



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 Slovenia

English



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LEARNERSMOT REPORT ON THE STATE OF ART OF LOW EDUCATED AND LOW SKILLED ADULTS' EDUCATION IN SLOVENIA

REPORTERS: DUŠANA FINDEISEN. URŠKA MAJARON
SLOVENIAN THIRD AGE UNIVERSITY

DARJA LUŽNIK
UPI – LJUDSKA UNIVERZA ŽALEC

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A/ THE STATE OF ART OF ADULT EDUCATION IN SLOVENIA

Generally, Slovenia has reduced its investment in formal and non-formal education. Education expenditure as a proportion of GDP used to be high, 5.6%. Interestingly enough, approaching the EU average of 4.9 %, Slovenia is still among the 10 EU countries that spend the most on education. The proportion of education expenditure in the 2015 total general government expenditure (11.6 %) is also above the EU average (10.3 %), but it has fallen compared to 2014 (12.1 %). Since 2009, public expenditure on education has decreased by 13 % in real terms and so has adult education expenditure.

Adult participation in learning is 11.6 %, just above the EU average of 10.8 %. National statistics show that in 2015, 89 % of employees took part in professional training and 84.1 % of all businesses offered professional training to their employees (Statistical Office Slovenia, 2017).

However, variations in adult skill levels are wide, with *older people having the lowest proficiency*. Especially problematic is the very low participation of low-qualified women aged 50-64 in adult education.

Moreover, improving the skills of low educated and low skilled adults is one of the challenges formulated in OECD Skills Strategy Diagnostic Report Slovenia 2017. In Slovenia adults with low skills are mostly vocational school leavers. Those who attended general upper secondary education (grammar school etc.) are much better equipped with skills.

One third of 16-to 65 year olds in Slovenia almost 400 000 adults have low levels of literacy and/or numeracy. Most low skilled adults, however, are not interested in adult learning and do not choose to participate in it. Though in our opinion real reasons for non-participation are to be sought in their life histories, family environment, school induced marginalisation, bad school memories, family situation and social stigmatisation.

Slovenia also offers programmes targeted to raising the basic skills or education levels of low-skilled adults. For example, "Education programmes for success in life"

(Usposabljanje za življenjsko uspešnost) includes several sub-programmes targeted to the most vulnerable groups of adults with low educational attainment. Such programmes have sought to raise adults' skill levels in the context of workplaces, families, rural areas, second-chance education and special needs education. However, only about 1 000 adults participated in Slovenia's "Education for success in life" programmes, which aimed to raise the basic skill levels of Slovenia's most disadvantaged adults in 2012, while just over 1 000 adult learners

participated in a programme to acquire a basic school qualification in 2013/14 (European Commission/EACEA/Eurydice, 2015a).

Source: OECD Skills Strategy Diagnostic Report Slovenia 2017

FUNCTIONAL ILLITERACY (USUALLY THE STATE OF LOW EDUCATED AND LOW SKILLED ADULTS) AND CHARACTERISTICS OF LOW EDUCATED AND LOW SKILLED ADULTS

Functional illiteracy is a by-product of development. What was enough in industrial times is not enough in postmodern fluid society. Moreover, functional illiteracy in various regions and states may be quite different.

In this country functional illiteracy is qualified as a phenomenon affecting both personal and working life as well as companies, local communities and nation. Basically functional illiteracy is associated with those who are not qualified enough to manage well their life and work as they are supposed to do in a given environment.

Basically being literate means having cognitive and cultural competencies, reading and writing and cognitive skills to read, write and understand written messages in everyday life. It also means being able to learn on one's own.

Low-literate adults who attended school but who, for a variety of reasons, either did not complete their education or else did complete it without attaining the expected level of reading skill are referred to as functional illiterates. Functional illiteracy is present if the level of literacy of a person is not adequate for fully effective participation in society. (Baydar, Brooks-Gunn, & Furstenberg, 1993; Eme, 2011; Kirsch et al., 1993). Thus, it corresponds to a failure to acquire functional reading skills, i.e. it describes individuals who have been taught to read and write at school but either subsequently lost this ability for reasons other than medical or who inadequately acquired reading and writing competencies in the first place (Eme, 2010).

Constituting elements of literacy (speech, language, cognitive processes, reading, writing, numeracy) are individual and social phenomenon. Literacy being to a great extent a result of interactions within community, literate environment is to be created and supported as to alleviate functional illiteracy.

MOTIVATING LOW EDUCATED ADULTS TO ENROL AND STAY IN EDUCATIONAL/ TRAINING PROGRAMMES

A major challenge is to convince adults with low skills in Slovenia that they would benefit from raising their skills through adult learning. Reaching out to low-skilled adults with high-quality information and tailored guidance is necessary to demonstrate the benefits of adult learning,

Given the fact that low educated and low skilled workers are not in favour of adult education, avoiding it and pretending that they do not have the time, do not have resources to get involved (which at times is true) and knowing that they experience important psychological and social barriers to their involvement, adult educators have to understand the characteristics of low educated and low skilled workers who are anxious and therefore resist change that constitutes learning.

They have to get to know their life histories that have made them functional illiterate. They have to understand the difficulties of eventually being a dyslectic, the social pressure put on students with low educational attainment. Low educated adults feel guilty and ashamed, and adult educators' task is to make the burden of guilt and shame less heavy. The motivating of low educated adults starts by animating them and their environment for learning and education.

DESIGNING /ORGANIZING LOW EDUCATED STUDENTS' LEARNING PROCESS

Needs analysis, individual interviews with future participants in the course as well as members of the personal department of a company is followed by devising a special draft programme with contents meeting the participant's needs, interests and aspirations. During the learning process adult educators are responsive to what happens in the study group, and the needs for different contents that might emerge. The sequence of single contents is less important than participant's already existing knowledge and wishes.

METHODS TO BE USED WHILE EDUCATING LOW EDUCATED AND LOW SKILLED STUDENTS

Methods depend on what educators want to achieve. They depend on whether they primarily want to produce a transformative change in their students and their relationships, build a community of learners, and transmit knowledge. It is important that digital learning be included since digital abilities are widely appreciated and thus giving value to low educated participants. Educational games are highly appreciated, skills like learning to learn are to be targeted through the course. Since low educated and low skilled workers feel more at ease in learning by doing, learning by doing is to be largely used.

B/ QUESTIONNAIRE ON ADULT EDUCATION, FUNCTIONAL ILLITERACY, LOW EDUCATED AND LOW SKILLED ADULT STUDENTS' CHARACTERISTICS AND STIMULATING THEIR MOTIVATION FOR LEARNING

Methodology

Research questions were addressed deductively through literature and inductively on the basis of a purposively developed questionnaire.

- (1) What is the current status of adult education in Slovenia?
- (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?
- (3). How to motivate adults to enrol and stay in educational/ training programmes?
- (4) How to design/organize low educated students' learning process?
- (5) Which methods should be used while educating low educated and low skilled students?

The survey was conducted based on a small-N accidental sample of 18 respondents chosen on their relative ease of access. The respondents were adult educators from various adult educational organisations or organisations dealing with social inclusion where adult education is an additional, though crucial activity.

Description of the research sample

N- 18 respondents answered the questionnaire out of which 16 female and 2 male respondents.

Age category

15 respondents were in age category- 26-45,

2 respondents were in the age category 56-65 and

1 respondent was aged over 65

Duration of the involvement in adult education

- 3 have been in adult education for 1-2 years
- 2 have been in adult education for 1-5 years
- 6 have been in adult education for 5-10 years
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- 3 have been in adult education for more than 20 years

Type of institution where the respondents work

- 11 work in an adult education institution
- 6 in a voluntary organisation
 - 1 works in a company

QUESTIONNAIRE AND INTERPRETATION OF THE RESULTS

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

- 1.1. The share of the low educated adults in this country is low.

Disagreeing or strongly disagreeing with the statement (83%) of the respondents (against 11% of those who agree or strongly agree with the above statement), think that the share of low educated and low skilled adults in Slovenia is not low which is confirmed by different studies.

The way we live and work has changed profoundly – and so has the set of skills we need to participate fully in and benefit from our hyper-connected societies. Moreover Slovenian is rather sedentary which does not help acquiring skills that can be acquired only through wide international travelling and networking

“One third of 16-to 65 year olds in Slovenia almost 400 000 adults have low levels of literacy and/or numeracy. Most low skilled adults, however, are not interested in adult learning and do not choose to participate in it.”

There is structural unemployment in this country which also shows that the knowledge and skills adults have mismatch with the needs of the economy.

The Slovenian labour market is characterized by less educated unemployed, who are difficult to re-employ; high social contributions and low labour productivity (Kos 2001. Kos, Marko. (2001). Trajna brezposelnost.

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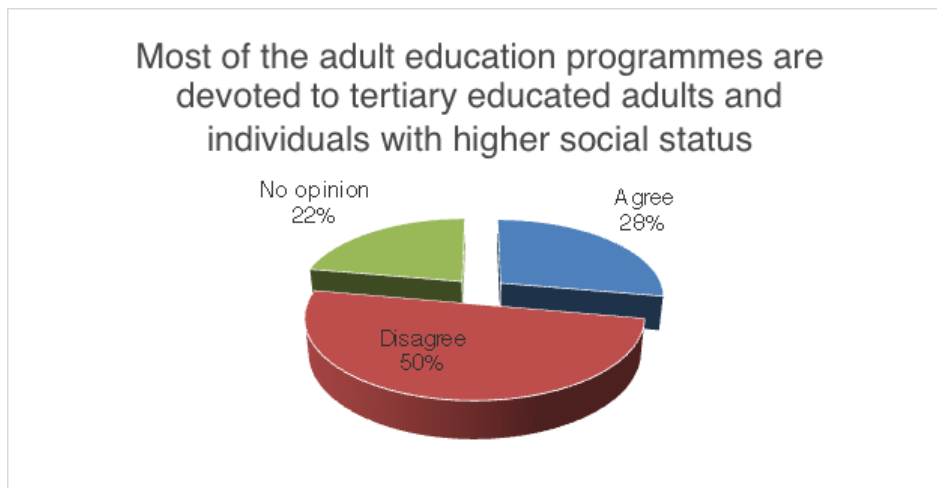
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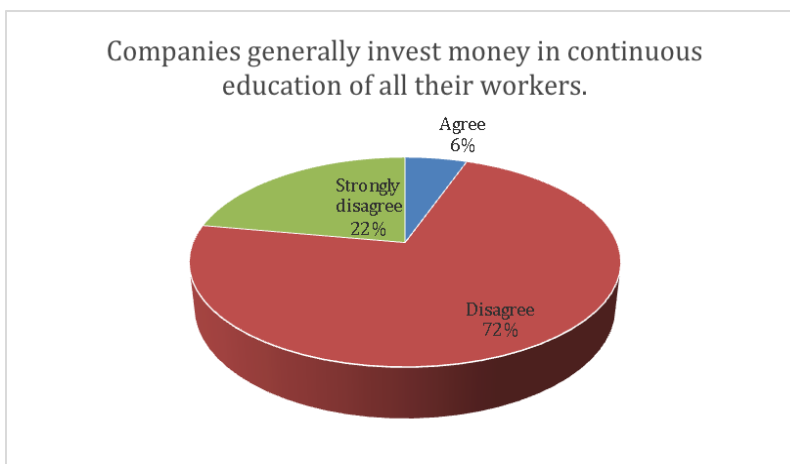
1.2.



Half of the respondents think that attention and programmes are focused on tertiary educated learners. (50% of respondents disagree against 22% who agree and 17% who do not know).

In today's society adult education is not considered to be "social lift" encouraging social mobility. It is no more responsibility of companies. Vulnerable target groups are supported by public tenders but not on a regular basis.

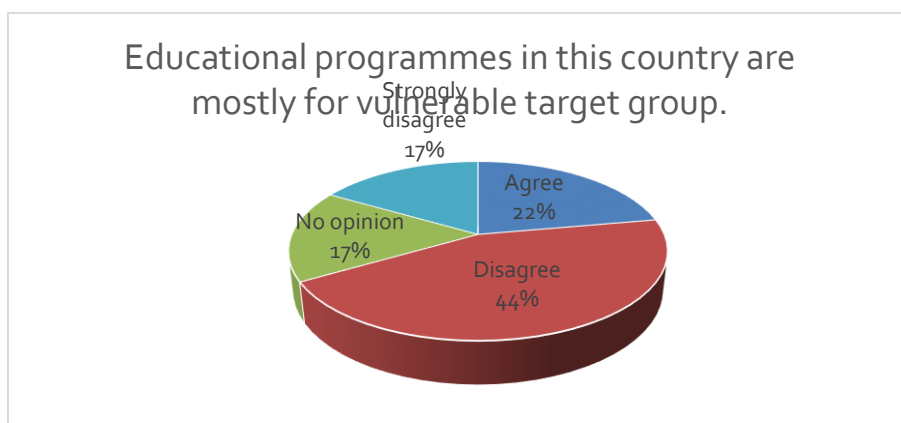
1.3



Only 6% of the respondents agree against 94% of the respondents who disagree that companies generally invest money in continuous education of all their workers.

What once was a general in-service educational practice in large Slovenian companies has now been replaced by the education of selected workers who mostly can choose freely educational programmes on the market.

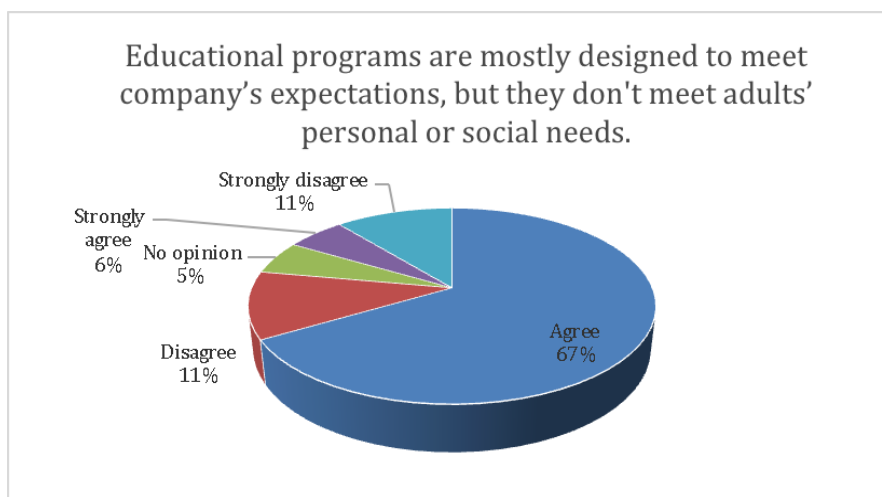
1.4.



49% agree 44% disagree, 17% have no opinion.

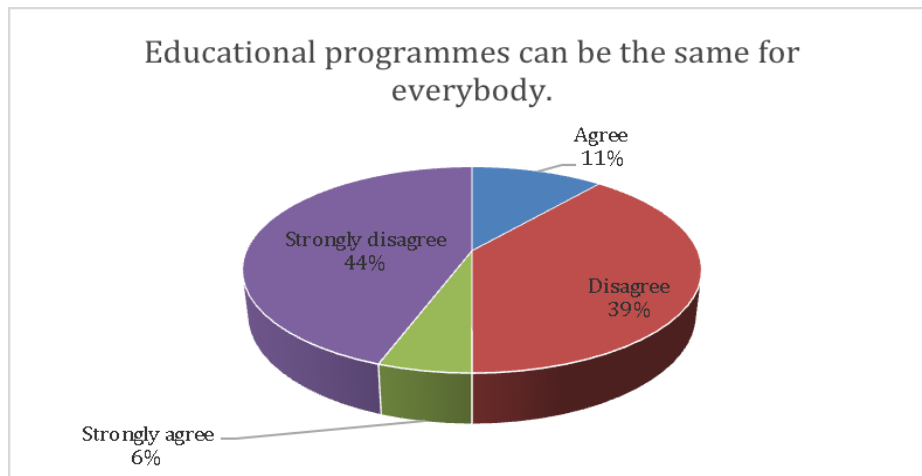
Half of the respondents argue that programmes are mostly for vulnerable groups.

1.5.



It is far more difficult do devise programmes including personal and social needs. Programmes have to be designed with constant participation of the adult learners.

They need to be drafted by and large and throughout the delivery they have to be modified and upgraded.



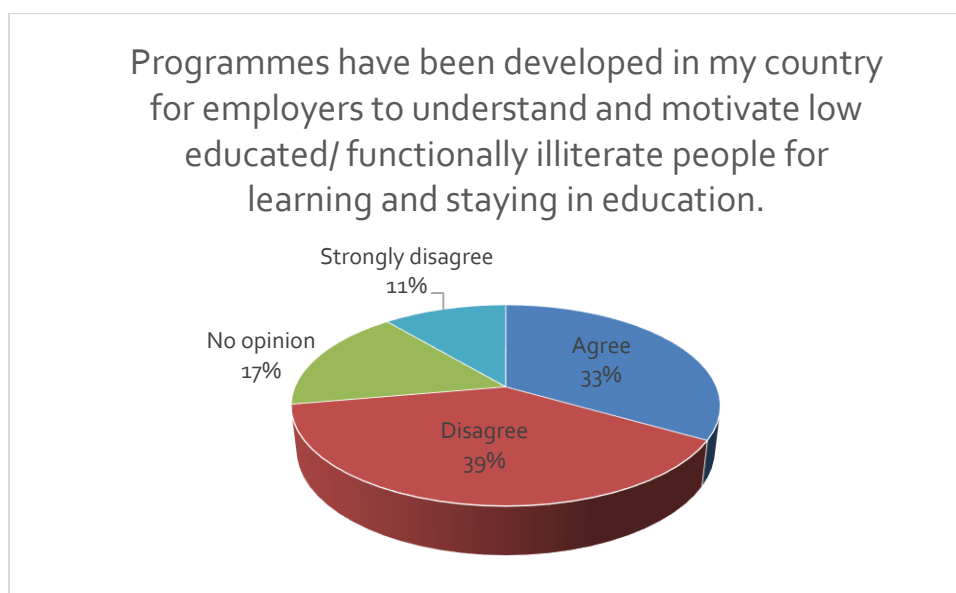
1.6.

83 % of respondents disagree or strongly disagree with the statement.

If ever, programmes for functional illiteracy have to be individualized as much as possible.

33% of the respondent agree.

1.7.



50 % agree, 46 disagree or strongly disagree, 17% have no opinion.

To our knowledge there are no such programmes.

1.8.

81 % of the respondents disagree that adult educators are specifically trained for teaching low educated adult learners.

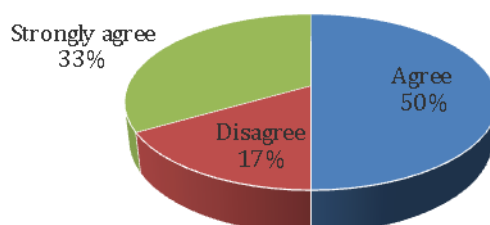
To our knowledge there is just one programme in the country teaching adult educators in this direction called *education for being successful in life* (UŽU).

This is a State supported programme. It comprises core contents for acquiring basic skills (reading, writing, numeracy) social skills, learning skills, active citizenship skills while specific contents depend on educational needs and interests of the target groups. Who wants to become an adult educator specialized for working with low educated adults has to possess IKT skills, and has to take an exam every three years.

More; http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/odrasli/Programi/Program_odrasli_uzu_mi.pdf

(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.



2.1.

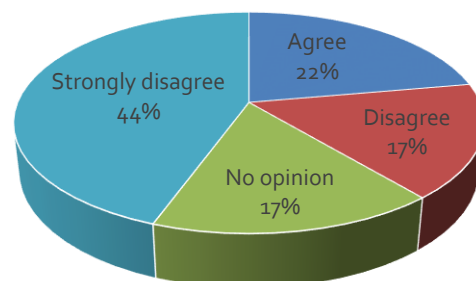
83% of the respondents agree about this one of the possible definitions of functional illiteracy.

Reading, writing and oral skills, the most common understanding of literacy is that it is a set of tangible skills – particularly the cognitive skills of reading and writing – that are independent of the context in which they are acquired and the background of the person who acquires them.

Functional illiteracy also means not having the necessary cultural skills.

2.2.

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...)

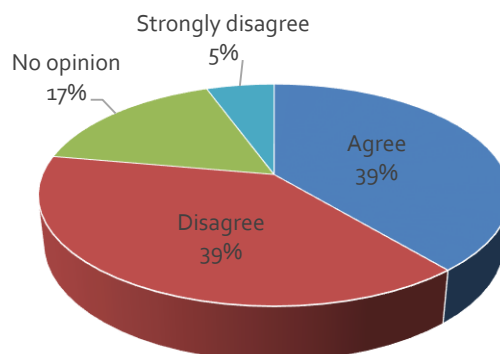


22% of the respondents agree while 61% disagree or strongly disagree. 17% have no opinion

Functional illiteracy is a state of insufficient cognitive development that does not allow autonomous learning from environment and good enough functioning in everyday life. It affects all areas of life which has been recognized by the majority of the respondents.

2.3.

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.

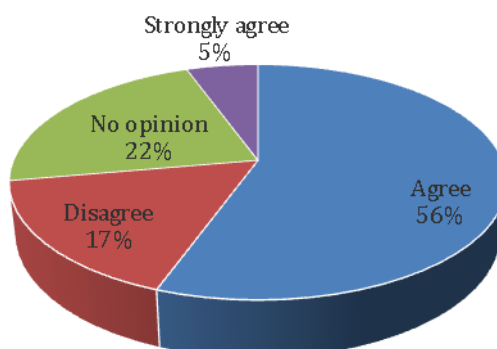


39% of the respondents agree, 44% disagree or strongly disagree while 17% have no opinion.

There can be an important gap between family and school literacy. If the gap is too wide learners and teachers are less motivated to overcome it. School should be supported in overcoming the cultural gap and should not dwell upon competition among students. Rather it should encourage students to work together on common tasks.

2.4.

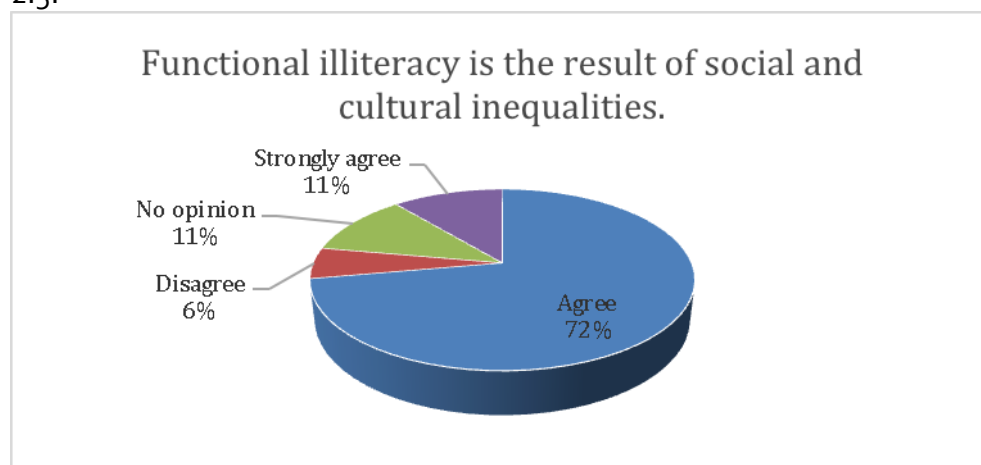
Functional illiteracy can be a result of non-recognized and non-addressed dyslexia.



56% of the respondents agree against 17% who disagree and 22% who have no opinion.

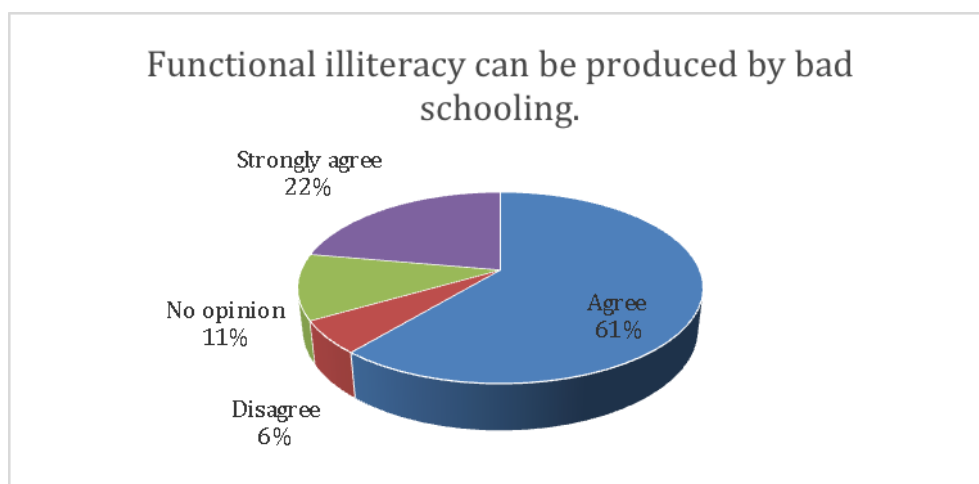
Recognition of dyslexia as being a possible cause of functional illiteracy imposes responsibility on the teachers and school authorities. The projected handbook will have to contain a unit on characteristics of dyslexia and dyslectic learners.

2.5.



Respondents (83%) agree that functional illiteracy is a result of social and cultural inequalities which proves that functional illiteracy is, to a great extent a social issue to be addressed by policies.

2.6.

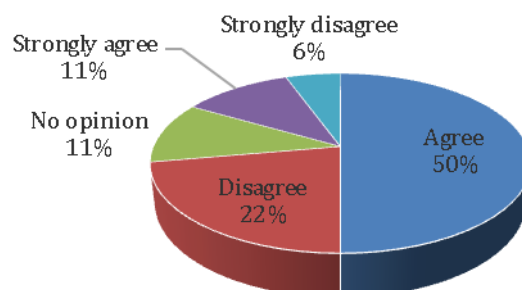


83% of the respondents believe that bad schooling can produce functional illiteracy.

Therefore school teachers should be trained as concerns functional illiteracy.

2.7.

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

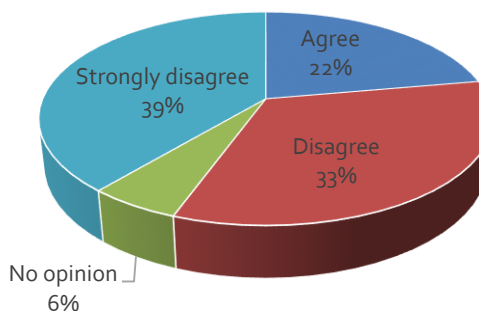


61% of the respondents agree against 28% who disagree or strongly disagree that skills can get outdated. Skills have to be gained, activated and used.

An accent should be put on these requirements (skills gained, activated and used) in the handbook to be designed.

2.8.

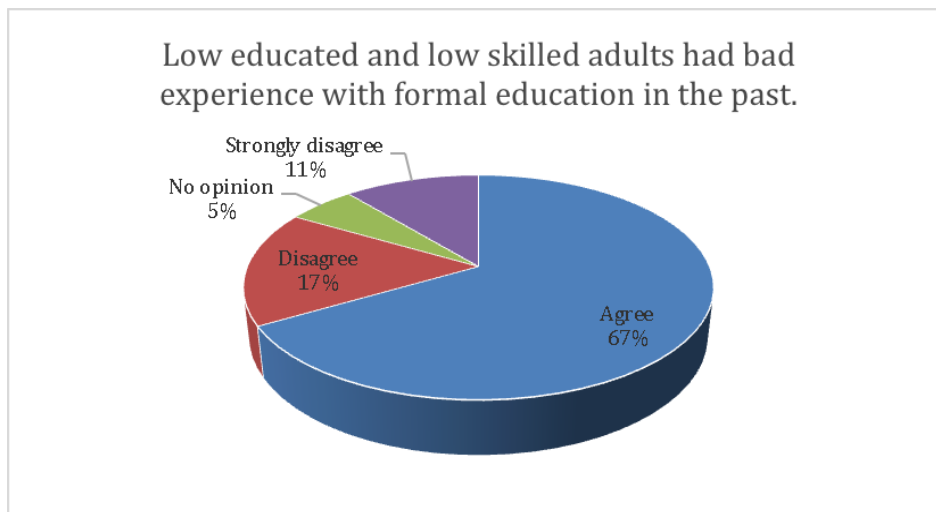
Young adults are not functionally illiterate even though they are low educated and low skilled.



Only 22% of the respondents agree against 43% who disagree or strongly disagree and 6% who have no opinion.

Functional illiteracy is a state that can be measured only in adults. It is about adults who are somehow blocked in their development while young people are in full process of development and their situation may change.

2.9.

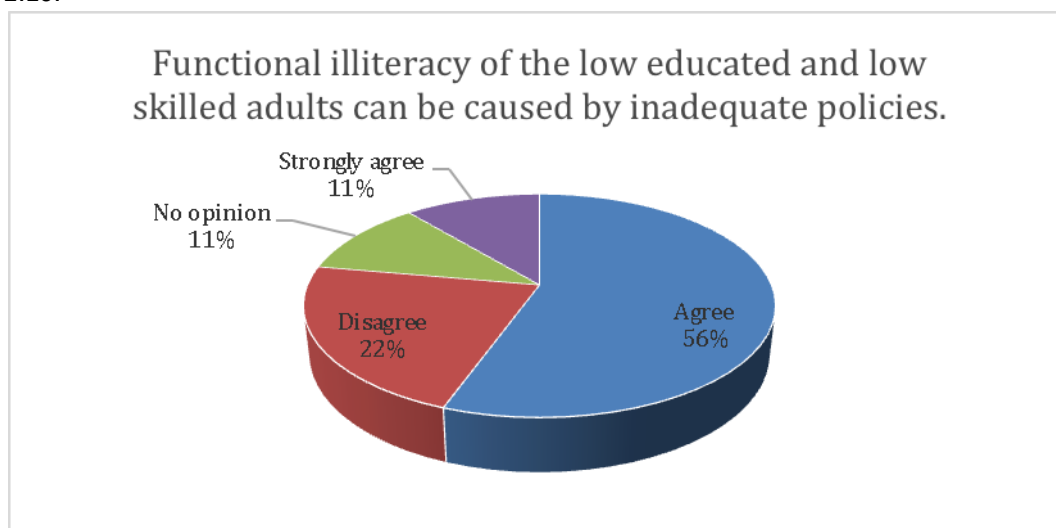


Only 67 % of adult educators agree with this statement

Practically most of those who enter adult education meant for low educated and low skilled adult learners had bad emotional experience in school. They say that they were never praised and their attainments were not recognised.

Accent should be put on psychological aspects of the education for low educated adult learners.

2.10.



67% of the respondents agree or strongly agree to this statement against 22% who disagree.

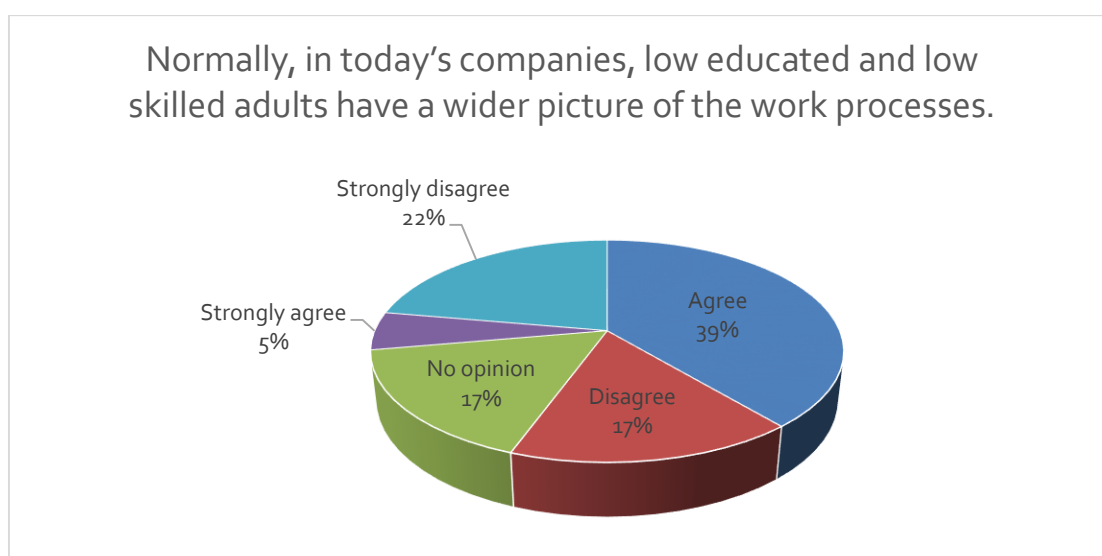
When European policies were adopted functional illiteracy was wrongly translated into literacy which blurred the real problem. Inadequate policies based on inadequate concepts and terminology can be harmful and may lead to inadequate solutions.

Advocacy of low educated adult learners and teachers is needed.

During the recent preparation of the national Law on adult education there was a strong will to drop all requirements concerning formal university education of teachers working with low educated and other deprived groups.

When policies are inadequate, investing public money in functional literacy education is meaningless.

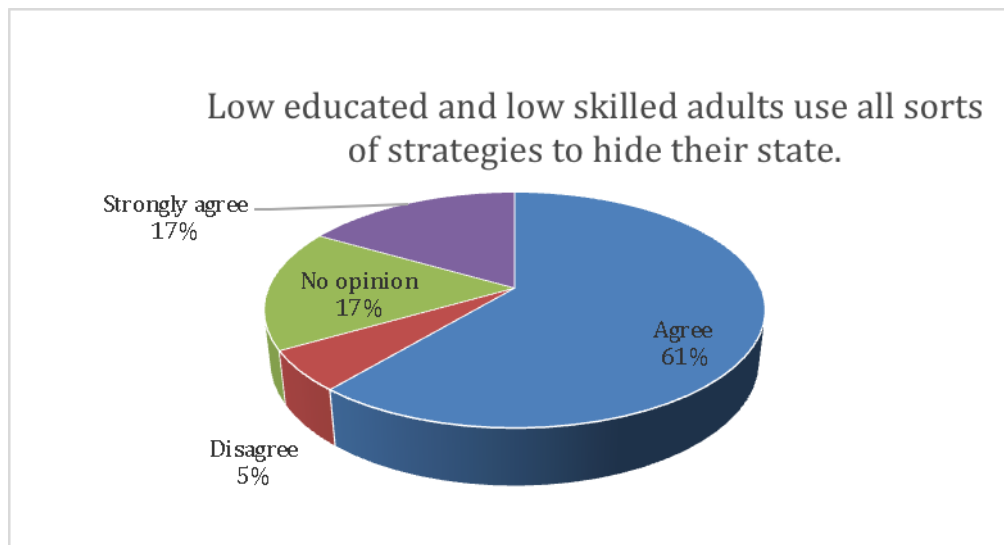
2.11



44% of the respondents agree that the low educated get a wider picture of the work process into which their job is inserted against 41% of the respondents disagree.

Not understanding the wider frame of one's work prevents thinking when taking decisions and waiting for the boss to give out orders, which is not sufficient for efficient functioning of a company.

2.12

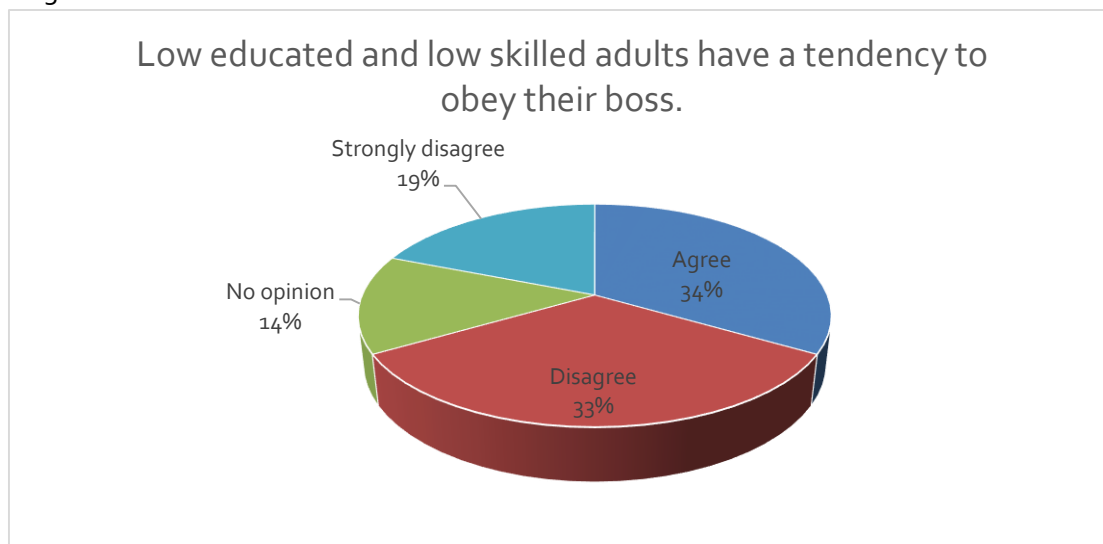


78% of the respondents agree to this statement.

Functionally illiterate workers do everything to hide their state. "No problem" is the most popular answer, though they do not know what the problem could be.

How to recognize them is another question to be dealt with in the handbook. Through problem-solving?

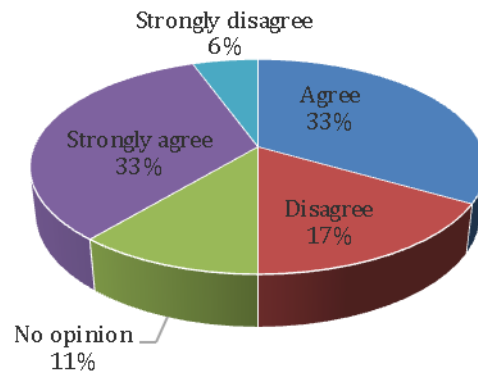
2.13



Only 34 % of respondents agree against 52 % who disagree or strongly disagree and 14% who have no opinion. Nevertheless, this is one of the strategies used by functional illiterates to hide their state. Low educated adults should be empowered by educators, the institution, the programme etc.

2.14.

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

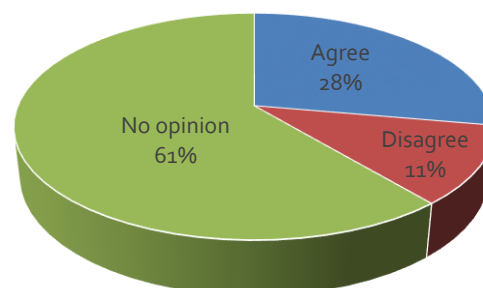


66 % of the respondents agree while 23% disagree or strongly disagree.

Low educated adults are perceived as having difficulties taking decisions. Taking decisions is the most complex cognitive and psychological process.

2.15

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

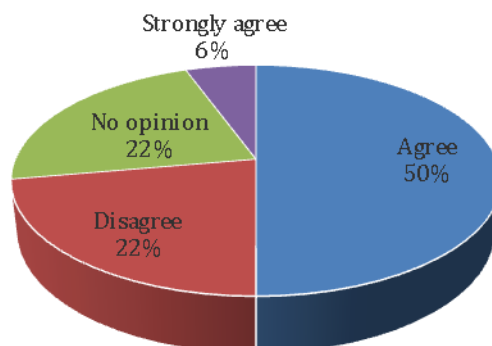


28 % of respondents agree. 11% disagree and amazingly 61% have no opinion or do not think about this issue.

Low educated and low skilled workers may cause damage to themselves and the company not understanding safety instructions, not being able to take autonomous decisions when facing clients etc.

2.16

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

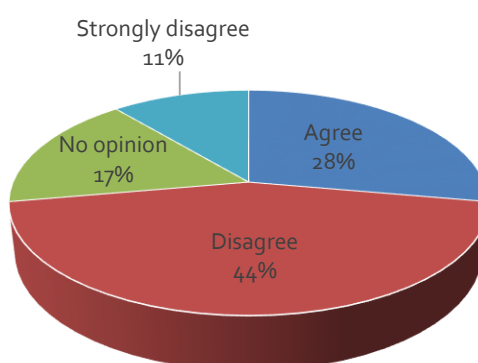


56 % of respondents agree that low educated adults do not develop along with their company against 22% who think that they are.

Companies are faced with ever more numerous competitors. They have to lower their prices constantly and finally the only way to stay in the market is to develop new quality products and develop all the time. To this end employees have to develop along with the company. They have to be informed on what their job represents in the wider picture of the company performance.

2.17.

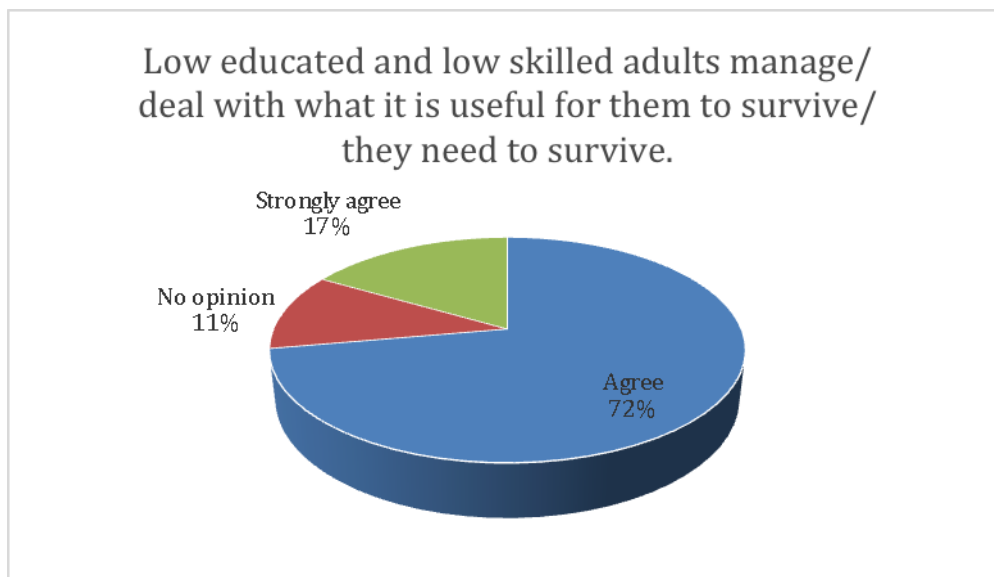
Low educated and low skilled adults do not have the knowledge students normally get in elementary school.



55% of the respondents disagree or strongly disagree against 28% of the respondents who agree and 17% who have no opinion.

It is true that not all low educated adults are functionally illiterate, however, those who are, normally do not have the knowledge that is normally acquired by the completion of elementary schooling.

2.18.

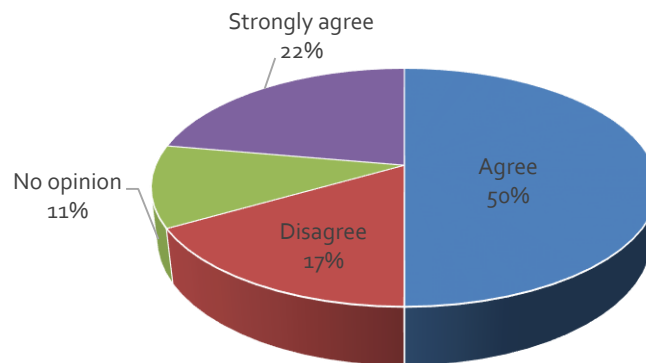


89 % of the respondents agree against 11% of those who have no opinion.

In given contexts low educated and low skilled adults function and they may manage what is needed to survive in their job, but not in life.

2.19

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



The majority, 72% of respondents agree that low educated adults have difficulties writing very short notes in everyday life. Our hypothesis has been confirmed.

The planned handbook should comprise exercises of this type (the type of notes to be posted on fridge door. Though there should not be many written exercises! Some students even say that if they are supposed to write they will “flee away”. Their wish is to be respected at the beginning of the course.

(3) How to motivate adults to enrol and stay in educational/ training programmes?

3.1.

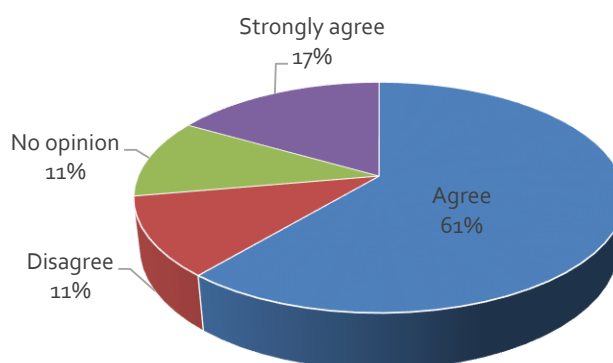
66% of the respondents agree and strongly agree against 6% who disagree and 28% who have no opinion.

Needs as well as experiential knowledge of the learners should be “detected” throughout the whole educational process since it is extremely important that devising the programme and delivering it should meet adult learners’ needs. Normally adult learners have difficulties formulating their needs in education. In the course of the delivery of the course they get more aware of their needs based on their deficiencies and also the needs of growth.

Adult educators should keep testing the usefulness of the contents.
Identifying the needs is a first step into motivating adult learners.

3.2.

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

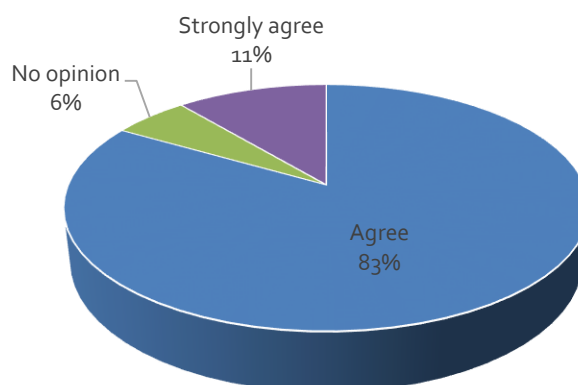


The majority of the respondents, 78% agree or strongly agree against 11% who disagree and the same percentage of them, 11%, who have no opinion.

The learning culture of low educated learners differs immensely. They have difficulties measuring the time needed for and the complexity of learning tasks, they do not possess paradigms (i.e. verbal paradigms in language learning) that normally help educated learners, they need to learn how to learn. They need to do things first and then they use cognitive processes and not vice versa.

3.3.

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

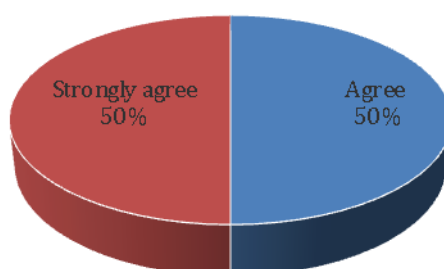


The majority, 94 % of the respondents agree against 6% who have no opinion.

In today's neoliberal society companies "pamper" those who have specific knowledge company's need, while the low educated workers seem to be easily replaced. In some cases companies are aware that if they had their low educated workers educated they could leave them. So they block their education.

3.4.

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

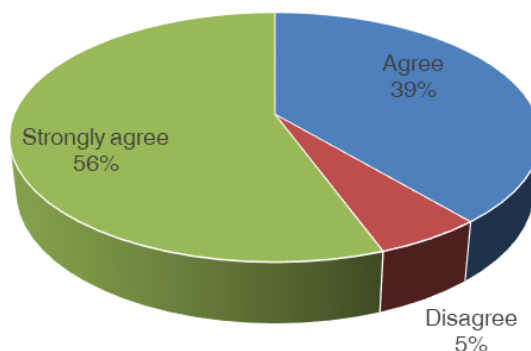


100% of the respondents agree about the importance of creating an encouraging atmosphere.

This kind of atmosphere should be carefully built step by step. It is an important part of the motivating process. A strong accent should be put in the planned handbook on describing methods and techniques of the animation process before, during and after the course as well as public campaigning.

3.8.

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

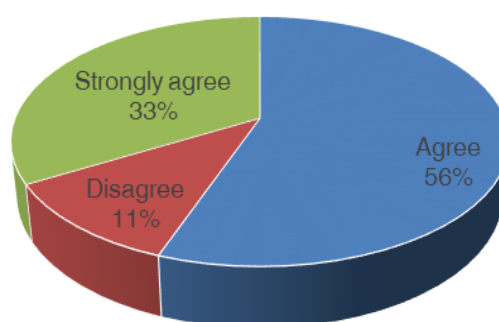


95% of the respondents agree or strongly agree.

All adult learners and particularly vulnerable ones need to be accepted as they are. This is one of the more difficult educators' tasks. They should forget about their personal preferences. A unit in the planned handbook should be about the different ways of giving positive, but real, feedback to the learners.

3.9.

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

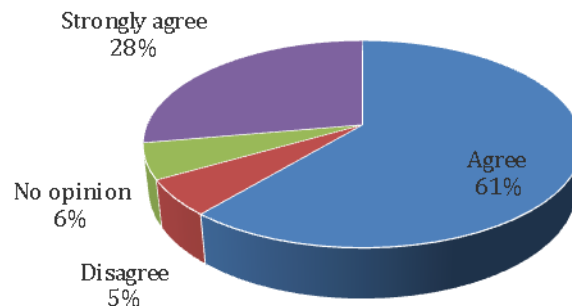


89% of the respondents agree or strongly agree against 11% who disagree.

Human Resources department should be the first to increase their understanding of functional illiteracy and the ways to motivate learners to participate in education. Learners should understand education as a privilege, personal advancement and reward and not as an additional obligation.

3.10.

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

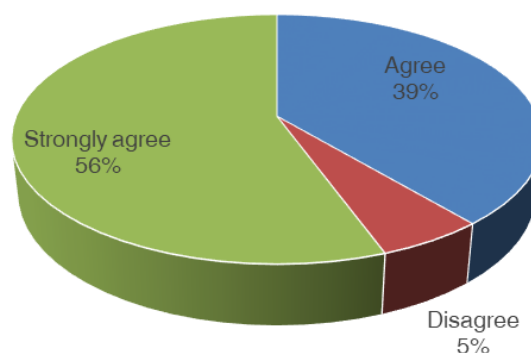


The majority, 89 % of the respondents agree, against 5% who disagree and 6% who have no opinion.

The task of the educators is to approach each student, even during the course, as an individual. Personal interviews are not only needed but they are an important part of understanding the functionally illiterate students' life history, interests, aspirations and educational needs.

3.11.

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

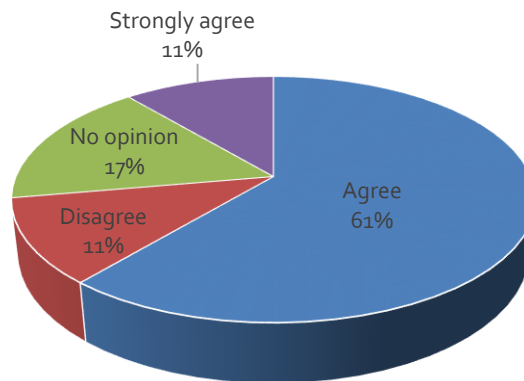


94% of the respondents agree or strongly agree with the statement.

Low educated adult learners are extremely vulnerable. Often rejected during schooling they are afraid of being judged. Educators should make an effort to understand how acceptance of each student should look like. They should observe and understand their "psychology", their defence mechanism to this end. For instance if a learner has internalized the driver "be perfect", he should be praised for it. A chapter in the handbook should be devoted to transactional analysis.

3.12.

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

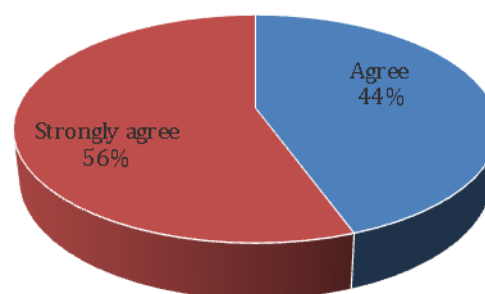


61 % agree, 11% disagree and 17% have no opinion.

It is important that educators and the staff of the adult education institution and especially the headmaster, the president of the organisation pay special attention to the low educated learners. This contributes to the learner's general feeling of being accepted. Through their lives they have had few opportunities to see people being proud of them, therefore. Rituals are important showing recognition in public.

3.13

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

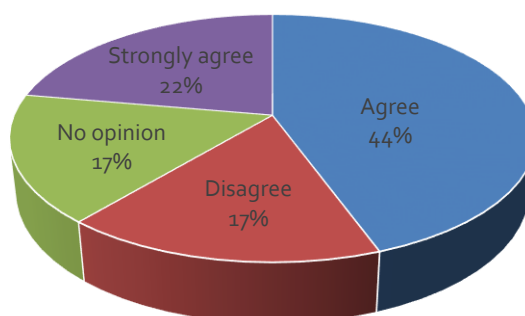


100% of the respondents agree.

If learning opportunities in adult education are generally supposed to be in relation with the learners' life. It is even more important when adult learners are low educated and skilled.

3.14

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

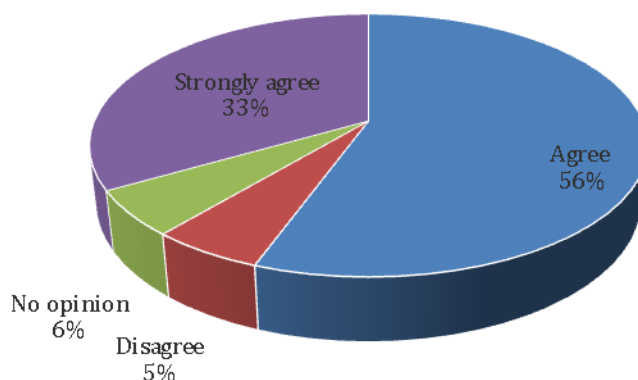


66% agree or strongly agree, 17% disagree, and 17% have no opinion

Pedagogy of fault favours paraphrasing (giving a correct version of what student said) in a conversational way. Errors, faults have to be addressed but educators should search together with the learners for more accurate responses, rather than the educator giving the right answer right away. Giving the right answer does not help correcting errors and understanding the nature of an error.

3.15.

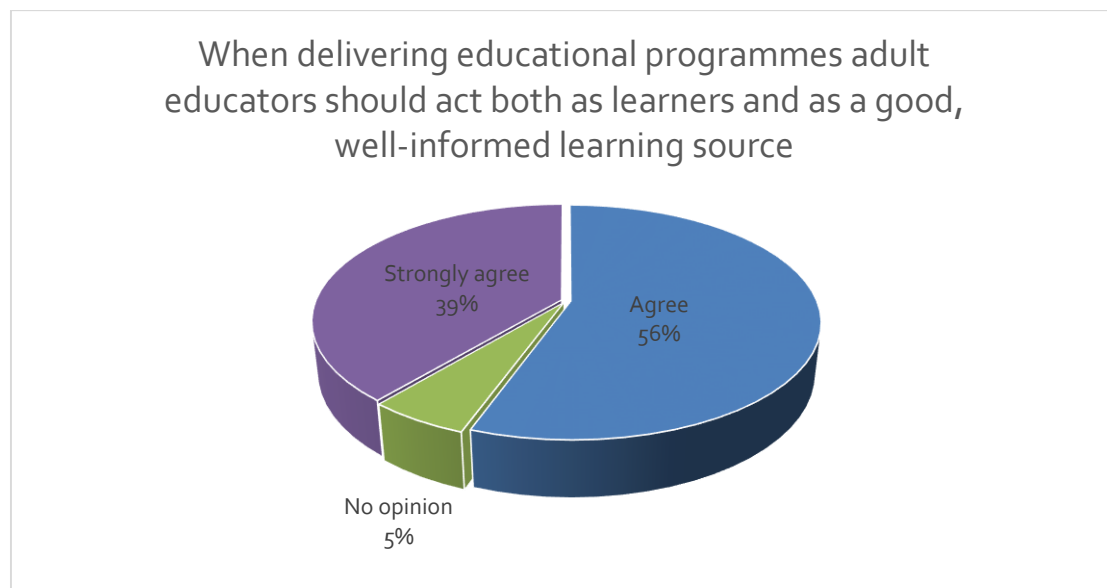
During the course, low educated and low skilled often lose confidence and need constant support.



The large majority of the respondents, 91%, agree that when e-learning the low educated lose confidence and need support.

By and large learning is a process that bring changes in our way of thinking and doing. Changes do not occur without effort. Which may lead to occasional losing confidence.

.3.16.

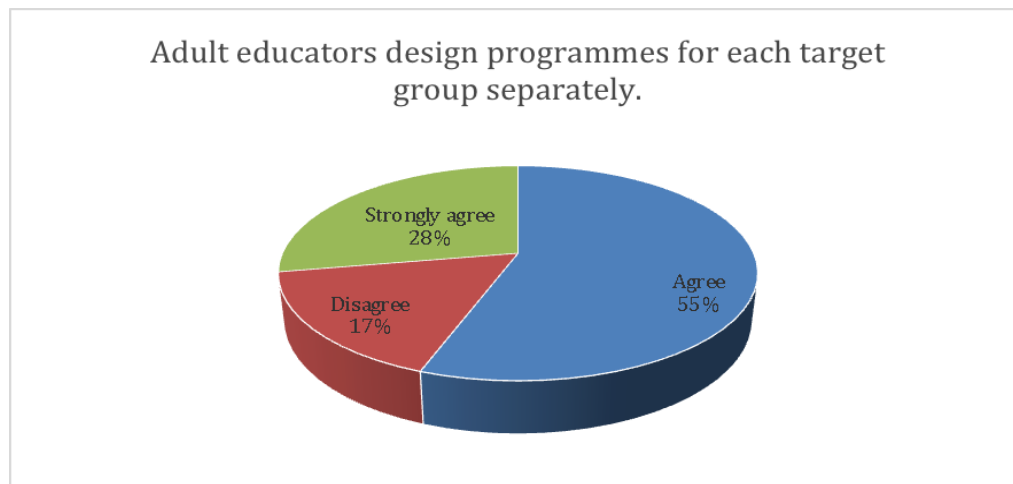


95% agree while 5% have no opinion.

It is generally understood that adult educators are only one source of knowledge, information in the learning group. They are learning facilitators and not teachers.

Reciprocal learning and mutual learning means that the whole learning group, the educator included come together to learn together and exchange knowledge and information as to accomplish a learning task.

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



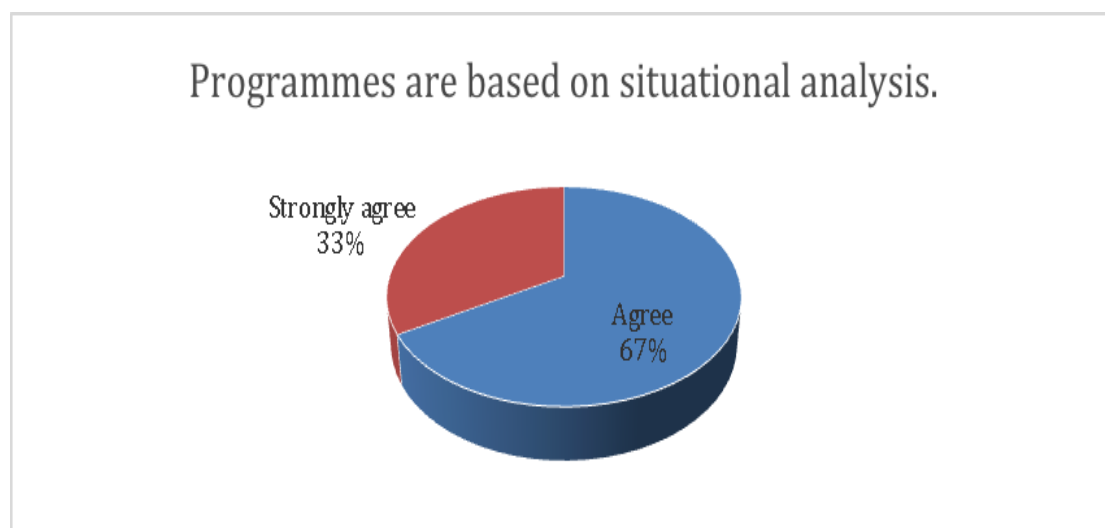
4.1.

83% of the respondents agree or strongly agree with the statement against 17% of those who disagree.

Ideally programmes should be designed for each target group.

Examples contributed by the learners and if possible their names should appear in the programme.

4.2.



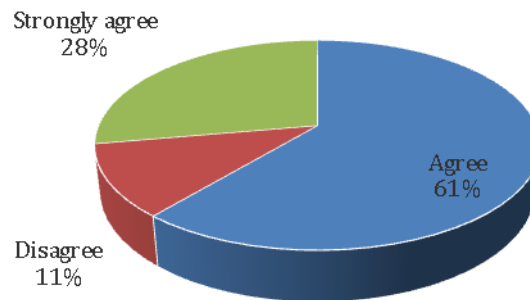
100% of respondents agree or strongly agree with the statement.

Situations should be identified for each target group.

Situations are to be identified through the initial and later needs analysis.

4.3.

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

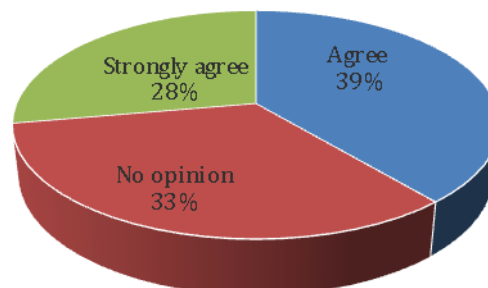


89% of the respondents agree or strongly agree with the statement.

Educators should learn a lot about their students and their lives and should refer to the identified situations from their life.

4.4.

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

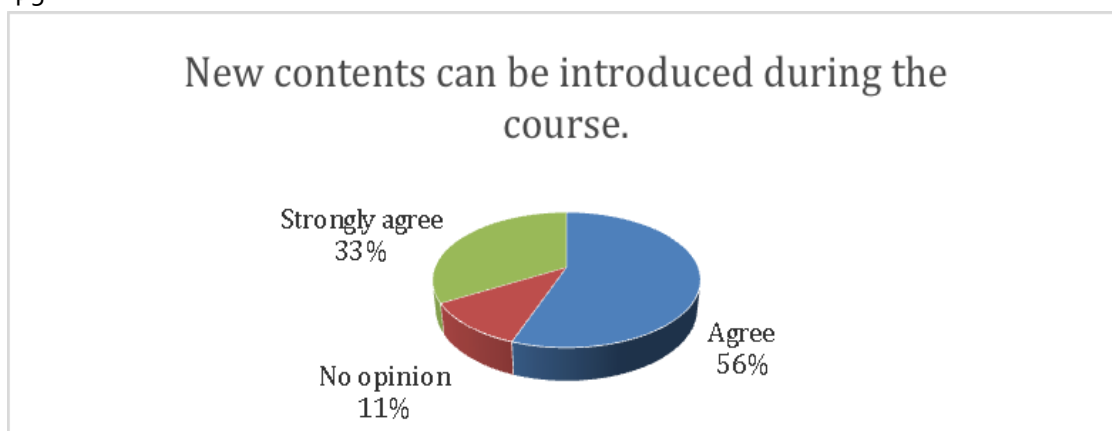


67% of respondents agree or strongly agree with the statement against 33% who have no opinion.

Whatever adult educators do is in the function of development even more than it is in the function of recuperating lost competencies. Developmental character of the educational process gives value and meaning to adult learners' learning. It is a way for

them to be integrated, paid attention to etc. The educational programme should be related to what is most valuable and actual in our cultures.

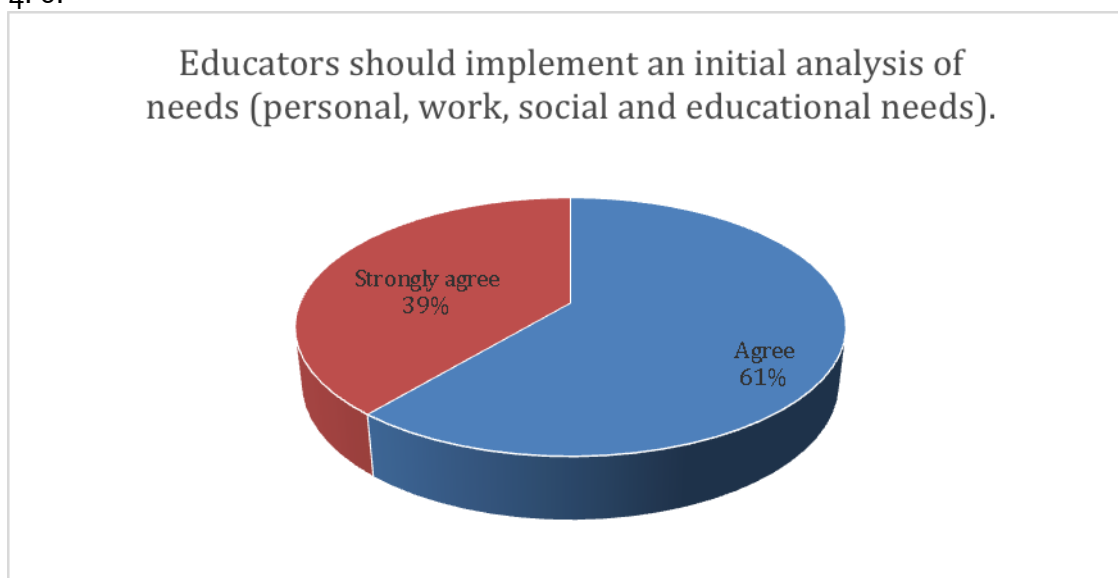
4.5.



89% of the respondents agree or strongly agree with the statement. 11% have no opinion.

New contents should be introduced or left out according to the wishes of the students or new issues arisen.

4. 6.

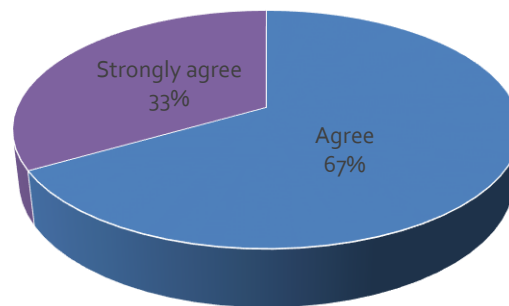


100% of the respondents agree.

The analysis of the needs is imperative. In education of the low educated this is even more necessary than it is in other cases. The needs analysis may occur at any stage of the andragogic cycle.

4.7.

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

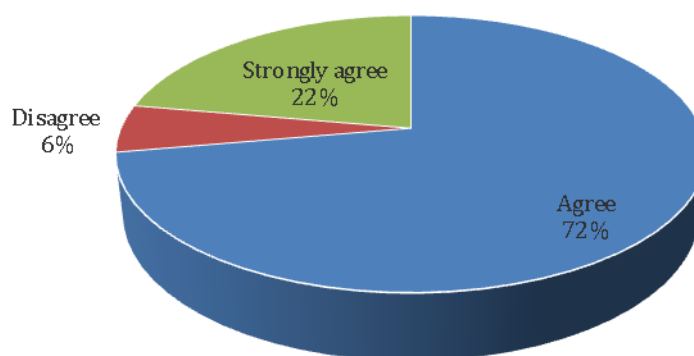


100% of the respondents agree or strongly agree.

Individual needs in an educational programme are regularly addressed when they prove to be part of the identified common needs.

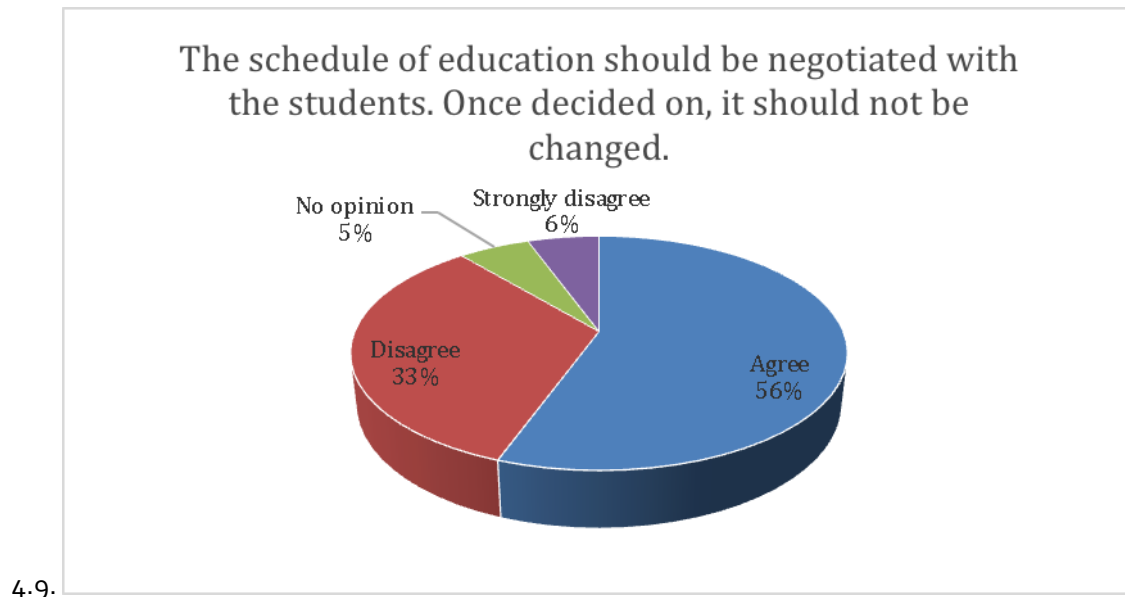
4.8.

Goals should be decided in a participatory process.



94% of the respondents agree against 6% who disagree.

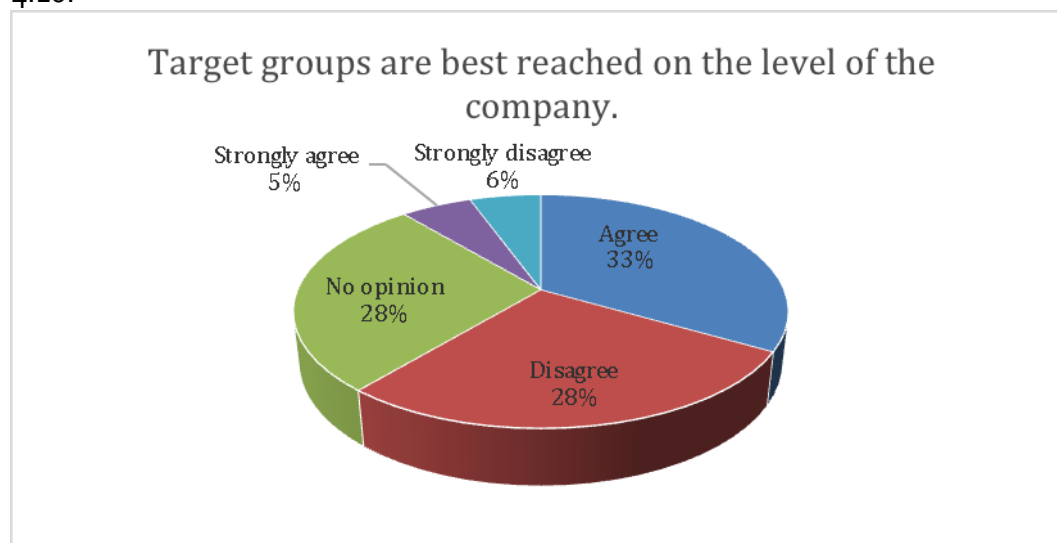
Contents and goals are both a matter of consensus in the learning group. Adult educators should also agree.



56% are in agreement, 41 % do not agree and 5% have no opinion.

Adult learners need to structure their time, therefore stable schedules are welcome. In the case of low educated learners structured time is even more important.

4.10.

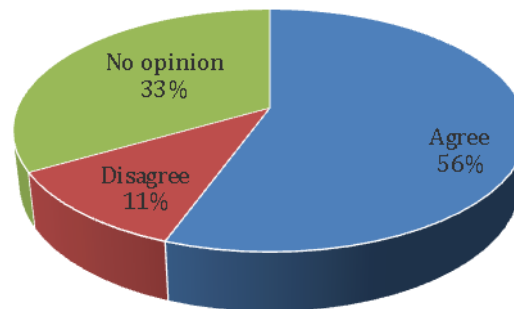


38 % of respondents agree or strongly agree with the statement. 34 % disagree, 28 % have no opinion.

The respondent's views were divergent as to this statement.

The easiest way to reach the target group is within companies and organised structures. Their co-operation is needed in the animating process of the learners.

Target groups are best reached on the level of the region.



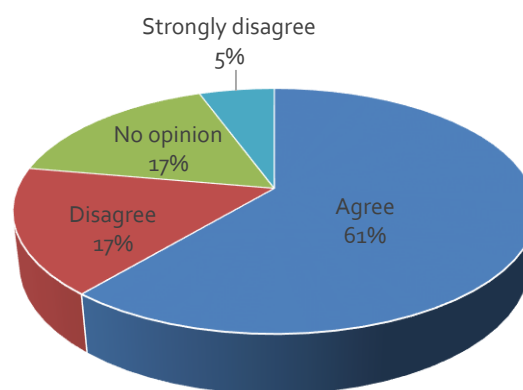
4.11.

56% agree against 11% who disagree, 33% have no opinion.

Attracting learners on the level of the region is possible if companies and organisations perform the animation since written information and impersonal massive animation are due to fail. Personal contact is recommended.

4.12.

Target groups are best reached by sending out written information.

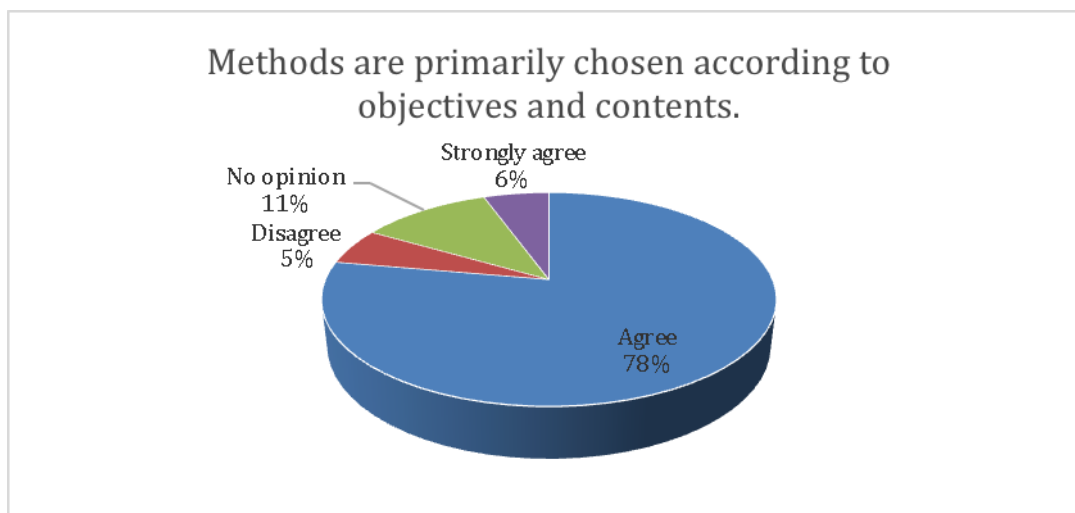


61% of the respondents agree, 22 % disagree, and 17% have no opinion.

Written information does not reach functionally illiterate people.

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

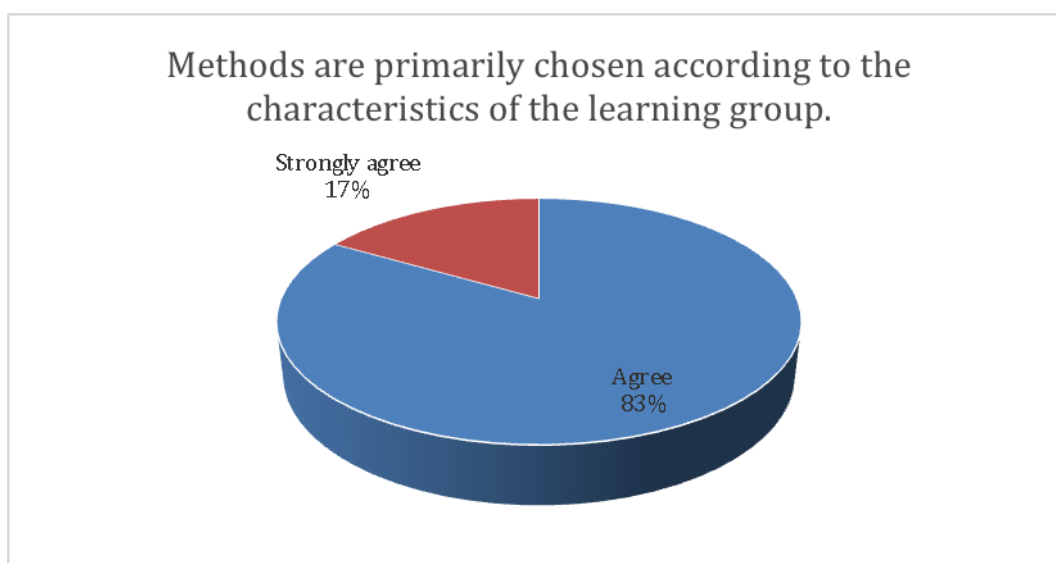
5.1.



84% of the respondents to this survey questionnaire agree or strongly agree with the statement. 5% disagree, 11% have no opinion.

Since education of low skilled learners is meant primarily to produce changes in the attitude and values of the learners the answers to this question reject our hypothesis that methods should not be subordinated solely to objectives and values but primary to the learners.

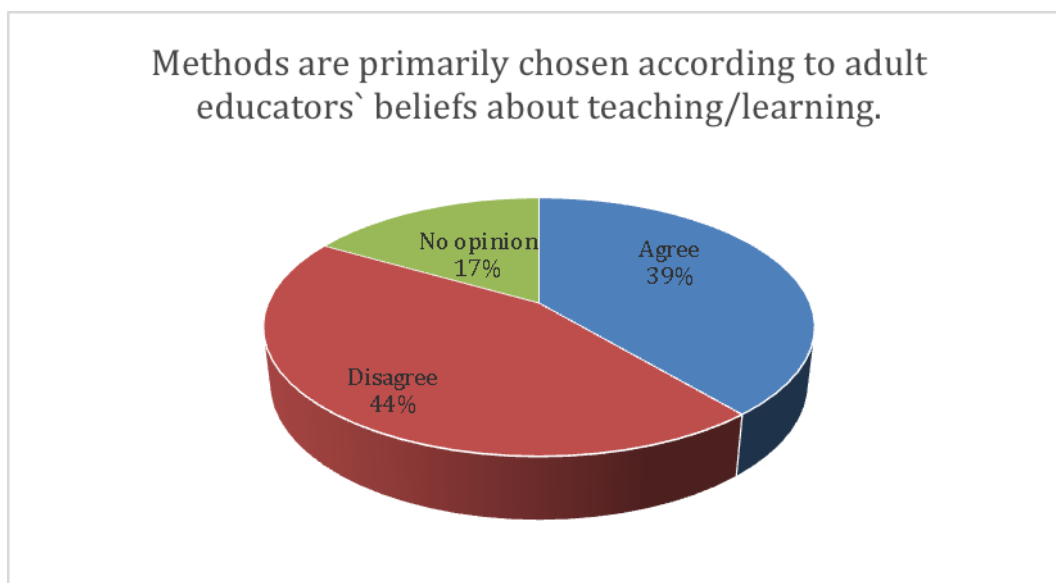
5.2.



100 % of respondents agree or strongly agree with the statement.

Adult educators are very much concerned with the characteristics of each learning group and their “teaching” differs in each group though attention should be simultaneously paid to the individual characteristics of the learners.

5.3. Methods are primarily chosen according to adult educators’ beliefs about teaching/learning

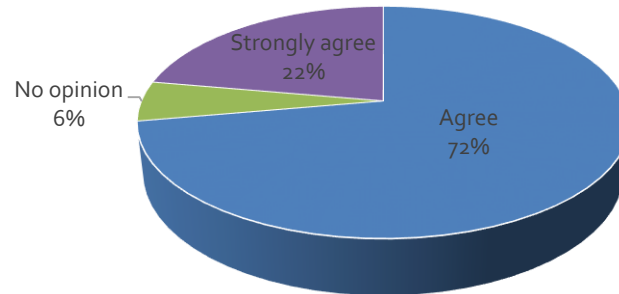


39% of the respondents agree with the statement against 44% who disagree with it while 11% have no opinion.

Our hypothesis that methods are always chosen according to the educators’ beliefs about teaching and learning if one wants them to be effective has been rejected though “teaching” against one’s beliefs is hardly possible.

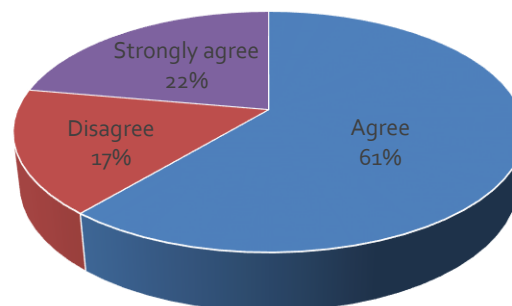
5.4.

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



5.5.

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

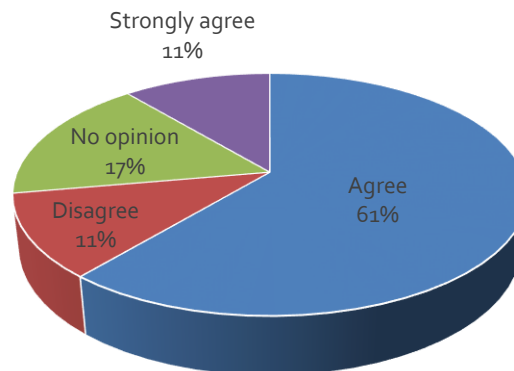


83 % of the respondents agree or strongly agree. Against 17% who disagree.

Generally learners are not aware of the immense stock of latent knowledge they have. This knowledge has to be recalled and structured and brought into the curriculum

5.6.

Adult educators guide the learners' thinking in the right direction.

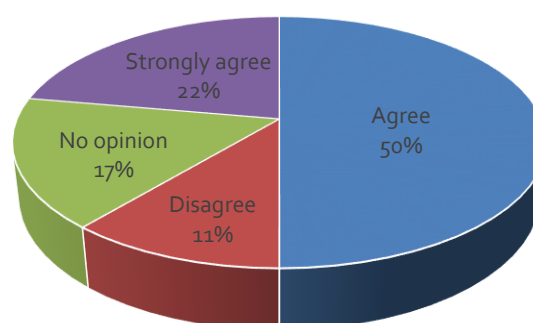


72 % agree or strongly agree, 11% disagree, and 17% are of no opinion.

The majority of respondents agree. Whenever adult educators incorporate students' reactions and contributions to the programme, they are supposed to structure them, base them on theories they know and guide the students in the right direction.

5.7.

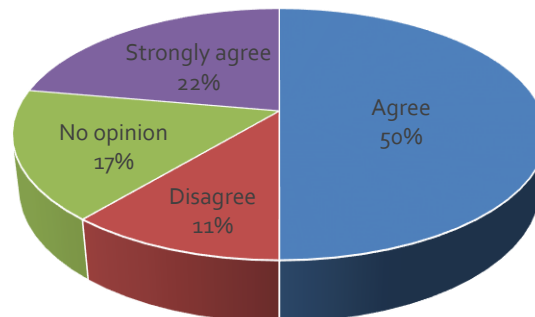
Low educated and low skilled adult learners are afraid of writing.



72% agree or strongly agree 11% disagree and 17% have no opinion.

Writing is scary for functional illiterates and adult educators should not insist on writing at the beginning of the educational programme.

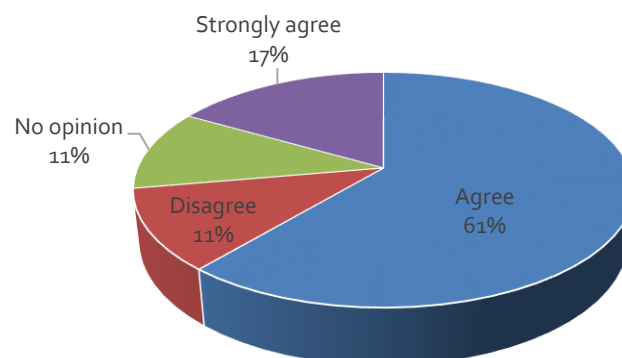
Low educated and low skilled adult learners are afraid of writing.



72 % of the respondents agree, 11% disagree, 17% have no opinion.

5.8-

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



78% agree or strongly agree, 11% disagree, and 11% have no opinion.

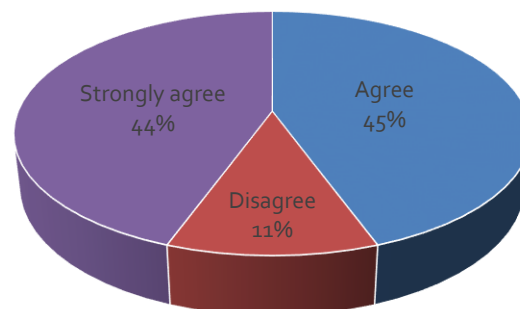
Learning to learn should be either incorporated in the programme or separated from it.

5.9.

89% of respondents agree or strongly agree with the statement against 11% who disagree.

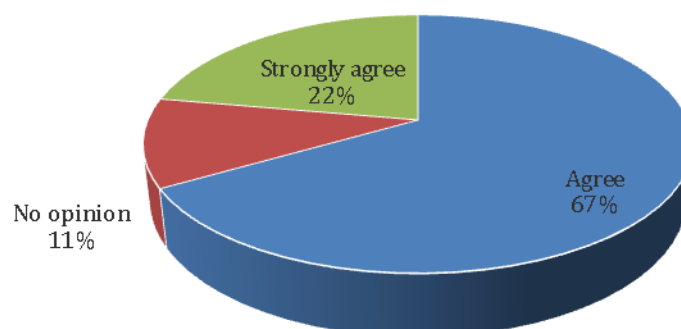
Not should the instructions be clear, simple, etc. but also their validity should be tested with learners. If they are not understood they should be corrected at short notice.

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



5.10.

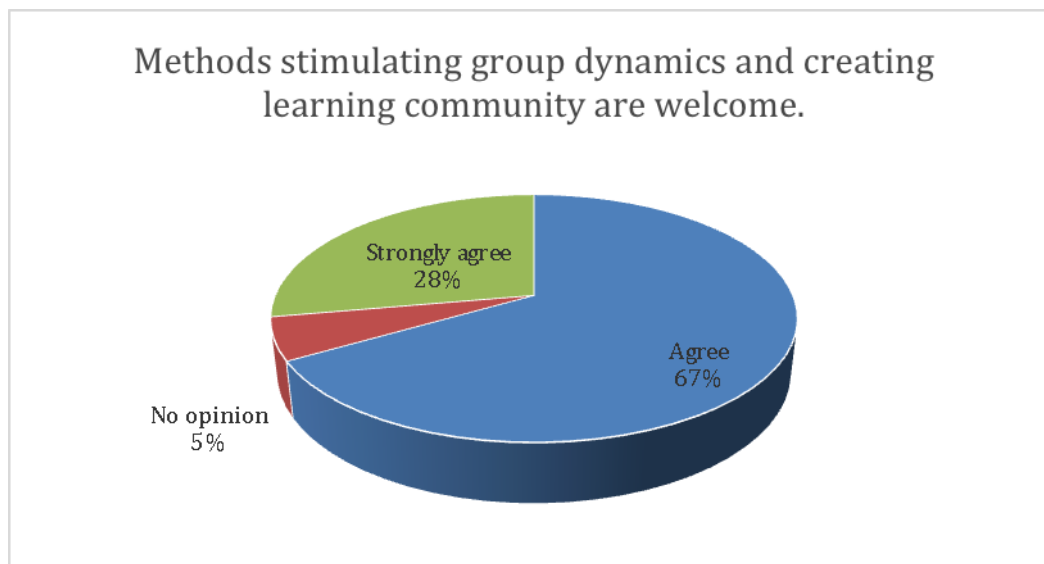
When addressing low educated students, learner centered approach should be mainly used.



91% of the respondents agree or strongly agree with the statement that learner centred approach should be used.

A large part of the handbook should be therefore devoted to these approaches and methods.

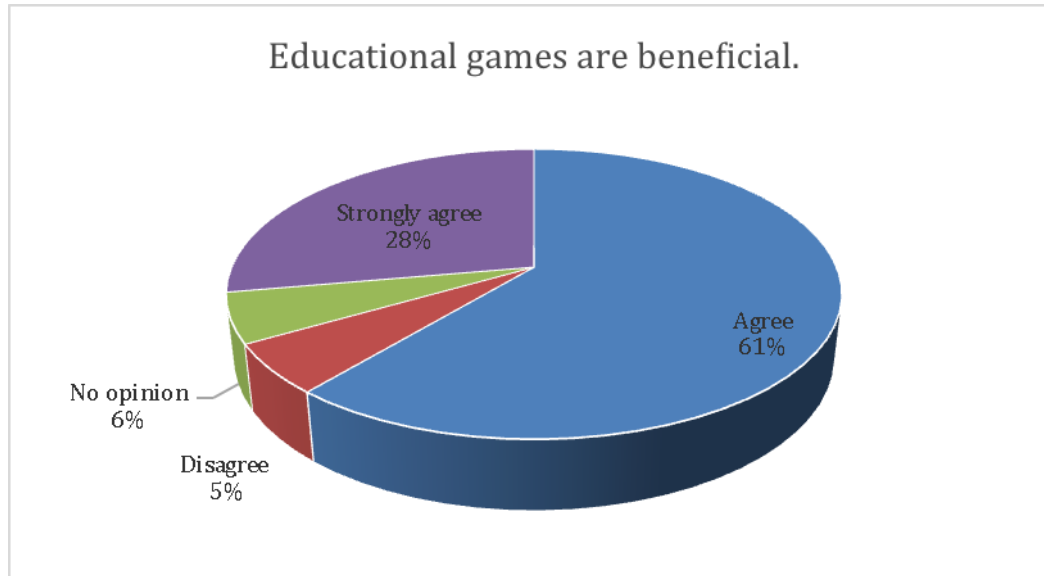
5-11



95% of the respondents agree or strongly agree with the statement.

Our hypothesis has been confirmed. Low educated adults have a narrower social circle, their fears and lower diversity of activities preventing them from going from one social environment to another. Therefore their belonging to the learning community is welcome.

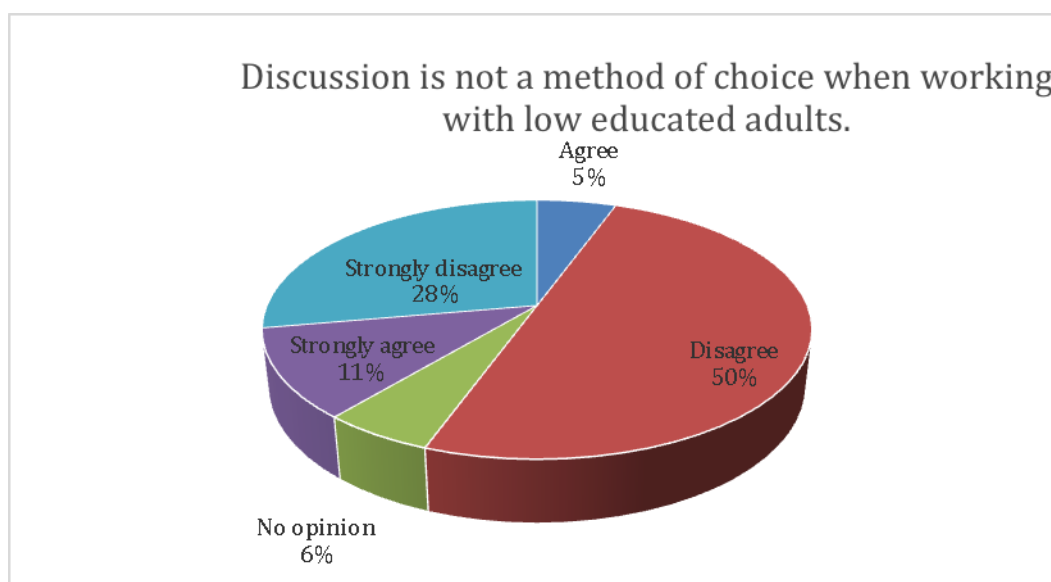
5.12.



89% of respondents agree or strongly agree with the statement

Our hypothesis was that games are extremely beneficial and should be used on condition they support the educational programme.

5.13.



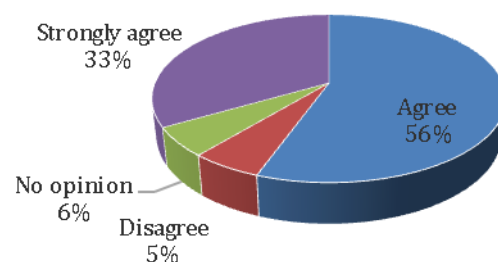
Only 11% of respondents agree or strongly agree with the statement against 61 % who disagree or strongly disagree.

Our hypothesis that discussion is one of the most used but also one of the most difficult methods in adult education has been rejected.

Discussion is a method that can be used when educating low educated adults.

5.14.

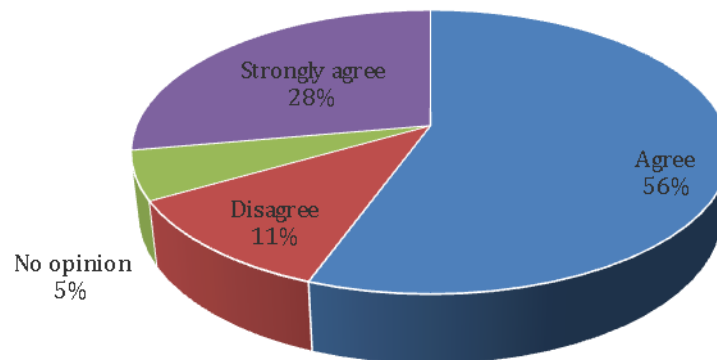
When abstract concepts are to be introduced to low educated and low skilled adults, students should be given examples they are familiar with, for example about their family, their community and, finally, the general concepts.



89% of respondents agree or strongly agree with the statement. Out of which 33% strongly agree.

Eclectic methods, skills using and skills producing methods should alternate. Examples should be given about the learners' close people whom they can observe. Analysing their own experience is more difficult and can be done after their observing the others. The last step would be generalising. This finding is to be taken into account when preparing exercises for the handbook.

Low educated students prefer learning by doing.



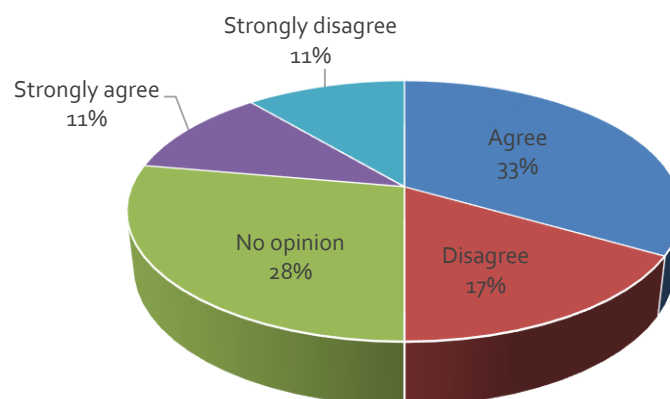
5.15.

83% of the respondents agree or strongly agree with the statement against 11% of those who disagree and 5% of those who have no opinion.

Low educated learners prefer learning by doing. Once they have done something they are able to speak about it but not vice versa. Instructions in the handbook should focus on this matter,

5.16.

Role plays can be emotionally dangerous.

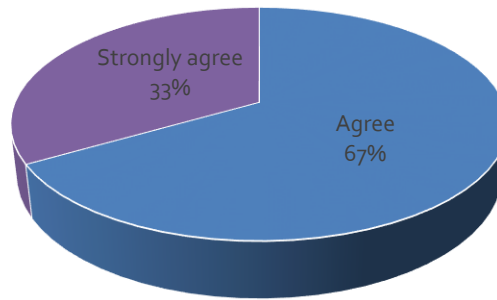


43% agree or strongly agree, 28 % disagree or strongly disagree, 28% do not have an opinion.

Role plays trigger emotions. Functionally illiterate learners normally have difficulties managing their emotions.

5.19.

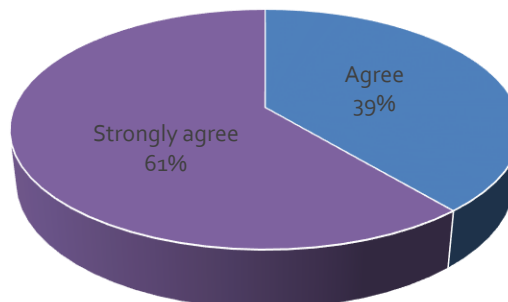
Different learning approaches and methods should be combined while educating low educated adults.



All respondents agree or strongly agree with this statement. Participants in educational programmes have to remain focused that's why alternating methods is recommended to support their attention span.

5.20.

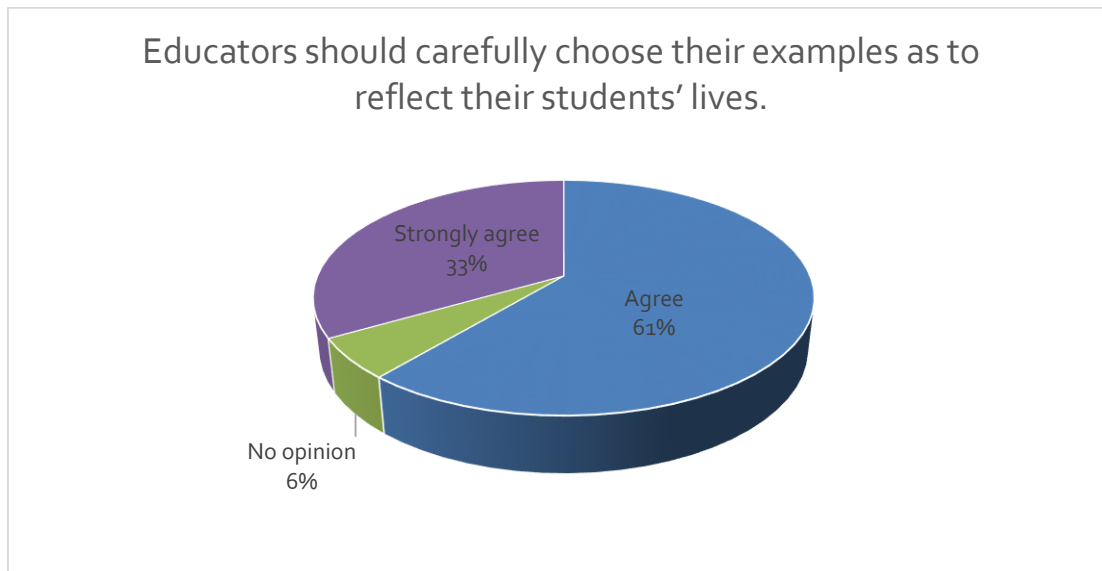
Educators should protect their students and give them opportunities to be proud of themselves.



100% of respondents agree or strongly agree with the statement out of which 61 % strongly agree.

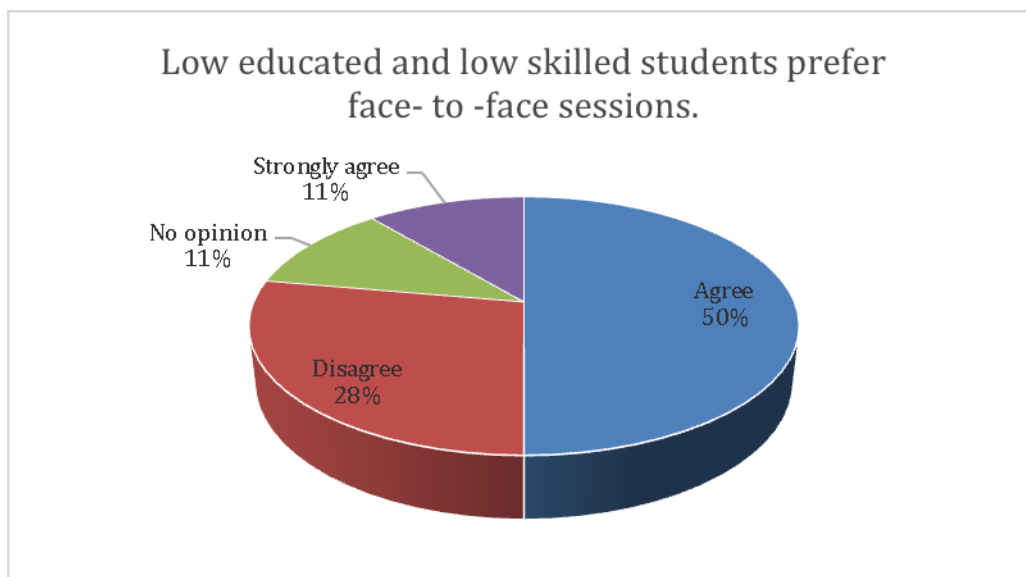
Students should feel protected and praised which was not the case in their formal schooling. If they can get the sense of their proper value, it is fine. Adult educators should learn techniques about how to trigger this feeling in their students.

5.21



94% of the respondents agree and strongly agree 6% have no opinion.

5.22.



61% of respondents agree or strongly agree with the statement against 28% of those who disagree and 11% of those who have no opinion.

Face-to-face sessions make low educated learners more stable and certain.

SUMMARY OF THE RESULTS

The share of the low educated in Slovenia is not low

Education of vulnerable groups is supported by public tenders, education of adults is basically for tertiary educated adults.

There are no programmes for employers to understand functional illiteracy.

There is just one State programme: Education for being successful in life and is meant for adult educators. 1000 adult educators have been involved in it so far.

Functional illiteracy is not only the state of insufficient cognitive development that does not allow autonomous learning from environment and good enough functioning in everyday life. It is also characterised by lack of cultural competencies.

Functional illiteracy is a state of adults, not young people.

Functional illiteracy affects all areas of life,

Functional illiteracy is an individual and a social issue,

There can be an important gap between family and school literacy. If the gap is too wide learners and teachers are less motivated to overcome it.

School teachers should be trained as concerns functional illiteracy.

Dyslexia is possible cause of functional illiteracy. *The planned handbook will have to contain a unit on characteristics of dyslexia and dyslectic learners.*

An accent should be put on the necessity for the learners and workers to continuously gain, activate and use their skills.

Majority of low educated workers had bad emotional experience in school. *Accent should be put on psychological aspects of the education for low educated adult learners.*

Inadequate policies based on inadequate concepts and terminology can be harmful and may lead to inadequate solutions. When policies are inadequate, investing public money in functional literacy education is meaningless.

The handbook should contain a discussion on policies.

A unit in the handbook should deal with them

Not understanding the wider frame of one's work prevents thinking and taking autonomous decisions.

Functionally illiterate workers do everything to hide their state. *Case studies illustrating resistance to autonomous problem solving should be contained in the handbook.*

Low educated and low skilled workers may cause damage to themselves and the company not understanding safety instructions, not being able to take autonomous decisions when facing clients etc.

Employees have to develop along with their company. They have to be informed on what their job represents in the wider picture of the company performance.

It is true that not all low educated adults are functionally illiterate, however, those who are, normally do not have the knowledge that is normally acquired by the completion of elementary schooling.

In given contexts low educated and low skilled adults function and they may manage what is needed to survive in their job but not in life. *The planned handbook should comprise exercises of this type (the type of notes to be posted on fridge door etc. Though there should not be many written exercises!*

In given contexts low educated and low skilled adults function and they may manage what is needed to survive in their job, but not in life.

Needs as well as experiential knowledge of the learners should be "detected throughout the whole educational process.

Adult educators should keep testing the usefulness of the contents.

Identifying the needs is a first step into motivating adult learners.

The learning culture of low educated learners differs immensely. They have difficulties measuring the time needed for and the complexity of learning tasks, they do not possess paradigms (i.e. verbal paradigms in language learning) that normally help educated learners,

they need to learn how to learn. They need to do things first and then they use cognitive processes and not vice versa.

In today's neoliberal society companies "pamper" those who have specific knowledge companies' need, while the low educated workers seem to be easily replaced.

This kind of atmosphere should be carefully built step by step. It is an important part of the motivating process. *A strong accent should be put -in the planned handbook- on describing methods and techniques of the animation process before, during and after the course as well as public campaigning.*

All adult learners and especially vulnerable ones need to be accepted as they are. This is one of the most complex educators' tasks. They should forget about their personal preferences. *A unit in the planned handbook should be about the different ways of giving positive, but real, feedback to the learners.*

Human Resources department should be the first to increase their understanding of functional illiteracy and the ways to motivate learners to participate in education. Learners should understand education as a privilege, personal advancement and reward and not as an additional obligation.

The task of the educators is to approach each student, even during the course, as an individual.

Personal interviews are not only needed but they are an important part of understanding the functionally illiterate students' life history, interests, aspirations and educational needs. Templates for personal interviews are to be developed.

Educators should make an effort to understand how acceptance of each student should look like. They should observe and understand their "psychology", their defence mechanisms. *A chapter in the handbook should be devoted to transactional analysis.*

It is important that educators and the staff of the adult education institution and especially the headmaster, the president of the organisation pay special attention to the low educated learners. This contributes to the learner's general feeling of being accepted. Rituals are important showing recognition in public.

Learning opportunities should be in relation with learners' life.

Pedagogy of fault favours paraphrasing (giving a correct version of what student said) in a conversational way. Errors, faults have to be addressed but educators should search together with the learners for more accurate responses, rather than the educator giving the right answer right away. Giving the right answer does not help correcting errors and understanding the nature of an error. Pedagogy of fault is to be dealt with in the handbook.

Changes do not occur without learners' effort. Which may lead to occasional losing confidence.

It is generally understood that adult educators are only one source of knowledge, information in the learning group. They are learning facilitators and not teachers.

A unit in the handbook should be devoted to the "teachers",

Reciprocal learning and mutual learning mean that the whole learning group, the educator included come together to learn together and exchange knowledge and information as to accomplish a learning task.

Ideally programmes should be designed for each target group. Examples contributed by the learners and if possible their names should appear in the programme.

Situations should be identified for each target group.

Educators should learn a lot about their students and their lives and should refer to the identified situations from their life. *How to learn about life histories.*

Whatever adult educators do is in the function of development even more than it is in the function of recuperating lost competencies. Developmental character of the educational process gives value and meaning to adult learners' learning. It is a way for them to be integrated, paid attention to etc. The educational programme should be related to what is most valuable and actual in our cultures.

New contents should be introduced or left out according to the wishes of the students or new issues arisen.

The analysis of the needs is imperative. In education of the low educated this is even more necessary than it is in other cases. The needs analysis may occur at any stage of the andragogic cycle.

Individual needs in an educational programme are regularly addressed when they prove to be part of the identified common needs.

Contents and goals are both a matter of consensus in the learning group. Adult educators should also agree.

Adult learners need to structure their time, therefore stable schedules are welcome. In the case of low educated learners structured time is even more important.

The easiest way to reach the target group is within companies and organised structures. Their co-operation is needed in the animating process of the learners.

Attracting learners on the level of the region is possible if companies and organisations perform the animation since written information and impersonal massive animation are due to fail. Personal contact is recommended.

Written information does not reach functionally illiterate people.

Since education of low skilled learners is meant primarily to produce changes in the attitude and values of the learners the answers to this question reject our hypothesis that methods should not be subordinated solely to objectives and values but primary to the learners.

Adult educators are very much concerned with the characteristics of each learning group and their "teaching" differs in each group though simultaneously attention should be paid to the individual characteristics of the learners.

Our hypothesis that methods are always chosen according to the educators' beliefs about teaching and learning if one wants them to be effective has been rejected though "teaching" against one's beliefs is hardly possible.

Generally learners are not aware of the immense stock of latent knowledge they have. This knowledge has to be recalled and structured and brought into the curriculum.

Writing is scary for functional illiterates and *adult educators should not insist on writing at the beginning.*

Learning to learn should be either incorporated in the programme or separated from it. A unit of the planned handbook should be devoted to this topic...

Not only should the instructions be clear, simple, etc. but also their validity should be tested with learners. If they are not understood they should be corrected at short notice.

Games are beneficial and should be used on condition they support the educational programme.

Discussion is a method that can be used when educating low educated adults according to the respondent's answers.

Eclectic methods, skills using and skills producing methods should alternate. Examples should be given about the learners' close people whom they can observe. Analysing their own experience is more difficult and can be done after their observing the others. The last step would be generalising. This finding is to be taken into account when preparing exercises for the handbook.

Low educated learners prefer learning by doing. Once they have done something they are able to speak about it but not vice versa. Instructions in the handbook should focus on this matter.

Role plays trigger emotions. Functionally illiterate learners normally have difficulties managing their sudden emotions.

Students should feel protected and praised which was not the case in their formal schooling. If they can get the sense of their proper value, it is fine. *Adult educators should learn techniques about how to trigger this feeling in their students.*

Face-to-face sessions make low educated learners more stable and certain.

LITERATURE AND REFERENCES:

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- European Commission/EACEA/Eurydice, 2015a
- OECD Skills Strategy Diagnostic Report Slovenia 2017

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