



# Facilitating of *Competent Self* of low skilled adult learners: Comparative collaborative study of good practice

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Practising Core Competences Contributions to  
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**The study “Identification and Analysis of New Challenges and Solutions that Have Influence on Engagement and Reintegration of Adults (18-24 years) in Learning” funded by ESF project "Support for education research" (sub-activity 1.2.2.3.2.)**



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The activity of the existing educational institutions does not adequately promote the adult participation in learning. Disregarding the fact that the state education system offers evening (shift) schools as an instrument of engagement of such people in the learning process, in Latvia in the third quarter of 2010 from the total number of 245.6 thousand inhabitants (aged 18-24) 72.9 thousand of them did not have secondary education but 30.7 thousand of them were not engaged in any kind of learning. One of the obstacles preventing the adults from returning to school is the discrepancy between the offer provided by the school and the demand the adults can accept. Simultaneously in the regions of the country there is a trend that evening (shift) schools are closed down and they are merged with the general secondary schools which does not promote the adult engagement in learning.

Taking into consideration the fact that the generation of adults (aged 18-24) will constitute the main ratio of labour in 2020 and the fact that knowledge society demands highly qualified labour for new kind of jobs (the EU study „*New skills for new jobs*”), it is necessary to study and analyse the good practice of Europe and Asia regarding the promotion of adult learning (aged 18-24) applying the factors promoting adult learning (aged 25-65) and the research methodology developed during evidence based research „*Enabling the low skilled to take their qualifications „one step up*” in 2010. First and utmost it is necessary to determine the opportunities of engagement of the ‘young’ adults in school in order to diminish the effect of multiplication of marginalisation of these groups of people in the future.

## Current situation in Latvia and priorities of Europe

The goal of the evidence based collaborative comparative case study is to work out the proposals based on evidence practice on how to increase the ratio of inhabitants (aged 18-24) with basic and secondary education and who are ready to learn (EU 2020: ESL <10%) and what measures should be taken in order to attract adults (aged 18-24) to school acquiring basic and secondary education.

**Goal of the study**

- To identify new challenges (obstacles) and opportunities on how to eliminate (overcome) the obstacles which should be taken into account when defining the education policy regarding engagement of adults (aged 18-24) with incomplete basic or secondary education in the learning process.
- To work out the recommendations for the development of the state policy for diminishing the ratio of early school leavers up to 10% on the basis of evidence based findings of good practice of Latvian and international cases how to support the involving adults with incomplete basic or secondary education in the learning process.

## Objectives of the study

# Content for discussion

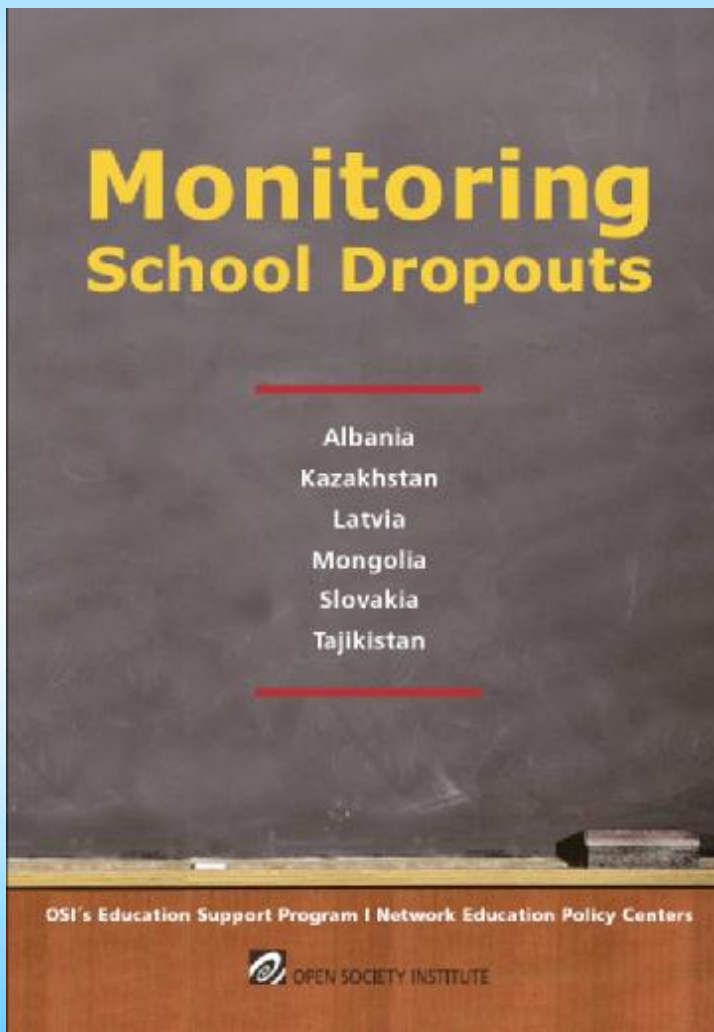
1. Preview in-depth survey of literature for exploring the Latvian situation
  - 1.1. Research questions as main findings of preview in-depth survey of literature
  - 1.2. Key factors and methodology for analysis of good practice as main findings of preview in-depth survey of literature
2. Web-survey for selection of good and not good practice for pilot study of current situation
3. Chronological planning of the research for ASEM RN4 discussion
4. Using of ASEM LLL Hub research instruments for discussion

**1.**

**Preview in-depth survey of literature  
for exploring the Latvian situation**

**June-July 2011**

# Preview in-depth survey of literature: Finding 1



The exploratory research conducted by the respective Education Policy Centers is rare in the field and includes interviews with dropout children and their parents and teachers.

The six country studies conducted for the Dropout Monitoring Project identified problems and raised issues in relation to non-attendance and dropping out of school. They did not attempt to document best practices; “what works” in this area of education policy practice will require further study.



# Suggested indicators for policy and practice

## Primary Indicators:

1. ....
2. ....
3. ....
4. Early school leavers (defined as having left school before obtaining basic educational qualifications) who are not in further education or training

## Secondary Indicators:

1-5. ....

Long-term youth unemployment, as a share of national unemployment rate

Persons with low educational attainment, defined as those without basic educational qualifications required for entry-level employment

Children of compulsory school age not enrolled in school and not participating in alternative forms of education (e.g., home schooling or apprenticeships)

Children of compulsory school age who are enrolled in school but either do not attend at all or attend irregularly (defined as missing on average more than "XXX" days per school year)

Young persons who do not proceed in either education or training beyond the required period of compulsory education

**Ministries of Education must find ways to retain influence over regional and local education, both in terms of access and of quality for all.**

- *Ensure equal provision for all.*
- *Scrutinize education policies and practices to identify and remove possible sources of “push- out.”*
- *Empower inspectorates and local education authorities to collect accurate data.*
- *Set up alternative and second chance opportunities for youngsters who, for one reason or another, are struggling in school or have already dropped out.*

**Municipalities and local authorities can take steps not only to enforce school attendance, but also to provide schools with accurate, timely information about children of school age.**

- *Work closely with schools.*
- *Monitor not only enrollment, but daily attendance.*
- *Involve the police or juvenile courts only as a last resort, if at all.*

## School directors and senior administrators

- *Set up a roll-call system whereby every teacher checks attendance at the start of each school day (or shift).*
- *Contact the pupil's family and follow up as necessary, e.g., with the help of a social pedagogue or other member of school staff.*
- *Work in a positive, encouraging way with the pupil at-risk to determine the causes of the irregular attendance, and look for the ways to avoid further problems.*
- *Help teachers to create a welcoming and friendly atmosphere in school, and try to encourage out-of-school clubs and activities that appeal to youngsters.*

## Teachers

- *Listen, be aware, and show a positive, tolerant, and encouraging attitude towards children at-risk.*
- *Be careful (especially in the early grades) to adapt lessons.*
- *Make no premature assumptions about academic ability or occupational choices.*
- *Keep a close eye on students showing signs of difficulty.*
- *Take care not to overload students with unnecessary or repetitive homework, especially if it presumes that children have access to resources at home.*
- *Use frequent, focused, diagnostic classroom assessment, followed by prompt, formative, non-judgmental feedback to ensure that no child is left behind.*

# Conclusions: Common Themes and Factors

**Education quality**

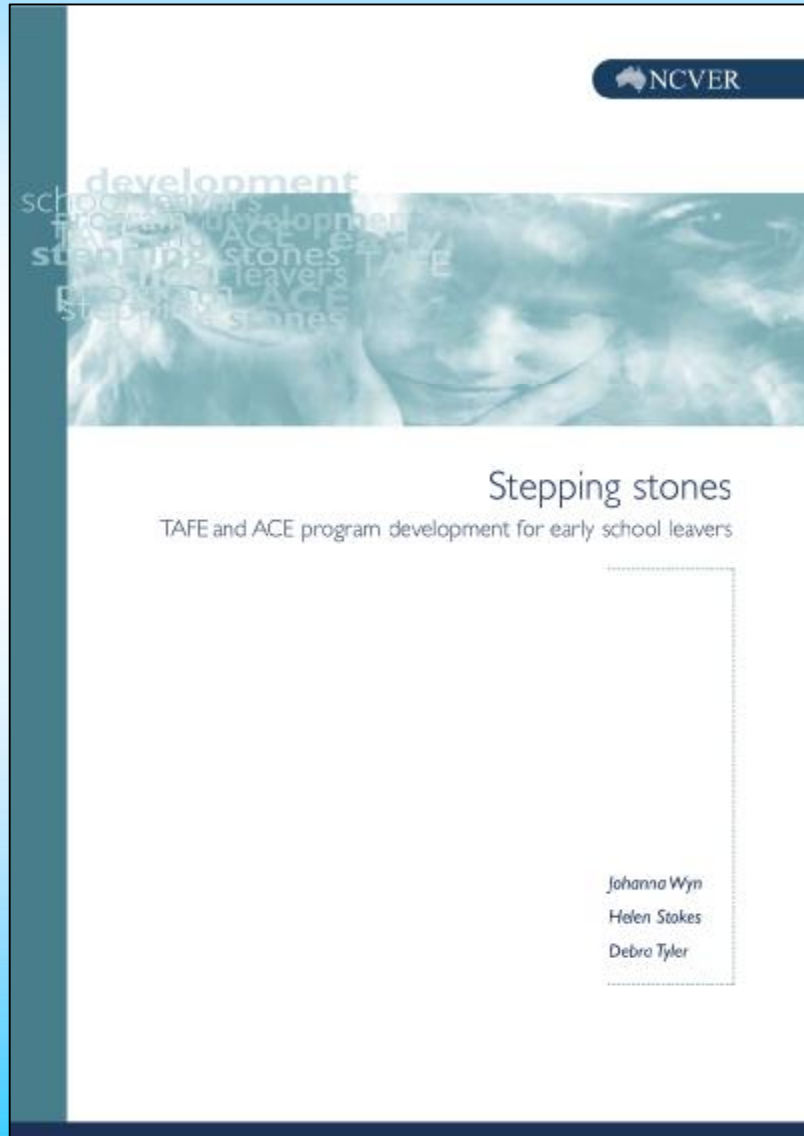
**Student motivation**

# 1.1.

**Research questions as main findings  
of preview in-depth survey of  
literature**

**July 2011**

# Preview in-depth survey of literature: Finding 2



## RESEARCH QUESTIONS

- What are the reasons for early school leaving?
- What are the key elements in cultures of support that successfully re-engage young people in education?
- What practices support young people to move from enabling courses to higher level courses?
- What are the particular aspects of the programs that facilitate and help young people return to, and remain in, education?
- What do young people say about their motivation for, and experiences of, re-entry to education?
- What do their teachers say about these students?

## Early school leaving

Increasingly, studies show that there is no typical school leaver (Dwyer 1996a, 1996b) and that young people leave school for a number of reasons. Other researchers (for example, Teese et al. 2000; Freeland et al. 2000; McFadden & Munns 2000; Smyth et al. 2000) emphasise that young people have diverse needs and that there has been a shift towards recognising the multidimensionality of their lives. This has enabled a conceptual shift from a deficit approach to addressing young people's unmet needs, to recognising the diversity in their experiences (Dwyer et al. 1998; Stokes 2000).

Smyth et al. (2000) have made a significant contribution to this conceptual shift. They have demonstrated how policies that are based solely on notions of individual responsibility need to be balanced by an understanding of the ways in which institutions themselves fail young people. This dilemma is also discussed at length by Dwyer et al. (1998), in a study of young people's decisions about staying on or leaving school. Smyth et al. (2000) argue that early school leaving is socially constructed, and emphasise that it is a product of the institutions, systems and culture(s) we create and sustain.

McFadden and Miinns (2000) concentrate on 'second-chance education', which is particularly important in terms of the 're-engaging process'. Their work is built on the premise that students react to the form rather than the substance of schooling. McFadden and Munns follow the earlier work of 'resistance theorists', including Willis (1977), who argue that even if students are not aware of it, they are resisting the essential outcome of the structuring of society; namely, oppressive social relations. McFadden and Munns (2000) also argue that for early school leavers there is a moment where educational rejection occurs and students make, or reflect upon making, a rational choice to turn their backs on education and its promises of social mobility and economic advantage.

# 1.2.

**Key factors and methodology for analysis of good practice as main findings of preview in-depth survey of literature**

**July 2011**



# Preview in-depth survey of literature:

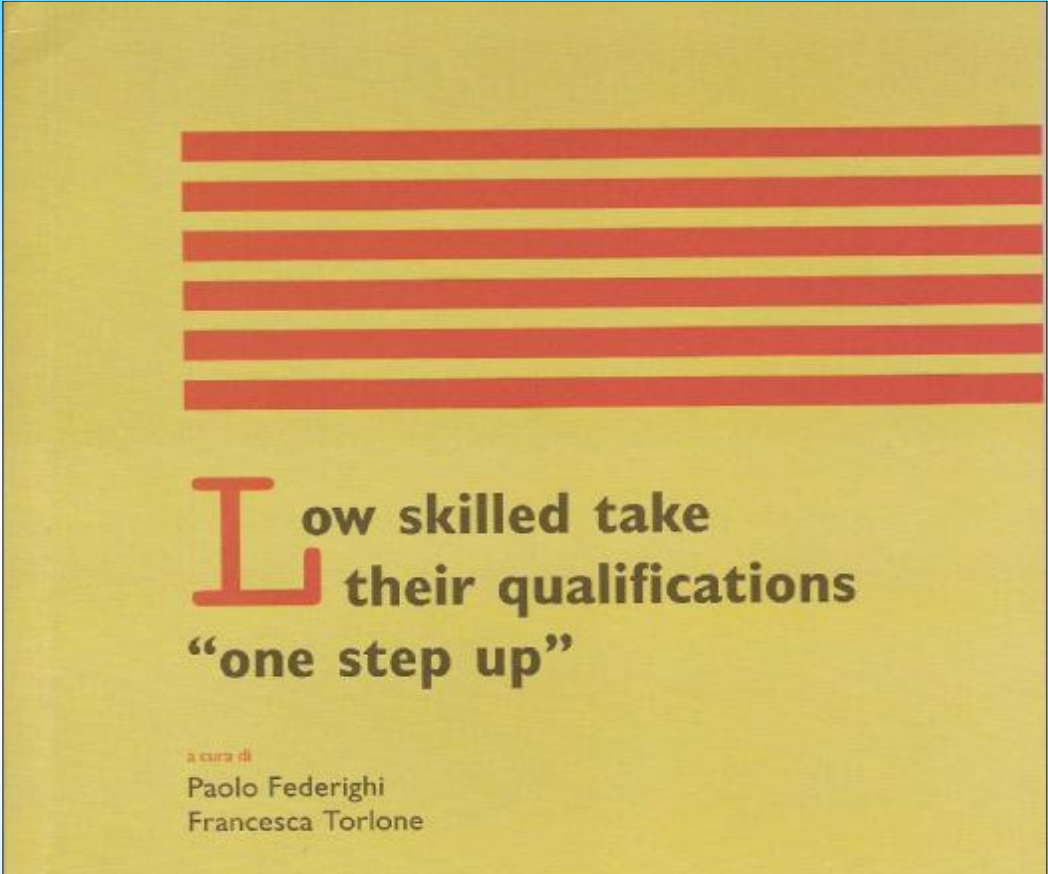
## Finding 3

**Good practices** have therefore been considered as a set of coherent and planned actions that lead to the achievement of the above mentioned goals, under sustainable conditions and with modalities enabling their partial or global transfer (*Paolo Federighi and Francesca Torlone, p. 77*).

**Criteria for the identification of good practices** (adapted from *Paolo Federighi and Francesca Torlone, p. 78*)

The identification of good practices of outreach-strategies that result in lifelong learning and adult drop outs have been carried out according to their

- field,
- relevance,
- outcome,
- duration,
- available documentation.

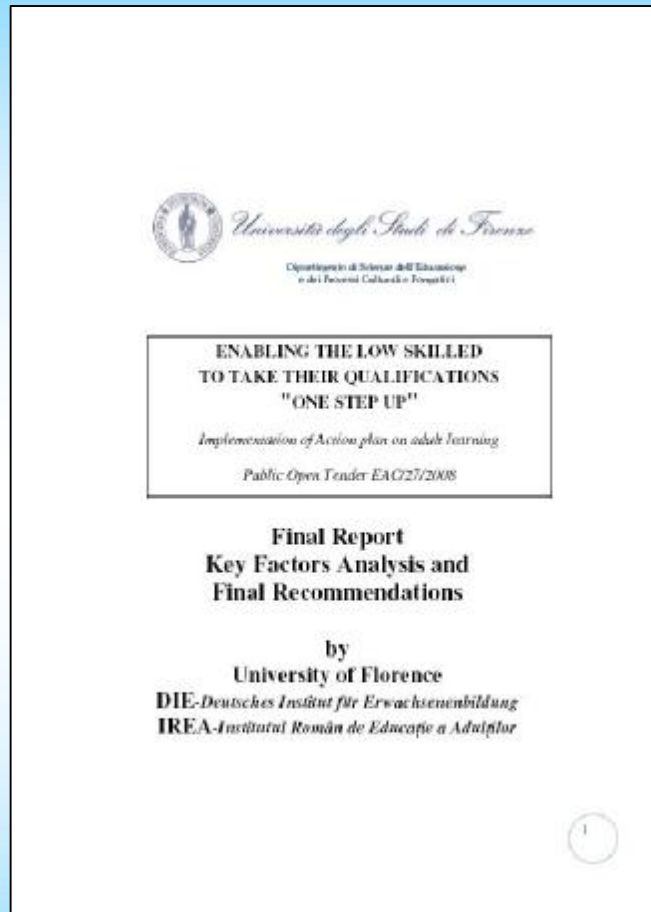


**L**ow skilled take  
their qualifications  
“one step up”

a cura di  
Paolo Federighi  
Francesca Torlone

**Methodology** (by *Paolo Federighi and Francesca Torlone, p. 77-78.*) transferred adopted from the project ENABLING THE LOW SKILLED TO TAKE THEIR QUALIFICATIONS "ONE STEP UP" Implementation of Action plan on adult learning Public Open Tender EAC/27/2008 and decrypted in the final report of this study.

# Analysis of the Key factors Underpinning the Good Practices



- Political and institutional framework orientation. *Paolo Federighi*
- Integrated strategic action. *Simona Sava*
- Organisational components. *Vanna Bojfo*
- Didactical design. *Ekkehard NuiSSL von Rein*
- Evaluation and monitoring. *Ekkehard NuiSSL von Rein*

(p. 66-76) <http://ec.europa.eu/education/more-information/doc/2010/lowskill.pdf>

# 2.

**Web-survey for selection of good and not good practice for pilot study of current situation**

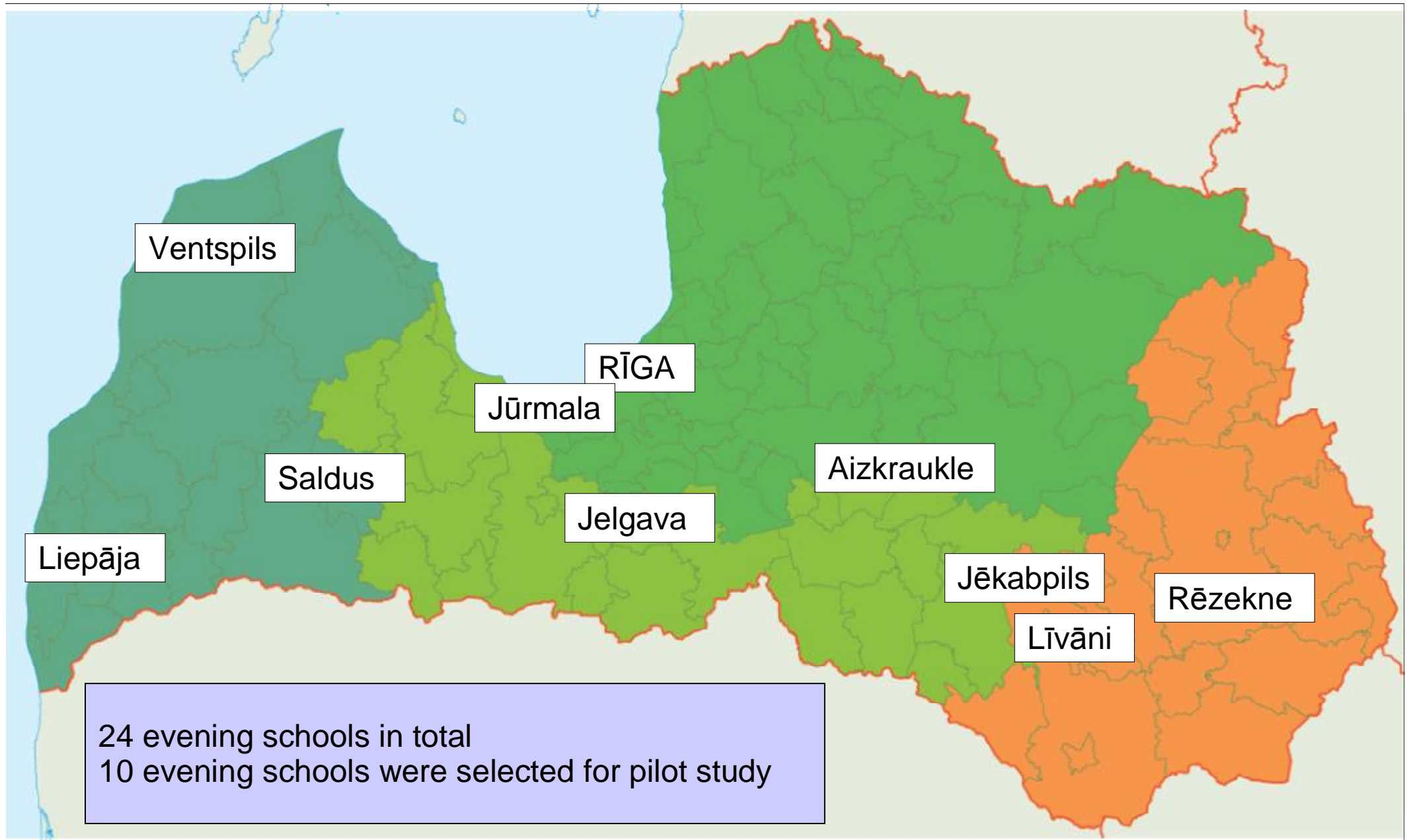
**August 2011**

# Sources of information

- Informative portals
- Social networks
- Chat rooms and forums
- Web-sites of evening schools
- Web-site of the Ministry of Education and Science
- Web-sites of Latvian newspapers



# Location of selected evening (flexible time) schools



# 3.

## Chronological planning of the investigation for ASEM RN4 discussion

# Planning by months

**May-July 2011** Preview in-depth survey of literature for working out of theoretical and methodological background of the research.

**August 2011** Web-survey for selection of good and not good practice for pilot study of current situation. Official statistics.

**September 2011** Piloting and adapting research instruments.

**October 2011** Obtaining of national data.

**November 2011** Processing and analysis of obtained national data. Interim reports.

**December 2011** General report.

# 4.

**Using of ASEM LLL Hub research instruments for discussion**

**September 2011**



- 1. Survey on E-Learning (ASEM LLL Hub RN1)**
- 2. Survey on Workplace Learning (ASEM LLL Hub RN2)**
- 3. Delphi method, survey on core competence of learning facilitators in adult education (ASEM LLL Hub RN3)**
- 4. Survey on learning motivation and learning opportunities for employees and employers (ASEM LLL Hub RN4)**
- 5. Survey on difficult study subjects for detecting teachers' didactical approach (ASEM LLL Hub RN5)**

[http://www.pzi.lu.lv/index.php?id=pzipetnieciba\\_inc7](http://www.pzi.lu.lv/index.php?id=pzipetnieciba_inc7)

**Research instruments for stage 1**

# Survey on E-Learning (ASEM LLL Hub RN1)

## Aptauja par e-mācīšanos

Aptaujas anketā (2.-4.) izmantots jau izstrādāts jautājumu instrumentārijs (Garrison, Anderson, and Archer, 2000).

### 1.1. Dzimums

(Izvēlēties vienu no atbildēm)

Sieviete

Vīrietis

### 1.2. Jūsu vecums

(Ierakstiet gadus ar cipariem)

### 1.3. Izglītības iestāde

(Izvēlieties vienu atbildi no saraksta!)

### 1.4. Fakultāte

(Ierakstiet tekstā)

### 1.5. Studiju līmenis

(izvēlieties vienu atbildi no saraksta!)

### 1.6. Studiju programmas nosaukums

(Ierakstīt tekstā)

### 1.7. Studiju kurss

Izvēlēties no saraksta!

# Survey on Workplace Learning (ASEM LLL Hub RN2)

ASEM-LLL-RN2 pētījums

Obligātā un brīvprātīgā mācīšanās darba vietā

**1** *Vispirms mēs vēlētos uzzināt pamatinformāciju par Jūsu darbavietu:*

**1/B3** **Vieta, kur es strādāju, ir ...**

privātsektora uzņēmums.  
publiska sektora daļa.  
bezpeļņas darba devējs (piem., NVO).  
kopuzņēmums.  
Cits: \_\_\_\_\_

**2/A8** **Pie pašreizējā darba devēja strādāju \_\_\_\_\_ gadus un \_\_\_\_\_ mēnešus. Lūdzu, noapaļojiet līdz tuvākajam pilnajam mēnesim/gadam.**

**3/B2** **Pie šī darba devēja strādāju ...**

[tikai viena atbilde]  
pilnu slodzi  
puslodzi  
mazāk kā pusslodzi  
līgumdarbs.

**4/B1** **Mans amats ir \_\_\_\_\_ [ievietot amata nosaukumu].**

**5/A9** **Šajā amatā esmu nostrādājis \_\_\_\_\_ mēnešus.**  
*Lūdzu, noapaļojiet līdz tuvākajam pilnajam mēnesim un skaitiet katru gadu kā 12 mēnešus.*

**6/B4** **Cik cilvēku apmēram strādā Jūsu nodaļā?**

[Ievadiet skaitu] \_\_\_\_\_  
Es nezinu

**7/B5** **Cik cilvēku apmēram strādā Jūsu organizācijā?**

[Ievadiet skaitu] \_\_\_\_\_  
Es nezinu

**8/A10** **Kā Jūsu pašreizējais darbs atbilst Jūsu izglītībai un kvalifikācijai?**

[Tikai viena atbilde]  
Mans darbs pilnībā atbilst manai izglītībai un kvalifikācijai.  
Ne īpaši - mana izglītība un kvalifikācija atbilst cita veida darbam.  
Man ir darbs, kuram būtu vajadzīga labāka izglītība nekā ir man.  
Man ir labāka izglītība un kvalifikācija nekā vairumam cilvēku šāda veida darbā.  
Manā darbā nav nozīmes, kāda izglītība un kvalifikācija ir cilvēkam.  
Es nezinu

**9/B6** **Kā Jūs vērtējat Jūsu pašreizējo situāciju darbā?**

[5 punktu Likerta skala]  
Es strādāju tikai tāpēc, ka mans darbs nodrošina man iztikas līdzekļus.  
Darbs, ko es daru, ļauj man labi justies.  
Ar savu darbu esmu vairāk finansiāli apmierināts nekā personiski.  
Ar savu darbu esmu vairāk personiski apmierināts nekā finansiāli.  
Jūtos novērtēts darbā, ko daru.

# Survey on core competence of learning facilitators in adult education (ASEM LLL Hub RN3)

**Core competences of ACE Learning Facilitators**

*In this section we invite you to give us your personal opinion concerning the relevance of the respective competence for today. Then we invite you to estimate how this relevance might change in the future.*

**2 First of all we deal with the relevance of competences in a field we named "personal qualities".**

**ACE Learning Facilitators should:**  
(Please choose the appropriate response for each item.)

**Today this is...**

	irrelevant 1	2	3	4	5	indispensable 6
be empathic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be authentic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be humorous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be extroverted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be altruistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be open minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be emotionally stable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Anketa skolotājiem par pieaugušo izglītotājiem nepieciešamajām kompetencēm**

LU PPMF Pedagoģijas zinātniskais institūts veic pētījumu par pieaugušo izglītotāju pamatkompetencēm tagad un tuvākajā nākotnē (2015 gadā). Ēdžiens pieaugušo izglītotāju attiecas uz tādām profesionālajām lomām kā skolotāji, mentori, treneri, padomdevēji, konsultanti un citi. Šim lomām kopīgs ir tas, ka lielāka daļa profesionālās darbības notiek tiešā kontaktā ar pieaugušo, kas mācās, un sastāv no šo pieaugušo mācīšanās procesa ierosināšanas, atbalstīšanas un pārraudzīšanas. Profesionālā aktivitāte var notikt tādās pieaugušo izglītības un tālizglītības sfērās kā profesionālā izglītība, korporatīvā un funkcionālā izglītība, sociālā un morālā vai kultūras un mākslas izglītība. Pētījuma mērķis ir veidot zināšanas par pieaugušo izglītotāju pamatkompetencēm gan no starptautiskās, gan dažādu valstu perspektīvām.

**\*Required**

**Pieaugušo izglītotāju pamatkompetences**

Šajā sadaļā mēs aicinām Jūs sniegt mums Jūsu personisko viedokli par attiecīgo kompetenču svarīgumu mūsdienās. Tad mēs aicinām Jūs novērtēt, kā šis svarīgums varētu mainīties nākotnē.

**1. Kas, Jūsuprāt, un balstoties uz Jūsu pieredzi, ir galvenās īpašības (zināšanas, prasmes, attieksmes, personiskās īpašības), kas piemīt profesionāļiem, kas ir kompetenti, lai palīdzētu pieaugušajiem mācīties? Lūdzu, sniedziet mums Jūsu personisko prioritāšu sarakstu! (5 – 10 īpašības) \***

Jūs varat atbildēt precīzju formā vai pilnos teikumos.

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## Anketa skolotājiem par pieaugušo izglītotājiem nepieciešamajām kompetencēm

\*Required

### Personiskās īpašības

Vispirms mēs aplūkosim kompetenču svarīgumu jomā, kas saucas „personiskās īpašības”.

#### 2.A Pieaugušo izglītotājiem PAŠLAIK vajadzētu: \*

Lūdzu, izvēlieties piemērotāko atbildi katram apgalvojumam:

	1 - nesvarīgi	2	3	4	5 - būtiski
Būt patiesiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt ar humora izjūtu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt uzmanīgiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt ekstravertiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt altruistiskiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt brīviem no aizspriedumiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt emocionāli stabiliem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 2.B Pieaugušo izglītotājiem 2015.GADĀ vajadzēs: \*

Lūdzu, izvēlieties piemērotāko atbildi katram apgalvojumam:

	1 - mazsvarīgāks	2 - tikpat svarīgs	3 - svarīgāks
Būt patiesiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt ar humora izjūtu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt uzmanīgiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt ekstravertiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt altruistiskiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt brīviem no aizspriedumiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Būt emocionāli stabiliem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Survey on difficult study subjects for detecting teachers' didactical approach (ASEM LLL Hub RN5)

SKOLĒNIEM	
Klase .....	Reģions .....
Vecums .....	
Dzimums .....	
Kas ir matemātika?	
Kas ir matemātiskā domāšana?	

SKOLOTĀJIEM	
Darba stāžs .....	Reģions .....
Vecums .....	
Dzimums .....	
Kas ir matemātika?	

Kā risināt matemātiskās problēmas?



## Anketa par sarežģītākajiem mācību priekšmetiem skolā

\* Nepieciešams

1. Dzimums \*  
(Atzīmējiet vienu no atbildēm)

- Sieviete  
 Vīrietis

2. Vecums \*  
(Uzrakstiet savu vecumu gados)

3. Nodarbošanās \*  
(Izvēlaties atbildi)

- Skolēns

4.2  
(Skolēni ieraksta klasi)

5. Reģions \*  
(Izvēlieties vienu atbildi no saraksta)

6. Skola \*  
(Izvēlieties vienu atbildi no saraksta)

7. Kurš pēc Jūsu domām ir sarežģītākais priekšmets skolā? \*

8. Kāpēc tas ir sarežģītākais priekšmets skolā? \*

1. Interview “What Fosters and What Are the Obstacles to Learning?” for teachers and school administration
2. Questions of the focus group discussion “What Fosters and What Are the Obstacles to Learning?” for the students of evening schools and young persons who have quitted evening school
3. System of codes for analysis of qualitative data

**Research instruments for stage 2**

- 1. Framework for the selection of good practice**
- 2. Framework for the clarified (detailed) description of good practice**
- 3. System of codes for analysis of obtained data**

**Research instruments for stage 3**





**Thanks a lot for your attention!**  
**Any comments and suggestions are welcome!**

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