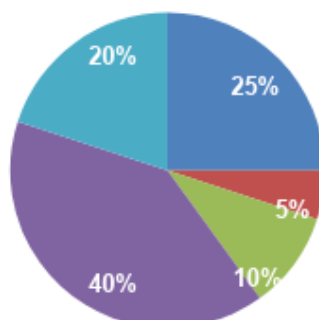
Companies do not like investing money in the education of functional illiterates

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



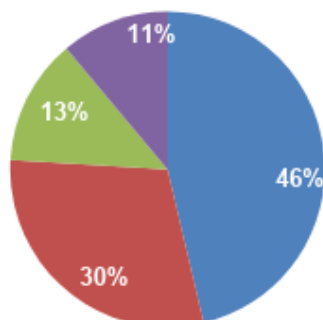
Courses for low educated adults require that an encouraging atmosphere will be created before the course starts

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



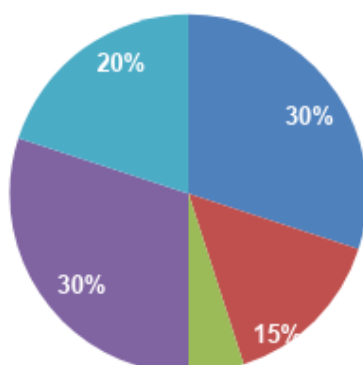
Motivating functional illiterates for learning starts by motivating Human Resources Departments, employers and/or the wider social environment

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



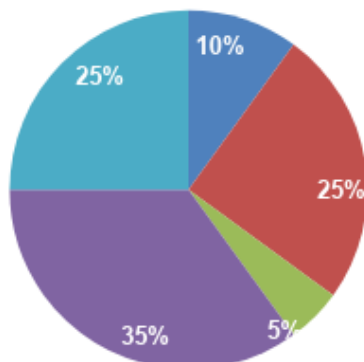
Low educated and low skilled adults feel guilty/ashamed about being low educated

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



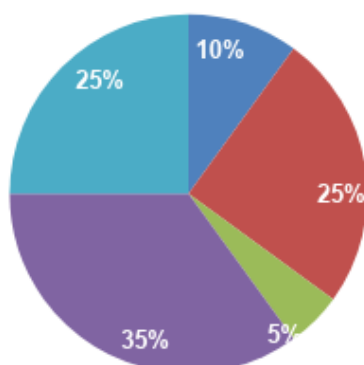
Personal interviews with potential students are motivating and fruitful for programming the course

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



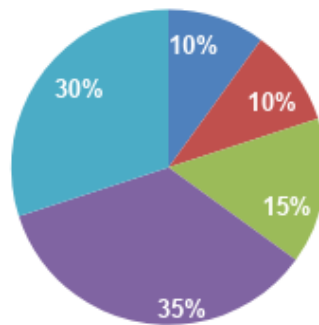
Low educated and low skilled adults have to feel accepted for who they are

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



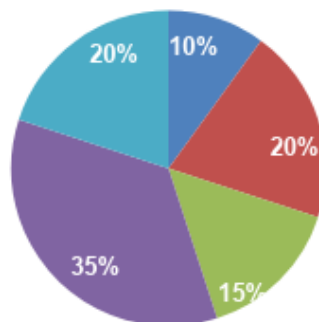
Adult educators and staff of the educational providers are proud of their students and show it explicitly

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



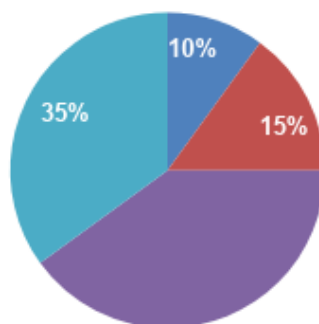
When correcting mistakes that low educated and low skilled adults make, it is mostly about resuming what they say, but in a correct way

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



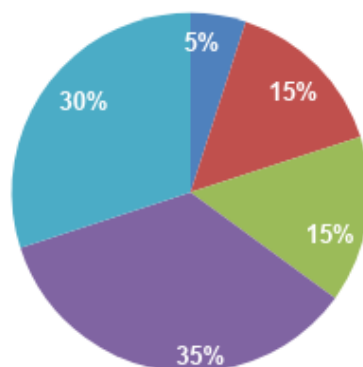
Low educated and low skilled adults should be given learning opportunities which are interwoven with their everyday life

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



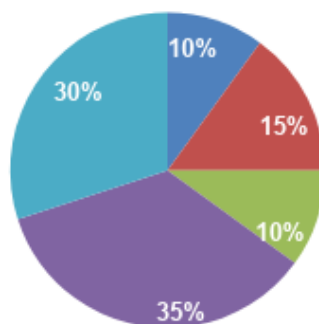
During the course, low educated and low skilled often lose confidence and need constant support

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



When delivering educational programmes adult educators should act both as learners and as a good, well-informed learning source

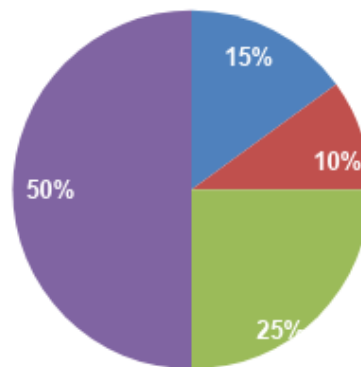
- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



4. How to design/organize low educated students' learning process?

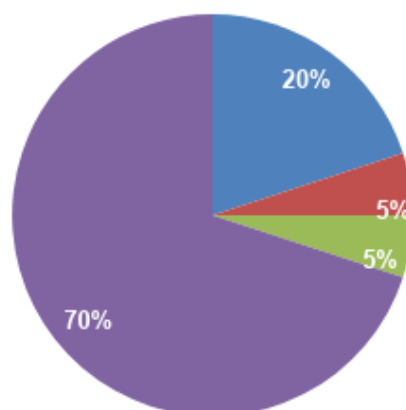
Adult educators design programmes for each target group separately

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



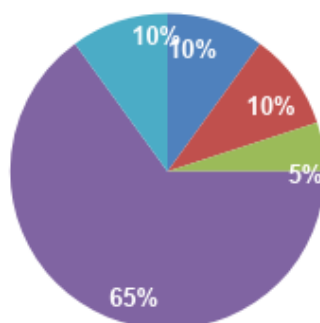
Programmes are based on situational analysis

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



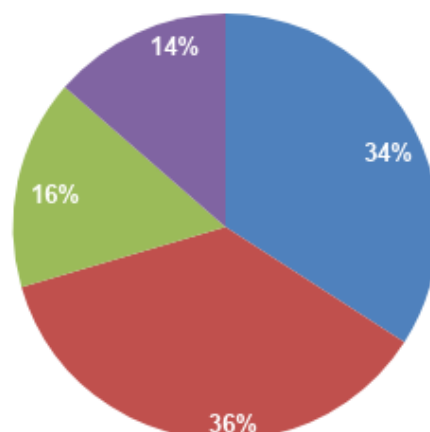
Educators should perform situational analyses by identifying their students' past, present and eventual future situations, and their ideal situation

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



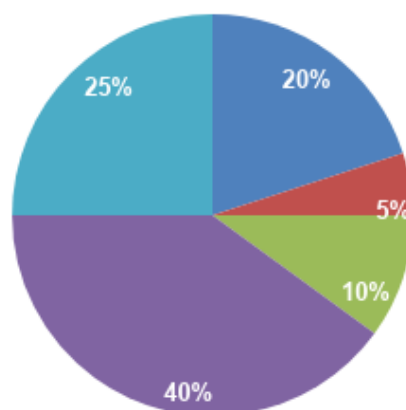
Acquiring missing competencies, however, is not seen only as a recuperative intervention, but also as a developmental one

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree



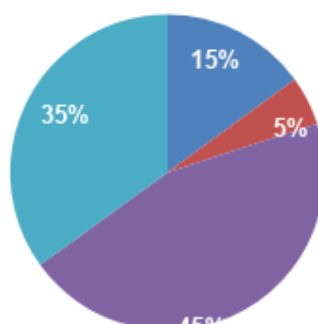
New contents can be introduced during the course

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



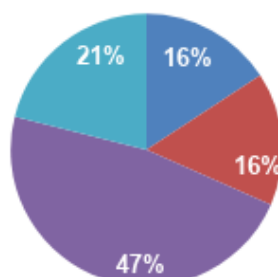
Educators should implement an initial analysis of needs (personal, work, social and educational needs)

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



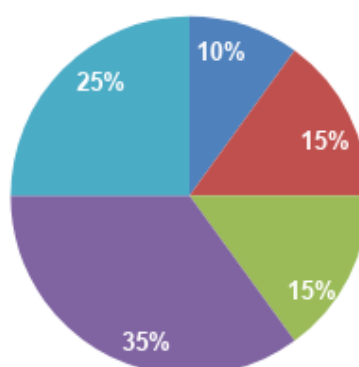
The learning program/curriculum should be designed taking into consideration each individual's needs as well as the common needs of the group

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



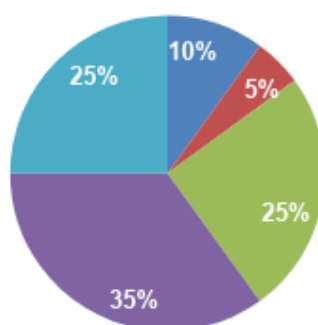
Goals should be decided in a participatory process

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



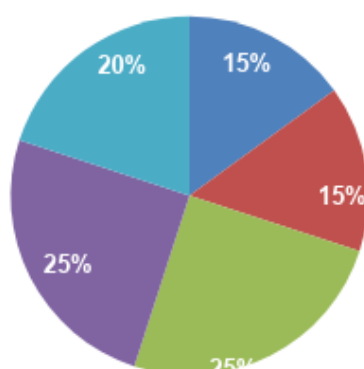
The schedule of education should be negotiated with the students. Once decided on, it should not be changed

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



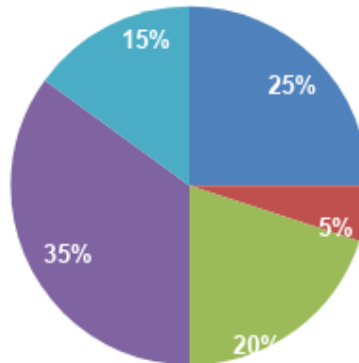
Target groups are best reached on the level of the company

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



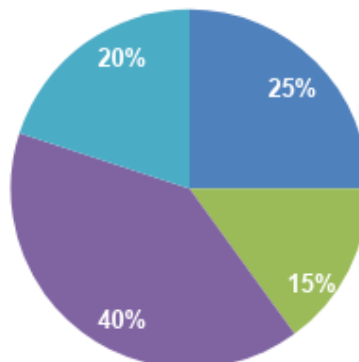
Target groups are best reached on the level of the region

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



Target groups are best reached by sending out written information

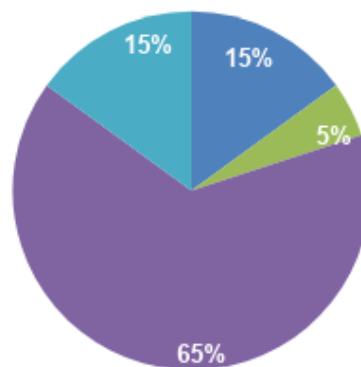
- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



5. Which methods should be used while educating low educated and low skilled students?

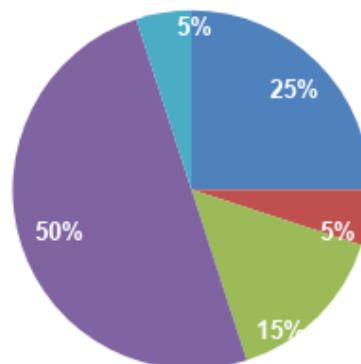
Methods are primarily chosen according to objectives and contents

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



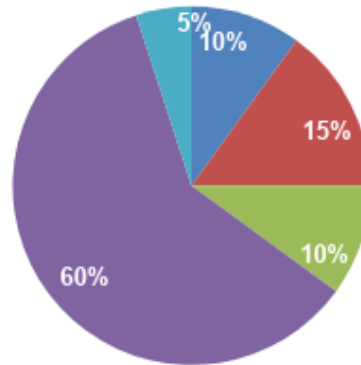
Methods are primarily chosen according to the characteristics of the learning group

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



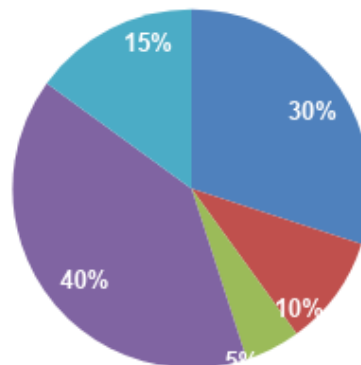
Methods are primarily chosen according to adult educators' beliefs about teaching/learning

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



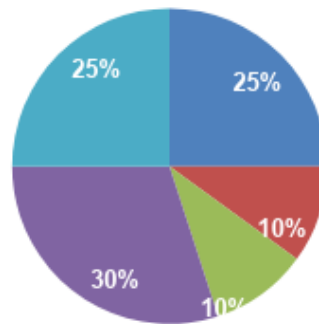
Low educated and low skilled adults should have a possibility to start by what they know and like best

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



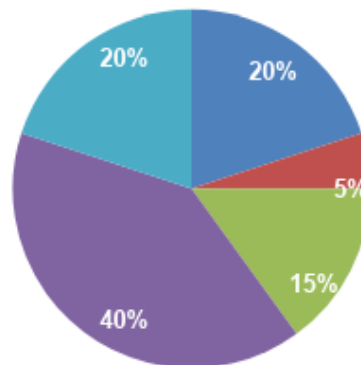
Low educated and low skilled adult learners are not aware of the knowledge they have gained out of school (informal learning)

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



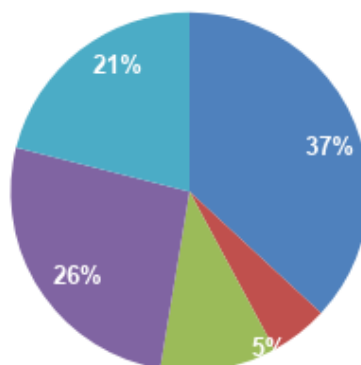
Adult educators guide the learners' thinking in the right direction

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



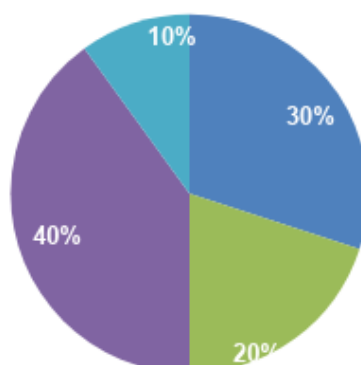
Low educated and low skilled adult learners are afraid of writing

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



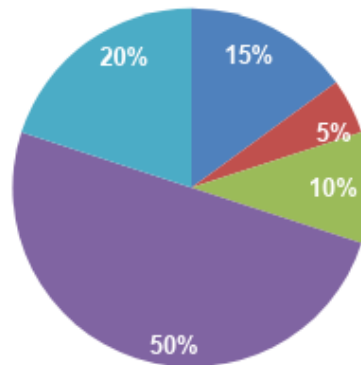
Sessions devoted to “learning how to learn” are required when educating low educated adults

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



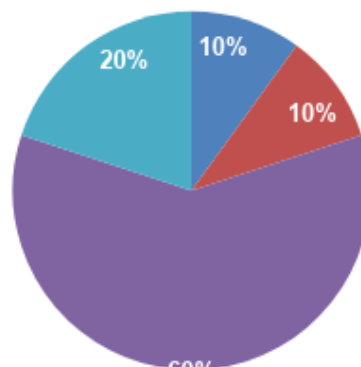
Learning instructions should be short, clear, simple, repetitive, illustrated, and orally explained

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



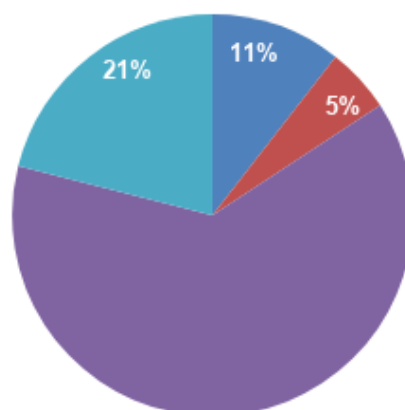
When addressing low educated students, learner centered approach should be mainly used

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



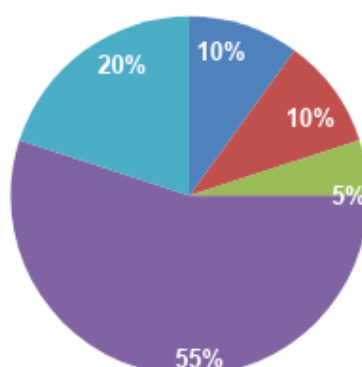
Most exercises should be group exercises

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



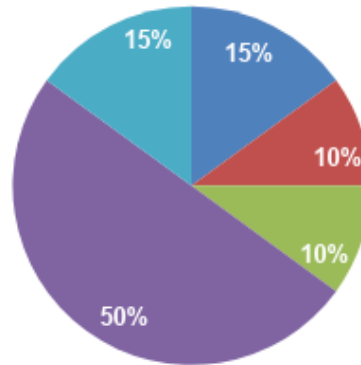
Working in pairs and small groups is to be used later on in the course

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



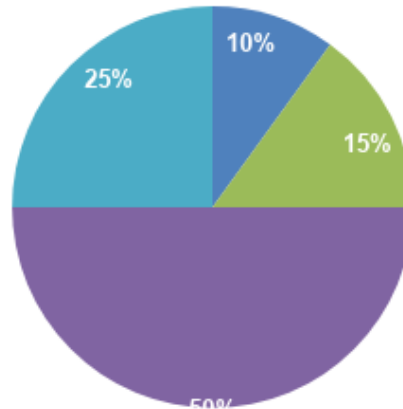
Methods stimulating group dynamics and creating learning community are welcome

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



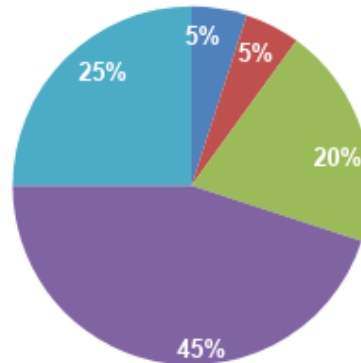
Educational games are beneficial

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



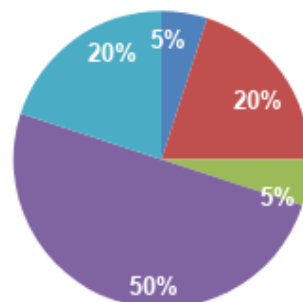
Discussion is not a method of choice when working with low educated adults

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



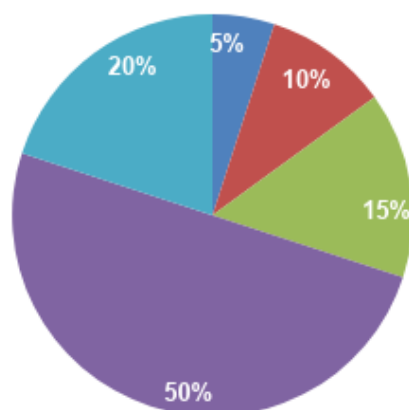
When abstract concepts are to be introduced to low educated and low skilled adults, students should be given examples they are familiar with, for example about their family, their community and, finally, the general concepts

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



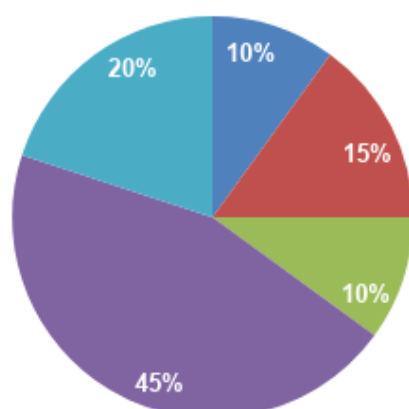
Low educated students prefer learning by doing

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



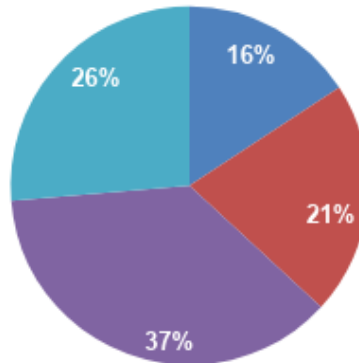
Role plays can be emotionally dangerous

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



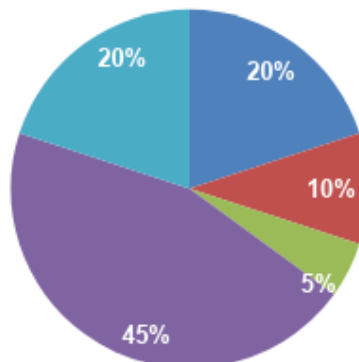
Different learning approaches and methods should be combined while educating low educated adults

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it

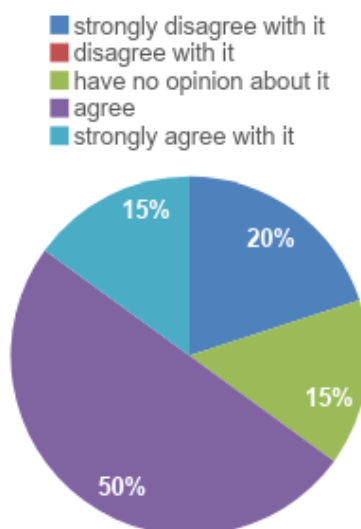


Educators should protect their students and give them opportunities to be proud of themselves

- strongly disagree with it
- disagree with it
- have no opinion about it
- agree
- strongly agree with it



Educators should carefully choose their examples as to reflect their students' lives



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