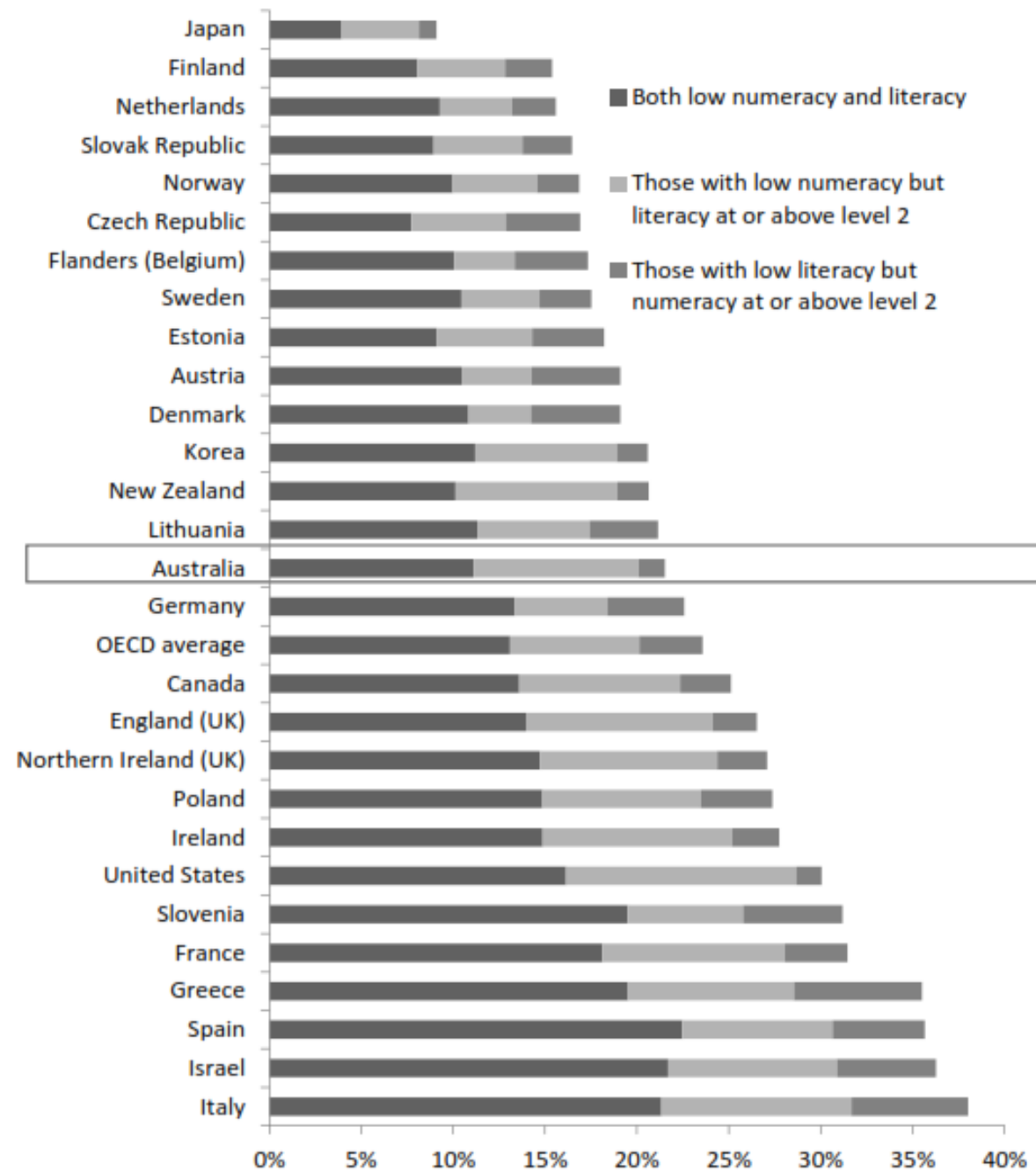


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Education of adult educators- how do we cope with low
literacy in Slovenia

LearnersMot EU Project



Source: OECD calculations based on OECD (2016a), *Survey of Adult Skills (PIAAC)* (Database 2012, 2015), www.oecd.org/site/piaac/publicdataandanalysis.htm.



Education for being successful in one's life-bridge to education? /Bridge to employment

Why this programme?

OECD research into literacy

Specific learning difficulties and literacy in young people and adults, Svetovalni center
Ljubljana, 2002

Most low literates do not use complex skills in their work, do not upgrade them. Their skills get outdated

There are not enough programmes for adults with specific needs;

Adult educators are aware that they would need specialised knowledge related to low literacy:

Adult educators' target group of low literates

Adults

- who do not manage simple everyday tasks while needing to be more independent and socially included
- who have specific needs and deficiencies in need of specific educational approach; dyslectics, gifted adults, adults with hearing deficiencies, mentally retarded adults, etc.

Expected characteristics of the target group members

poor general knowledge and culture

bad school memories.

deficient communication skills,

deficient skills needed for searching and selecting information,

difficulty applying knowledge to everyday life,

difficulty getting included in everyday life.

poor managing of emotions.

Psycho- social characteristics

usually bad economic situation

consequences felt in working life (depression)

not being aware of employment and educational opportunities

not being well informed about quality leisure time activities

higher dependency on others





Objectives:

To acquire/*better basic skills* (reading, writing cognitive, communication and cultural competencies, numeracy, learning skills for better social inclusion)

To acquire *learning skills for autonomous learning*

To motivate sb. to enrol in education

Understanding learning as a way to quality life

Active citizenship

To manage social roles in adulthood

To be aware of values

To accept diversity

Areas covered by the programme

Basic skills (also use of ICT technology)

Social skills (simple social situations, relationships, expressing criticism, praising,

Group negotiating, conflict resolution)

Duration of the programme

120 periods Frequency once a week according to a fixed plan+ course + autonomous learning, 6-12 participants

Programme is composed of core and individual contents

Didactics

Programme is to increase autonomy of the learners

It is not transmission of knowledge,

learners should experience constructing knowledge and discuss their learning experience- to develop competencies

Learning is learner focused

Learning facilitator shows empathy for learners' culture.

Values, interests, need and life structure of adult learners:

individual interview,

short life history,

occasional participation of family members,

making learners familiar with cultural heritage

Principles:

Learner focused process

Learning contents and situations should be related to learners' life

Integrating contents, methods, materials

Individualisation of learning

Selecting learning contents

Project learning

Adult educators involved in a specialised educational programme get a State recognized certificate.

Literature:

Knaflič, L., Kastelic, L. *UŽU – Moj korak*

http://programoteka.acs.si/PDF/UZU_MK_program.pdf



Adult educators guide the learners' thinking in the right direction

Complexity of adult education staff tasks calls for professionalization