

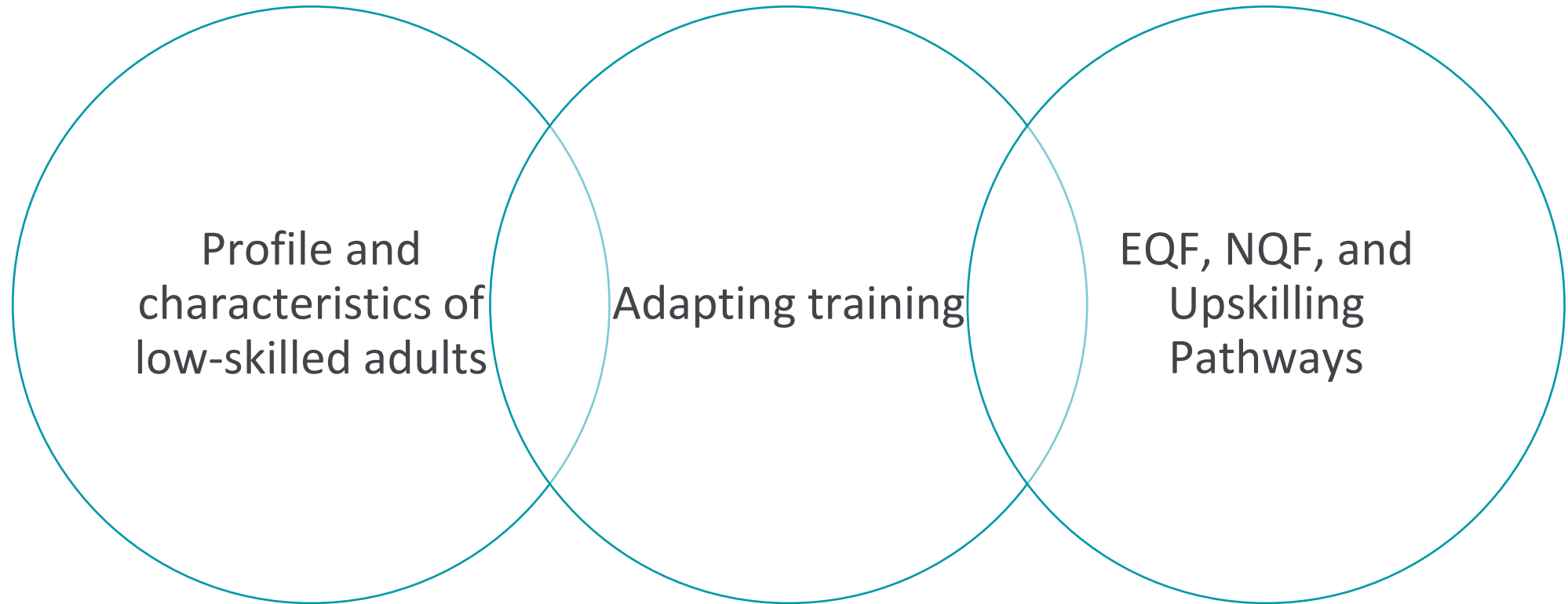
Developing Strategies in Adult Education

Module 2: Mapping strategy to target groups



Training Overview

Module 2: Mapping strategy to target groups



Training Overview

DAY 1

Module 1:

- Introduction to Adult Education Strategies
- Conducting needs analysis
- Mapping stakeholders and facilitating participation

Break

Module 2:

- **Profile and characteristics of low-skilled adults**
- Adapting programmes to the characteristics of low-skilled
- Recognition, validation, and certification

DAY 2

Module 3:

- Designing programmes with a focus on low-skilled adults
- Developing and implementing programmes
- Monitoring, evaluation and improving strategies

Break

Module 4:

- Digital competences: professional engagement
- Digital competences: pedagogy
- Digital competences: learners

Unit 1: Profile and characteristics of low-skilled adults

Who are low-skilled adults?

Educational level

Eurostat Labour Survey (LFS)

- ISCED 0-2

Literacy and Numeracy

Programmes for the International Assessment of Adult Competencies (PIAAC)

- < level 1

Adults' profession

International Standard Classification of Occupations of 2008 (ILO)

- Group 9

Unit 1: Profile and characteristics of low-skilled adults

Activity: profile and characteristics of low-skilled adults

- What are the main characteristics of each group?
- Do these target groups have common characteristics?
- Where do they differ?
- What are their needs in each case?



Worksheet M2.1

Unit 1: Profile and characteristics of low-skilled adults

Eight Key competences for LLL (Council of the European Union)

1. **Literacy**
2. **Numeracy** in science, technology, and engineering
3. **Digital skills**
4. Multilingual
5. Personal, social, and learning to learn
6. Citizenship
7. Entrepreneurship
8. Cultural awareness and expression

Unit 1: Profile and characteristics of low-skilled adults

Define the obstacles of low-skilled adults

Situational

- unfavourable conditions in life

Institutional

- administrative difficulties

Dispositional

- attitude of adults towards learning

Academic

- skill and knowledge gaps

Sociocultural

- cultural values, norms, stereotypes, and prejudices

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Unit 1: Profile and characteristics of low-skilled adults

Reflection

- **What** do these barriers **teach** you?
- **How** can you overcome these barriers?
- Are there any **plans** to increase **opportunities** and remove barriers in adult learning?
- What is the role of the **government**?
- Are there any **policies or incentives** supporting low-skilled adults' efforts?
- What can you do to **support** that effort?

Unit 1: Profile and characteristics of low-skilled adults

Activity: build the profile of your target group

Choose your target group and draft their profile...



Worksheet M2.2

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Unit 2: Adapting programmes to the characteristics of low-skilled

The value of Adult Learning

relevance and usefulness for employability



following national/regional trends



promoting active citizenship



having a flexible curriculum



being accessible and inclusive



Unit 2: Adapting programmes to the characteristics of low-skilled

Techniques of group dynamisation

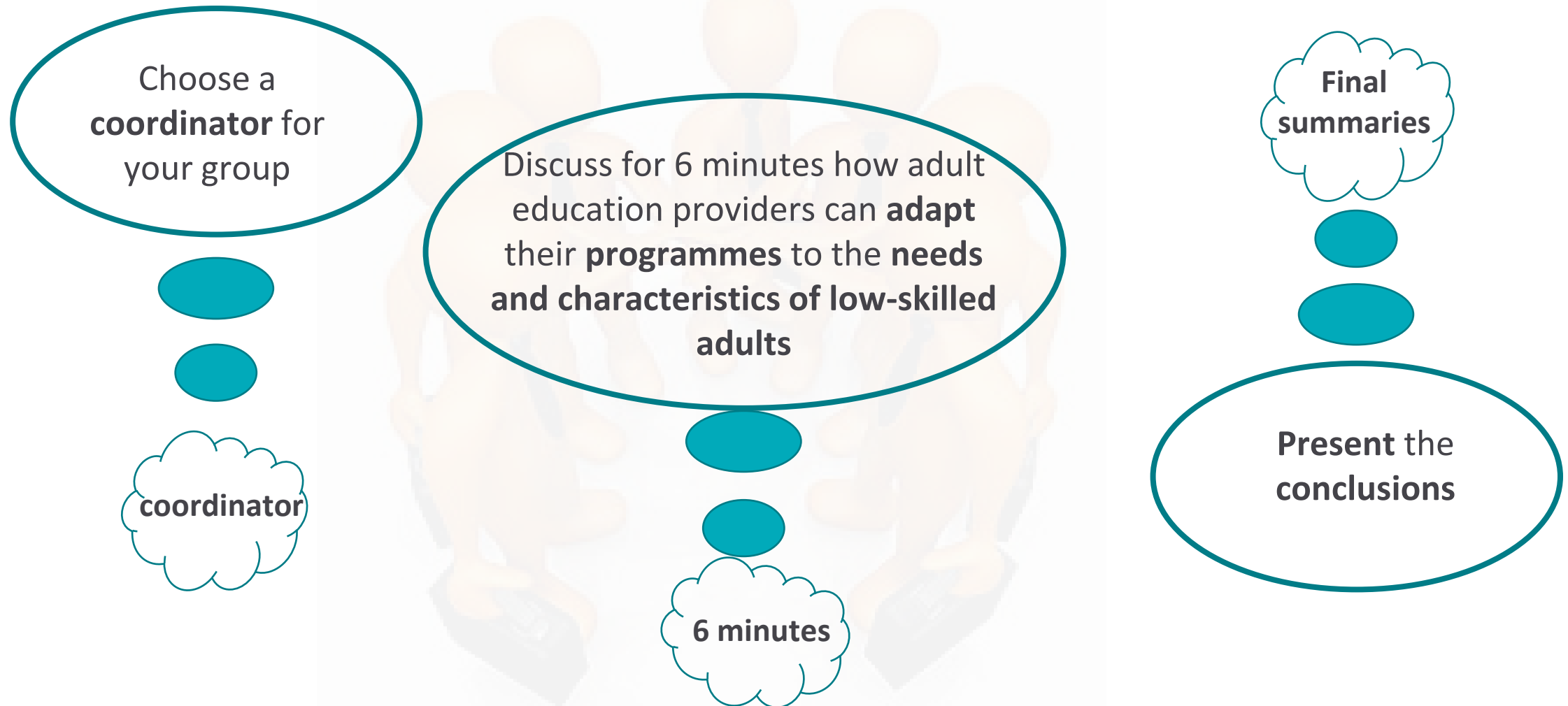
participatory techniques in learning:

- improve quality
- achieve dynamism
- stimulate socialisation
- enhance creativity

Examples: ice-breaking, group activities, problem-solving

Unit 2: Adapting programmes to the characteristics of low-skilled

Group activity 1: adapting a program



Unit 2: Adapting programmes to the characteristics of low-skilled

Group activity 2: adapting a program to the target group

- **What** are the skills your target audience wants to develop through your program? Write at least 3 skills based on the profile of the target group you have built in the 1st activity.
- **Why** is it important to develop these skills? Where are they going to use them?
- **How** will these skills be developed?
- What are the **means and support** you will need to help them develop these skills?



Worksheet M2.3

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Unit 3: Recognition, validation and certification

What is the European Qualifications Framework?



European
Qualifications
Framework

Unit 3: Recognition, validation and certification

The European Qualifications Framework – Levels Explained

Lower levels

=

primary and secondary
level



Higher levels

=

university degrees, masters and
doctorate programmes.

Unit 3: Recognition, validation and certification

What are the benefits of EQF?

Individuals



- understand what they should know/be able to do
- understand the level of their qualifications in all European countries
- more easily find a job/engage in learning

Unit 3: Recognition, validation and certification

What are the benefits of EQF?

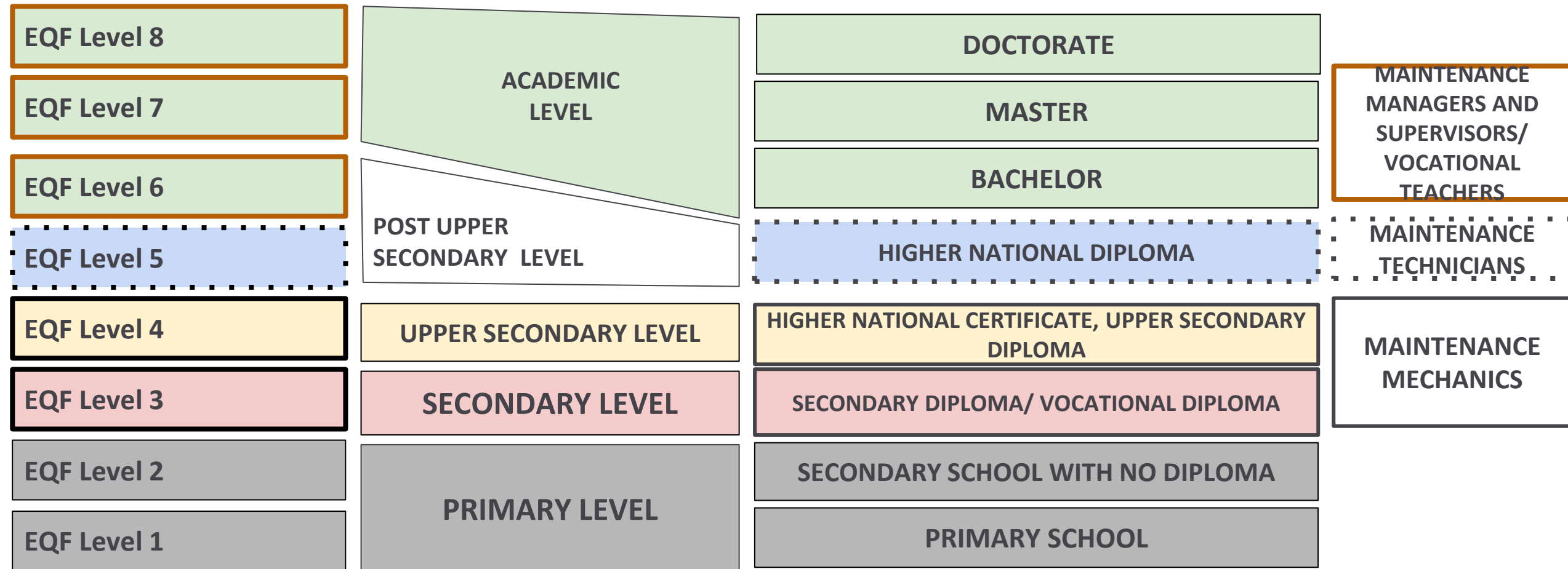
Employers



- understand potential employees' abilities
- compare foreign applicants' qualifications with equivalent national qualifications
- compare + interpret qualifications of applicants

Unit 3: Recognition, validation and certification

Case Study 1: Application of the EQF in the Maintenance Sector



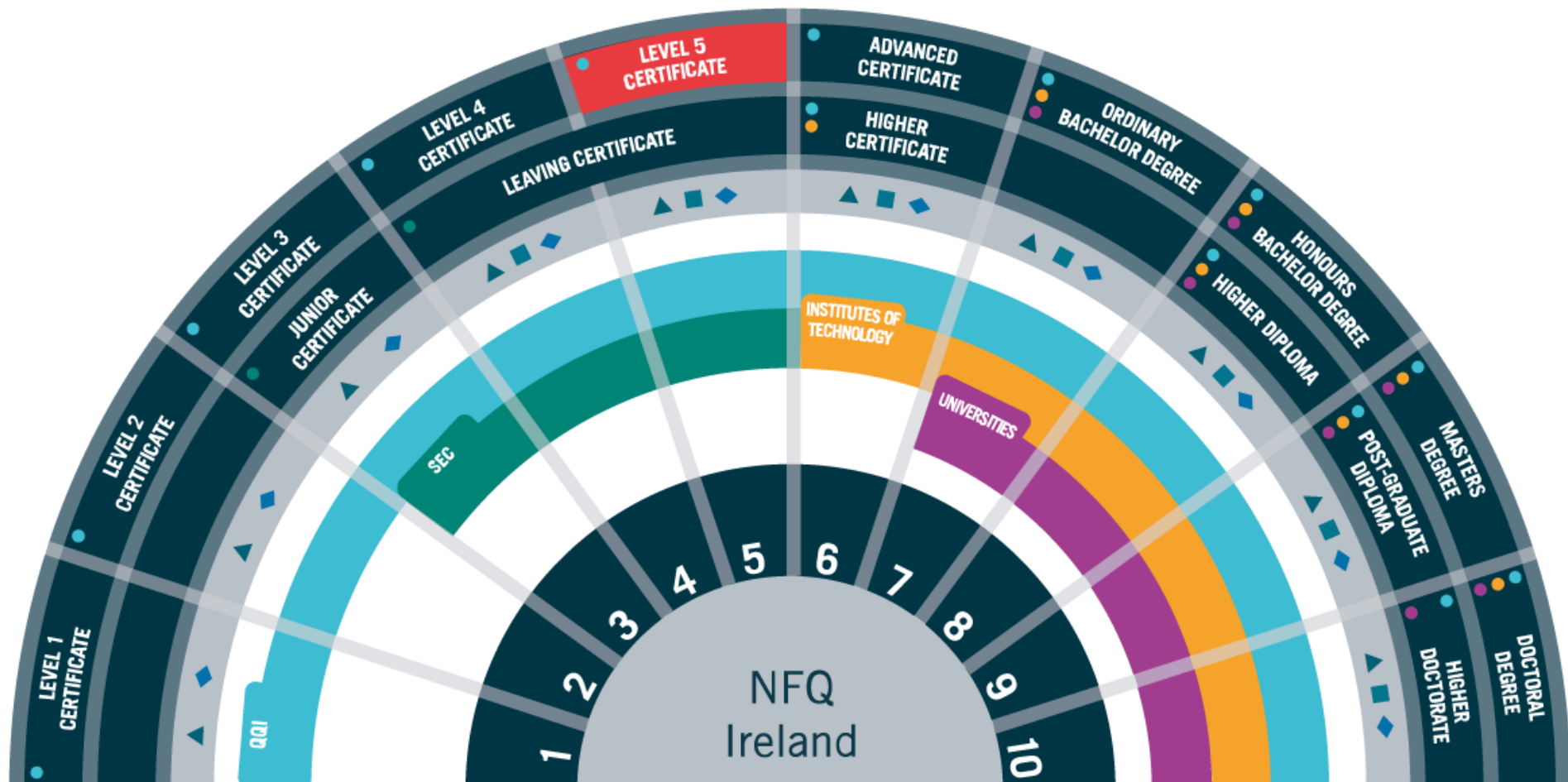
Unit 3: Recognition, validation and certification

Case Study 1: Application of the EQF in the Maintenance Sector

	EQF 4	EQF 5	EQF 6
Knowledge	Factual and theoretical - broad contexts within a field	Comprehensive, specialised, factual and theoretical	Advanced/ critical understanding
Skills	Range of cognitive and practical skills - solutions to specific problems	Comprehensive range of cognitive + practical skills - solutions to abstract problems	Advanced skills, mastery and innovation - complex/unpredictable problems
Competence	Self-management in predictable contexts that may change Supervise others' routine work Evaluation + improvement	Management & supervision - contexts change unpredictably Review - develop performance of self + others	Manage complex technical/professional projects - decision-making in unpredictable contexts, review/develop performance, manage professional development of others, organize maintenance management system
Maintenance qualifications	Maintenance mechanic, foreman, electrician, welder etc.	Maintenance technician/ specialist/engineer etc.	Maintenance supervisor/ manager, Advance maintenance engineer, Vocational teacher

Unit 3: Recognition, validation and certification

Case Study 2: National Framework of Qualifications in Ireland



Unit 3: Recognition, validation and certification

Group activity: NQF - EQF

1. Research the National Qualifications Framework in your country.
2. Identify how it relates to the European Qualifications Framework.



Unit 3: Recognition, validation and certification

Upskilling Pathways: New Opportunities for Adults (2016)



Upskilling Pathways: New Opportunities for Adults



Unit 3: Recognition, validation and certification

Upskilling Pathways: New Opportunities for Adults (2016)

Skills assessment

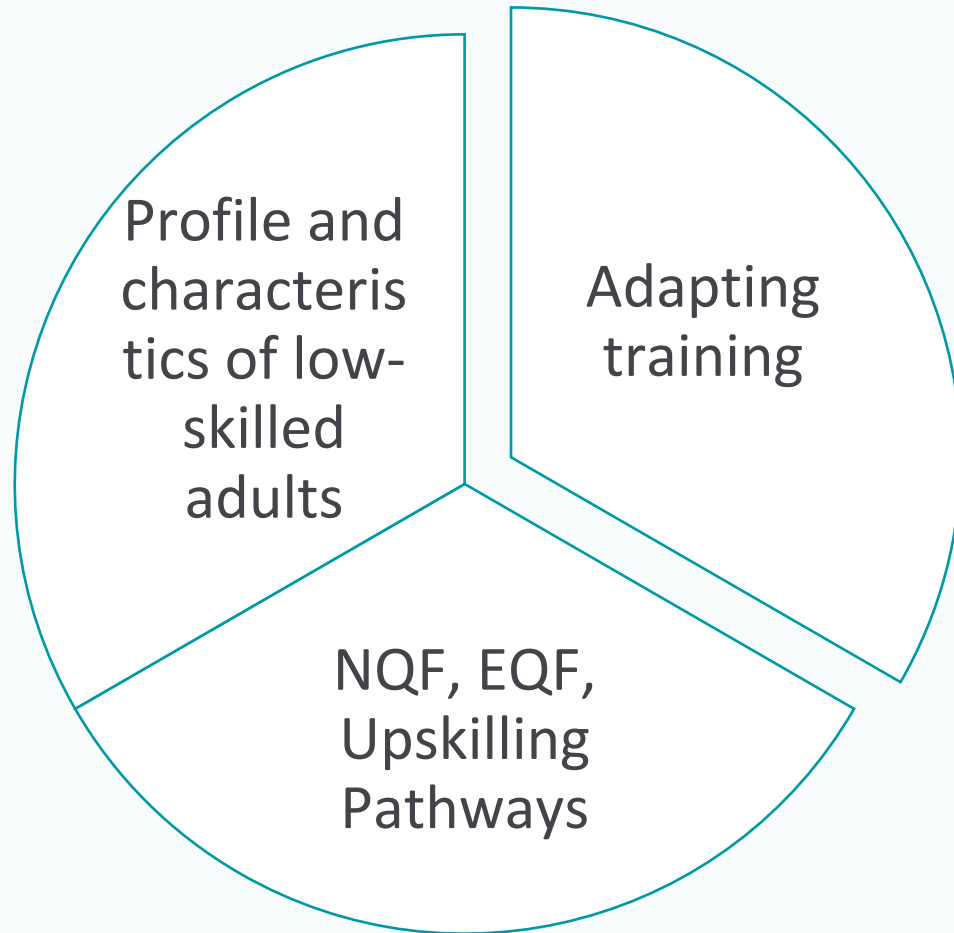
→ Assess the level of skills of the learner

Learning Offer

→ Provide a tailored, flexible and quality programme

Certify

→ Validate and recognise the skills acquired



END OF MODULE 2

