Enabling the low skilled 18-24 aged Adults to take their qualifications "one step up"

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University of Latvia

ASEM LLL Network 4 meeting, 12-13 December 2011
Shanghai
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.)
The activities of the existing educational institutions do 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).

Current situation in Latvia and priorities of Europe
The aim of the collaborative comparative ASEM good practice case study is to elaborate evidence practice based recommendations for LR MOES on how to increase the ratio of young adults (aged 18-24) with basic and secondary education and who are motivated to learn (EU 2020: ESL 10%) and what measures should be taken in order to attract them acquiring basic and secondary education.
Objectives of the study

- To identify new challenges (obstacles) and opportunities on how to 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.
Overview

1. Preparing of Study: what we have just done
2. Methodology
3. Using of ASEM LLL Hub research instruments
4. Time-table of the study for ASEM RN4 discussion
1. Methodology

June-July 2011
In-depth survey of literature: Finding 1: 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 Munns (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.

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.
In-depth survey of literature: Finding 2

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).

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.
In-depth survey of literature: Finding 3

Good practice is a complex subject that is made of various components.

Such components can be seen from two complementary perspectives:

1. Dynamic
2. Structural
In dynamic perspective, good practice is described by the process that usually starts when a problem emerges and goes on in different steps, i.e. the development of the collective will to face and solve the problem, the definition of appropriate solutions, their adoption and implementation.

Structural dimension is then centered on the description and the analysis of the actions that are put in place as well as of the organisational, financial, instrumental and other components.

From the *structural* point of view, good practices can be described according to the instruments and provisions which can be seen also as measures that they put into practice. In this instance:

- Each good practice always contains one measure or a set of concrete measures that can be analyzed and reproduced.
All possible activities are to cluster in seven priority fields:

1. Upgrading skills to access level 1 and level 2 EQF
2. Validation of informal and non formal Learning at the workplace for professional qualification and basic education
3. Guidance, counseling etc. - adult trainers core competency
4. Learning facilitated subject teaching (critical and analytical thinking improvement)
5. Interactive e-learning opportunities
6. Information, campaigns, network and partnership
7. Grants, loans and financial incentives

Each pattern of good practice is to analyse related to the solution of the challenges in the respective fields according to follows research questions:

1. What are the reasons for early school leaving (missed learning opportunities)?

2. What are the key elements in cultures of support that successfully re-engage young people in education?

3. What practices support young people to move from enabling courses to higher level courses?

4. What are the particular aspects of the programs that facilitate and help young people return to, and remain in, education?

5. What do young people say about their motivation for, and experiences of, re-entry to education?

6. What do their teachers say about these students?


Relevance (the efficient and effective character of the activity and the possibility of transfer)
2. Web-survey for selection of prototypes of good and not good practice for pilot study of current situation
Sources of information

- Informative vortals
- 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

- Aizkraukle
- Jēkabpils
- Rēzekne
- Saldus
- Ventspils
- Liepāja
- RĪGA
- Jūrmala
- Līvāni
- Jelgava

22 evening schools in total
10 evening schools were selected for pilot study
School's Good practice Cases will be described

Representative: 345 young adults and 45 evening school teachers with 5% mistake)

Invited: all 22 schools were invited to participate in the study

Participated: schools are involved as research subjects

Voluntary participation of evening school students and teachers (total number of evening schools is 22), employers and employees at the working places, members of informal social networks
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<td>Tālrunis</td>
<td>Izglītību apliecinošo pamatizglītības dokumentu ieguvis – 1; vidējo izglītību ieguvis – 2; profesionālo un pamatizglītību ieguvis – 3; profesionālo un vidējo izglītību ieguvis – 4; beidzis skolu ar izziņu – 5; cits – 6.</td>
<td>Mācību valoda: latviešu – 1; krievu – 2; bilingvāl – 3; cits – 4</td>
<td>Vai skolēnam ir speciālās vajadzības, lūgums nosaukt kādas</td>
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Statistiskās informācijas pieprasījums no vakarskolām
3. Using of ASEM LLL Hub research instruments

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

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 instrumentāris (Garrison, Anderson, and Archer, 2000).

1.1. Dzīmums
(izvēlies vienu no atbildem)
☐ Sieviete
☐ Vīriešs

1.2. Jusu vecums
(ierakstiet gadus ar cipariem)

1.3. Izglītības iestāde
(izvēlies vienu atbildi no sarakstā)
Latvijas Universitāte

1.4. Fakultāte
(ierakstiet tekstu)

1.5. Studiju līmenis
(izvēlies vienu atbildi no sarakstā)
Bakalaura studiju programma

1.6. Studiju programmas nosaukums
(ierakstiet tekstu)

1.7. Studiju kursa
Izvēlies no sarakstā
Survey on Workplace Learning (ASEM LLL Hub RN2)

1 Vspīlms mēs vēlētos uzzināt paraiinformation par jūsu darbavitāni:

1/83 Vieta, kur es strādāju, ir ...
   privātstarps uzņēmums
   publiska sektora dārza
   bezpečnas darba deņe (piem., HVO)
   koopuzņēmums.
   Citi:__________________________

2/80 Pie pieceizējo darba deņa strādāju ____ gados un ____ mēnešus. Lūdu, nozīmējiet šāds tuvokedam pēdējam mēnešam/ gadam.

3/82 Pie šā darba deņa strādāju ...
   [tādas vietas atbilde]
   pievienība
   pievienība
   neskārās
   [izmantojiet]
   [izmantojiet]

4/81 Manu anātu ir ____________ [izvietojiet anāta nosaukumu].

5/80 Šajā anātu esmu nostrādājuju ____ mēnešus.
   Lūdu, nozīmējiet šāds tuvokedam pēdējam mēnešam un školas tavā gada kā 12 mēnešus.

6/84 Cik cīņķu apmēram strādā Jūsu nodalā?
   [ievietojiet skaitu]
   Es nezinu

7/85 Cik cīņķu apmēram strādā Jūsu organizācijā?
   [ievietojiet skaitu]
   Es nezinu

8/10 Kā Jūsu pieceizēja darbs atbilst Jūsu izglītībai un kvalifikācijai?
   [tādas vietas atbilde]
   Man ir darbs, kurā būtu vajadzīgs neatkarība, izglītība un kvalifikācija
   Man ir izglītība, bet kvalifikācija ir neliela vai neatkarība, izglītība ir neliela
   Man ir izglītība un kvalifikācija ir neliela vai neatkarība, izglītība ir neliela
   Man ir izglītība, bet kvalifikācija ir neliela vai neatkarība, izglītība ir neliela
   Es nezinu

9/86 Kā Jūsu vārājāt Jūsu pieceizējo situāciju darbā?
   [tādas vietas atbilde]
   Es strādāju to, kurā mēs darbojas, taču mēs neatkarīgi no tās
   Darbs, ko es nolūk, ir mēs to darījam
   Ar savu darbu esmu vairāki finansiāli spēri novietojiet nekā personālos
   Ar savu darbu esmu vairāki personālos vajadzību, taču finansiāli
   Niecies noderītas darba, 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.

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

<table>
<thead>
<tr>
<th>Competence</th>
<th>Irrelevant</th>
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<th>Indispensable</th>
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<td>be altruistic</td>
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Today this is...

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Anketa skolotājiem par pieaugušo izglītītājiem nepieciešamajām kompetencēm

*Required

Personiskās īpašības
Vispirmo mēs aplūkosim kompetencu svarīgumu jomā, kas saucas „personiskās īpašības”.

2.A Pieaugušo izglītītājiem PAŠLĀK vajadzētu:
Lūdzu, izvēlies vienu no atbildešu atbildei katrajam apgalvojumam:

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<thead>
<tr>
<th>Svars</th>
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Anketa skolotājiem par pieaugušo izglītītājiem nepieciešamajām kompetencēm

LU PPRMF Pedagoģijas zinātniskais institūts veic pieaugušo izglītītāju pamatkompetencēm laikā un tādā laikā rūpējas par pieaugušo izglītītāju attiecībām uz tādiem profesionāldzīvām, kurām ir skolotāju, mentors, treneri, padomātāja, konsultants un citi. Šīm tām kāpju ir tas, ka tiešā nozīmē profesionālā dalība noteikts tavā kontaktā ar pieaugušu, kas mācās, un tādēļ ir pieaugušo mācību procesa ierobežotās, atbilstības un problēmās. Profesionālās attiecības var nevēlēties tāda pieaugušo izglītības un tādas izglītības attiecībās kā profesionālās izglītības, kurās ir tiešā nozīme vairāk nekā mācības izglītība. Pieauguša mācību ir vērtīga zināšans par pieaugušo izglītības pamatkompetencēm gan no atpūtas, gan darba un personības perspektīvām.

2.B Pieaugušo izglītītājiem 2015. GADĀ vajadzētu:
Lūdzu, izvēlies vienu no atbildešu atbildei katrajam apgalvojumam:

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Anketa skolotājiem par pieaugušo izglītītājiem nepieciešamajām kompetencēm

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Anketa skolotājiem par pieaugušo izglītītājiem nepieciešamajām kompetencēm

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Survey on learning motivation and learning opportunities for employees and employers (ASEM LLL Hub RN4)
Survey on difficult study subjects for detecting teachers’ didactical approach (ASEM LLL Hub RN5)
1. Interview “What Fosters and What Are the Obstacles to Learning?” for teachers and school administration

2. Questions for 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
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
4.

Exceptional time-frame of study (quantitative part) for ASEM RN4 discussion
Survey (Latvia)

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


September 2011  Piloting and adapting research instruments.

October 2011

November 2011  Obtaining of national data.

December 2011  Processing and analysis of obtained national data

January 2011  Interim report.

Sample: 350 early school leavers and 45 teachers
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>January 2012</td>
<td>Respondents database or data providing (from existing surveys) send to Latvia</td>
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<td>February 2012</td>
<td>Survey of ASEM countries lead by ....</td>
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<tr>
<td>March 2012</td>
<td>Data analyses by Latvia (may be mobility grants to joint the analyses)</td>
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<tr>
<td>April 2011</td>
<td>Writing of Joint paper for Copenhagen 2012</td>
</tr>
</tbody>
</table>
Focus group discussions and interviews (all participating countries)

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May-July 2012</td>
<td>School visits for preparation of interviews and focus group discussions</td>
</tr>
<tr>
<td>August 2012</td>
<td>Time frame for interviews and discussions</td>
</tr>
<tr>
<td>September 2012</td>
<td></td>
</tr>
<tr>
<td>October 2012</td>
<td></td>
</tr>
<tr>
<td>November 2012</td>
<td>Obtaining of national data.</td>
</tr>
<tr>
<td>December 2012</td>
<td>Processing and analysis of obtained national data</td>
</tr>
<tr>
<td>January 2012</td>
<td>Interim report.</td>
</tr>
</tbody>
</table>

Sample: 1 focus group discussion in each region (10-12 young adults with different learning outcomes and 3 evening school teachers from each school with different adult trainer core competence), selected, if successful video-taped
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January-March 2013</td>
<td>Applicating of ASEF grants for researcher mobility by ASEF</td>
</tr>
<tr>
<td>April - July 2013</td>
<td>Elaboration of evidence based recommendations for LR MOES (researcher mobilities)</td>
</tr>
<tr>
<td>August - October 2013</td>
<td>Writing of the study report (researcher mobilities)</td>
</tr>
<tr>
<td>November 2013</td>
<td>Translation of the report in Latvian language</td>
</tr>
<tr>
<td>December 2013</td>
<td>Publishing of the report</td>
</tr>
<tr>
<td></td>
<td>Preparing of joint publications and joint presentation 2015 in Riga by Latvian Presidency</td>
</tr>
</tbody>
</table>
Thanks a lot for your attention! Any comments and suggestions are welcome!

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svetlana.surikova@lu.lv