

EASY WAYS TO TRANSFER KNOWLEDGE HANDBOOK



Co-funded by the
Erasmus+ Programme
of the European Union



Easy ways to transfer knowledge

Erasmus+ Strategic Partnerships for adult education

Project No - 2018-1-LV01-KA204-046986

Acknowledgments to Easy ways to transfer knowledge project team.

Partner organisations who contributed to the Easy ways to transfer knowledge handbook development:

Ecological Future Education (Latvia), Balkanska Agenciya za Ustoychivo Razvitie (Bulgaria), Śląska Fundacja Wspierania Przedsiębiorczości (Poland), Asociația Inițiativa Cetățenilor Seniori (Romania), İstanbul Avrupa Araştırmaları Derneği (Turkey).

Contacts: ProjectEasyKnowledge@gmail.com

Edited and designed by Ecological Future Education

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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INTRODUCTION

Nowadays, the involvement of low-skilled adults in adult learning is important as by improving their skills people can get jobs, keep their jobs or even improve their abilities and skills. Unfortunately, “adults with low skills are less than half as likely to participate in adult learning as those with higher skills. According to PIAAC [Programme for the International Assessment of Adult Competencies] data, only 20% of adults with low skills participate in job-related adult learning. Participation of adults with medium and high skills is much higher (37% and 58% respectively). One of the key reasons for this participation gap is that adults with low skill levels find it more difficult to recognise their learning needs and hence are less likely to seek out training opportunities”.¹

Moreover, very often adults with low skills are unable to follow the usual training courses as the language used is difficult to understand for them, or at least they struggle very much with it. In the recent years, the term ‘plain language’ has emerged, and it applies not only to legal or technical texts but is used more and more in various contexts – on various websites of companies, governments, international organizations, in publications, brochures and other materials. Also the World Health Organisation stresses the importance of plain language.²

Although the plain language movement has become widespread in various sectors, the training sector for low-skilled adults lacks studies and information on plain language in adult training. Therefore, it is of great importance to exchange experience and knowledge about easy ways of transferring information and knowledge to low-skilled people. Were the training programmes in plain language and easy to understand for low-skilled adults, the dropout rate would be decreased, the self-esteem of learners would be raised, and the possibility to find a job would increase.

Easy language in training sector is a rather new concept, however, it is an important step that should be taken in order to improve the lives of people with low skills. Moreover, it would not only benefit the adults with low skills but also the society, the countries and their economies. European Centre for the Development of Vocational Training (Cedefop) has emphasized that “low-skilled adults should be recognised as an increasingly vulnerable segment of the population in most Member States. Evidence shows that being low-skilled is associated with negative consequences for individuals, companies and society as a whole. Empowering low-skilled adults by means of promoting their up-skilling and/or reskilling is clearly associated with large social and economic incentives”.³

To conclude, it is of great importance to think of easy ways to transfer knowledge to those people who need it the most. The adult training exists to give knowledge to adults, and the complexity of language should not be an obstacle for obtaining appropriate training.

The project was created due to the immense problem in adult education – the language of training courses and also their presentation is often too difficult for low-skilled adults. Often the courses are presented without respecting the principles of andragogy, which leads to training courses that are not appropriate for the needs of adult learners.

The aim of the project is to exchange the best practices in this field among the partner countries and to find out recommendations for easy ways to transfer knowledge that could be used when working with low-skilled adults, long-term unemployed persons, and also refugees and people with language perception difficulties.

The objective of the project is to enhance educators' knowledge regarding work with low-skilled adults by providing Handbook – Easy ways to transfer knowledge – which includes sharing good practices of creative education, the description of the EU policy in adult education, the comparison of educational systems of partner countries, 25 tips for successful training, and other advice which might be useful for educators.

The development of easy training approach is based on the plain language principles – short, easy-to-understand information, no verbiage and foreign words. The information is transferred by using auxiliary materials, pictograms, images, practical actions and examples of everyday life. Plain language is clear, concise, organized, and appropriate for the intended audience – it is to help the educator to transfer knowledge according to the same model.

The project is carried out on a transnational level by exchanging and comparing information about different educational approaches and regulations regarding educational requirements in each partner country, because change in the field of education cannot be achieved without working together on a European level.

The result of the project is this handbook which can be used by educators, education institutions, NGOs, public servants, media, other stakeholders as needed. This handbook is a useful resource for everyone who is involved in adult education, especially for training low-skilled adults.

EU POLICY WITH REGARD TO LOW-SKILLED ADULTS

The topic of education and training of low-skilled adults is of great importance at the EU level. There have been several studies in the EU regarding adult education and specifically training and involvement of low-skilled adults, and also European Commission initiatives. In addition, the raising of skills of adults is connected to achieving the strategic objectives of Europe 2020.

In 2011, the Council issued a Resolution on a renewed European Agenda for adult learning.⁴ It highlights the need to involve adults in education to improve their skills. It also sets out specific priorities to be achieved by 2020.

In 2016, the European Commission issued a recommendation on Upskilling Pathways: New Opportunities for Adults.⁵ This recommendation aims to help low-skilled adults to “acquire a minimum level of literacy, numeracy and digital competence; and/or acquire a wider set of skills, knowledge and competences, relevant for the labour market and active participation in society”.⁶ In 2019, a report was published on the implementation of this recommendation.⁷ The working group concluded that positive changes were made in several countries. It was noted that most of the measures taken focus on unemployed low-skilled adults, however, countries have started also to support low-skilled adults who are employed, as they form a great share of the target group. They conclude that more measures are required in order to achieve significant changes and to help more individuals.

In 2017, the European Centre for the Development of Vocational Training published a publication *Investing in skills pays off: the economic and social cost of low-skilled adults in the EU*. It provides “comprehensive and robust evidence on low-skilled adults in the EU, their volume and characteristics, and their economic and social costs”.⁸ The conclusions of the report highlight that future trends show a decreased number of low-skilled adults in future, however, the situation at the moment is rather serious as many low-skilled people are particularly disadvantaged and vulnerable on the labour market. The report suggests to create a wider typology of people with low skills, as this target group is rather diverse. In addition, the need to implement more efficient policy actions and programmes is stressed.

In addition, the European Commission has set up an ET 2020 Working Group on Adult Learning which focuses on policy options for developing modern adult learning systems.⁹

To conclude, there have been several initiatives and measures with regard to adult education, and many improvements have been achieved. Nonetheless, the situation in adult education is rather difficult, especially as regards low-skilled adults who lack basic skills necessary in today’s labour market, and there is still work to be done to make education more accessible to them. One of the pathways to more accessible education could be training courses written and presented in a language that is appropriate for the level of low-skilled adults.

COMPARISON OF EDUCATION POLICIES IN PARTNER COUNTRIES

Education is an important issue in the European Union, and there is a uniform objective in the EU as regards education, also adult education. To implement this objective, each country has its own set of documents, regulations, strategies and planning documents in the field of adult education. All the countries have laws and regulations that govern the field of education, including adult education. In addition, strategies for adult education and education in general play a significant role, for example, in Latvia and Romania there are national guidelines for the development of education in the planning period 2014–2020. Since some of the planning documents expire in 2020, new strategies and policies are being prepared. There are some common key elements in all of the national policies – education should be accessible to all, the educational needs should be evaluated in line with the needs of the labour market, and there should be cooperation among various bodies, organisations, and State authorities in the field of education.

As regards the role of the local authorities, their roles in partner countries vary. For example, in Poland the local authorities are responsible for establishing, running, and financing public schools for adults, whereas in Latvia they are responsible for implementing the national policy, but very often adult education is provided by private companies who follow the national policies and regulations of local authorities. Both in Turkey and Romania there are regional (district and county) employment agencies as well as specific training centres.

The providers of adult education have many resources in Latvia, for example, Recommendations for the Development and Licencing Non-Formal Education Programmes for Adults, and the providers are diverse – training centres, private companies, NGOs, and also competence centres financed by the State. Their possibilities to offer training largely depend on their location, available funding, and the offered courses. However, the sector itself is rather diverse. In Poland, for example, there are many target groups and also many service providers, they have various public and non-public institutions (both within and outside the formal education system), and as a result it does not form an integrated sector. The situation is similar also in Romania where the sector is diverse, there are specific public institutions; however, the sector is not integrated as it depends on the existence of partnerships among the stakeholders. Whereas in Turkey the organisations that provide training have several guidelines from the national policy documents. They also have a Vision 2023 strategy for the education. In turn, in Bulgaria the local authority has launched several employment programmes.

Several obstacles have been identified in partner countries. In Bulgaria, the main obstacle is the aging of skills, namely, the existing skills in many cases no longer meet the requirements due to technological changes. Also poor inclusion in training activities is of great concern for

Bulgaria. The main obstacle in Latvia is that the offer of courses in rural areas is rather limited, and often these courses overlap with the working hours of adults. In Poland, the training offer in rural areas is rather limited and it is difficult for people in rural areas to access these training courses. Another obstacle is insufficient guidance and support resources for low-skilled adults. The main obstacles in Romania are insufficient guidance and support resources, lack of information and possibilities in more isolated areas, counselling and professional guidance, low participation of Roma community members, inadequate relations between employers and training providers. Whereas in Turkey the main obstacle is lack of professionalization of organisations providing learning activities due to the diversity and heterogeneity of learning processes and educators.

The statistics in adult education is rather alarming as the level of involvement of learners in adult education is insufficient. For example, in Poland the level of adult participation in learning stood at 4% in 2017, compared to the EU average of 10.9%. Whereas in Latvia the adults' participation rate in education and training has climbed since 2015, nonetheless the level of involvement is rather low. The partner countries share the vision that involvement of adult learners in education and training should be a priority and a much larger target group should be reached by implementing various measures both at national and local level. In addition, European Qualification Framework and its requirements should be considered.

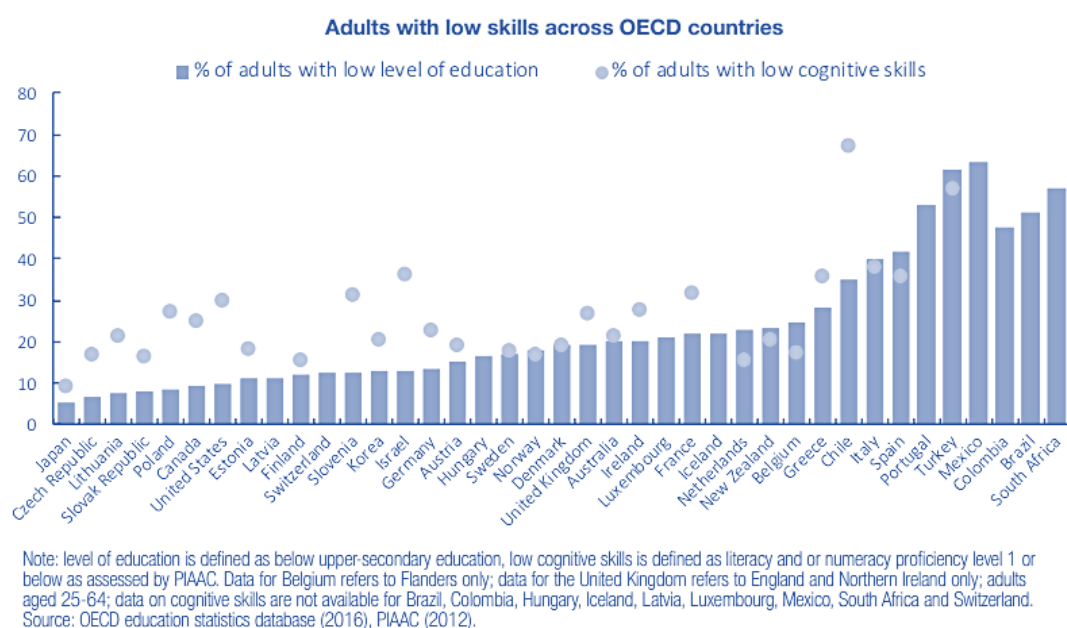
To conclude, although the educational systems in partner countries have their differences, it can be seen that the problems and obstacles in the field of adult education are quite similar. All of the partner countries deal with the same obstacles, therefore exchange of experience is crucial for making change.

THE CHARACTERISTICS OF THE TARGET AUDIENCE – ADULT LEARNERS

OECD defines low-skilled adults as “adults with low educational levels, namely those whose highest qualification is at lower-secondary level (ISCED 0-2), which means they have not completed high-school or equivalent, or adults with low cognitive skill level, namely those who score at proficiency level 1 or below in the literacy and/or numeracy dimension of the OECD survey of Adult Skills (PIAAC)”.¹⁰ Such adults can complete only very simple reading tasks involving topics that are familiar to them, and also basic mathematical tasks, for example, counting.

Using this definition, we see that more than one in five adults in the OECD has low skills. 22% of adults across OECD countries have low educational levels and even more adults have low cognitive skills. On average 26.3% of adults are at most able to complete some very basic reading and/or mathematical tasks in those countries for which data are available. Enabling them to up-skill for a changing world of work is a sizeable challenge.¹⁰

OECD has carried out a research on the numbers of people who have low skills across OECD countries, and the results of the research are displayed in this graph.¹⁰



The term “low-skilled” is a rather complex term, as adults can have low skills but that does not necessarily mean that they are “low-skilled”. It might be the case that adults have low educational levels or low cognitive skill level, however they may have other valuable skills such as good communication skills, the ability to paint, sing. Moreover, low educational levels do not exclude valuable experience gained through the years in a particular job.

Adult education and lifelong learning are associated with the professional development of adults but in professional education institutions, where the adults learn and improve their skills, school pedagogy is still dominant, namely, the information is presented to them using the same methods that are used at schools when teaching children. However, such methods are not appropriate for adults and their learning characteristics.

The educator needs to be able to adapt to work with adults of various educational levels as the group might consist of people who have previous education or on the contrary – don't, there might be persons with disabilities, migrants, employed persons, and also job seekers. In addition, the role of the educator in motivating and encouraging adult learners to pursue training is of great importance. Where necessary, the educator might need to adjust the training process so as to decrease the dropout risk.

The dropout may be influenced also by previous negative experience in training. It is crucial for the educator to be able to detect risk factors without creating any negative impact on the learner's self-esteem and motivation. The main factors affecting the dropout are connected to motivation, family, and the social background. Also the educational system can influence the motivation of the learner and the interest to study. Individual approach and an interest demonstrated by the educator helps to diminish the risk of dropout, concurrently encouraging the learner to finish the training.

Training in adult education is often organised without ensuring equality and involvement of learners in the training process. The involvement of adults in the learning process is essential for raising the attractiveness of vocational education and also for the development of sustainable education. In addition, the use of the right methods and approaches for training adults can promote lower dropout levels.

It is of great importance for educators to switch from the frontal training process to cooperation and involvement of learners. The aim of the successful adult training should be to focus on the outcomes that should be achieved, on the skills that are important for learners.

HOW TO CHOOSE THE TRAINING METHODS?

The professional competence of an educator is a result of self-education and self-development that consists of the use of pedagogical knowledge, skills, and competences in training. Efficient learning is promoted by ensuring a high-quality training process, namely, the ability to understand the needs of the learner and the ability to choose the relevant training methods; the ability to interpret and adjust the training methodology and to personalise the training process, and also the ability to react adequately in the relevant situation. In addition, the cooperation between the educator and the learners promotes a positive learning environment and the ability to adapt.

Andragogy is the synonym of the term “adult pedagogy”. Andragogy includes the methods used for training adult learners and also the practice explaining the characteristics of adult learning, in particular focusing on the differences of the way children and adults learn.¹¹

Andragogy is based on the real-life needs of adults, problem solving, and involvement of the learners in the training process. The role of the educator is to support the transfer of information. When working with adults, the educator needs to take into account the characteristics of the way adults learn. Unlike the child, the adult decides himself or herself that he or she wants to initiate training. Moreover, the adult links the training to the need of self-development, and is at the same level as the educator, namely, they are equal. The experience of adults is involved in the training process, and the tasks tackled are based on and takes into account problem solving and the real-life needs of the learners.

Although adults initiate training with an aim and willingly, the work with adults requires more patience, and it is very important to understand that the learning process will be more time-consuming than it is when working with children.

It should be stressed that when working with adults and children the same methods must not be applied. In addition, educators should be trained for work with adults because professional educators would certainly raise the attractiveness of vocational education.

Another important thing to remember is that when training an adult the theory should always be linked with practice, and in addition the objective of the training should be in line with the interests and needs of adults. In order to be able to do that and to ensure up-to-date education, it is necessary to continuously improve the content of the education.

To facilitate the transfer of information to low-skilled adults, this handbook contains 25 good practice tips prepared by all the project partners. These tips consist of the best practices used in each partner country, and their application could be useful when offering training for low-skilled adults.

25 GOOD PRACTICE TIPS

- 1 Create an atmosphere to relax audience before learning.**

It is very important to have learners who are relaxed and feel confident about learning. There are many possibilities at this stage, for example, get to know each learner by organising a basic introduction activity, thus introducing yourself to them and also facilitating communication among the learners. Be sure to show your enthusiasm and motivation as this will help to create a climate where the learners trust you and are assured that they will benefit from the learning process.
- 2 Starting with an icebreaker – flexibility and adaption.**

When entering the room, start with an icebreaker to learn more about your learners. Not only does this technique help you adapt to a specific audience, liberates learners, but it also will time effectiveness.
- 3 Training needs analysis before implementing the course.**

In-depth needs analysis is critical to the final success and usefulness of training. Try to find out why learners applied for the training, what their current level of knowledge and skills in the subject are and what their expectations are. Perform analysis in order to find out gaps between existing and required competency levels of learners and then identify the list of the skills or knowledge your learners need to achieve. Adapt and facilitate the course curriculum accordingly.
- 4 Using short films “happy success stories” for learners’ inspiration.**

It is especially useful in the field of entrepreneurship education to stimulate learners’ entrepreneurial spirit, motivate them, and encourage them to put into practice their own ideas.

Before viewing, preview the film and determine whether you will use the entire film or only some segments to illustrate objectives in your curriculum. Stimulate learners’ pre-existing knowledge (have learners write down what they are sure they know about the subject and what they think they know). After viewing the film, ask learners to revise their lists based on what they have learned. Identify questions and discuss new information.
- 5 Stress management – movement for creating dynamic.**

Being stressed prior to a learning session with low-skilled adults is natural because several challenges are present: communication, level of understanding, motivation etc. The best way to reduce or try to eliminate stress is by moving. Move, go around the room, look at where you are going to talk and move toward that position. All these movements help to play down the event and get you familiarised with the group.

6 Four islands – creative reflection, cultural diversity, teamwork.

The method is used to develop critical and creative reflection of integration, minority, majority, human rights, cultural diversity.

Storyboard. The participants will form 4 teams, each team representing an island, created by them following some instructions. 2 islands will be evacuated due to flood. The inhabitants must find place on the two other islands. They must negotiate with each other. A discussion about integration process, future conflicts, their bases and peaceful solution will be followed. During debriefing the participants can find examples from daily life for this situation focusing on questions such as: Why is the integration so difficult? Do we need to give up our culture?

7 Learning pace – be patient.

Working with low-skilled adults requires more patience and it is important to realize that learning takes more time than with young learners. When planning your work, it would be good to have several options in mind on how to present the learning material, also in an abbreviated version. Each learner has their own pace, and the educator is a facilitator of learning with a task to ensure optimal learner growth by personalizing learner support. In this case, if possible, each learner should have an adapted approach, based on his or her pace.

8 Increasing learners' motivation by tailoring the training curricula.

Motivation of learners may increase if they have a feeling that the knowledge will be useful in the future life, work, etc. Adults need to be able to integrate new knowledge with what they already know. That means higher motivation and more active learner participation. Since only the learners can tell us how the new fits or fails to fit with the old, we have to ask them. Ask the learner for feedback on your curriculum and in-class performance.

9 Visualisation – replacing problem with the illusion of perception.

It may be the case that low-skilled adults lack significant amount of knowledge, for example, during the training of a pastry chef, the educator notices that the learner is not able to prepare the necessary ingredients for the cake. When reading a recipe, the learner is unable to perceive the amount of product he or she needs. The educator solves this problem by explaining that 100 g of sugar equals the volume of one glass, whereas 200 g of flour equals the volume of another glass. Using this method, the educator substitutes difficult measurements and visualises the necessary amounts of ingredients. This method can be applied to various topics.

10 Use e-resources to reach learners.
Use e-learning tools as a distribution environment and communication channel. Find background information on the issue and also examples of good practice which enable you to choose the most suitable and creative solution. In addition, it is advisable to collect information on knowledge and skills the learners need to acquire. Moreover, the e-resources can also be used to present the information by using various instruments, for example, mobile applications, websites. In this way, the educator can also get some feedback from learners.

11 Visualise with simple words to “connect the dots” – use language accordingly to public.
It is a good idea to use flipcharts to create figures and drawings that help to clarify the learning content. You could prepare a partial drawing (metaphorically – “the dots”) prior to the event and complete it (metaphorically “connecting the dots”) during the session whilst bringing insight.

12 Biographical narrative method – interviewer, interviewee and observer.
This method is useful in order to bring learners closer to each other and to deepen their understanding of the other person. During this exercise, each group member practices the three different roles in a biographic interview: interviewer – the person who starts the interview and asks the questions; interviewee – the person who tells their life story; observer – the person who observes the other two and provides feedback on both roles. After the activity, all group members gather their thoughts and impressions from all three roles and prepare a flipchart paper, present their findings in front of the peers. The workshop is concluded by participants sharing their impressions, lessons learned, and recommendations for further improvement of the exercise.

13 Short single-concept courses for low-skilled adult learners.
Educators should take into account that low-skilled adults tend to prefer short single-concept, single-theory courses that focus heavily on the application of the concept to the relevant problems. This tendency increases with age of the learner. Thus it is necessary to focus on the practical use of knowledge to be acquired during the course.

14 Involvement of low-skilled adults in the development of training content.
It is advisable to involve low-skilled adult learners in the process of developing a training content, as their participation will be beneficial and offer useful insights.

15 Recall on the basics – what do learners need to know instead of what we need to teach them.

Society is based on common and universal knowledge we all need to know: freedom of speech, expression. It is necessary to be kind to each other – exchange constructively without making a value judgement. All the participants need to be involved as it is the key to enrich the learning session. And everyone should be available and focused on the learning process, meaning, the mobile phones are off, everyone actively participates in activities, it is possible to use computer devices (laptop, tablets) for learning purposes.

16 Dealing with behaviour disorders.

Informal learning is useful for low-skilled adults affected by behaviour disorders which can keep people from carrying on with their normal life and work. When you deal with low-skilled adults with behaviour disorders, it would be practical to involve for support persons who have recovered from deviant behaviour, school dropout, drug addiction, etc. Their role should be to meet the audience, involve participants in conversations by sharing their own experience and encouraging them to seek specialist support. Make sure the meeting does not exceed one hour and includes a presentation of the theme of the day (videos, ppt, etc.), a 10-minute break followed by debates and practical advice for each situation presented for discussion.

17 Interaction.

Inclusion of learners in the learning process is crucial for creating a supportive learning environment. Learners have to learn to work along together by doing different things while communicating and sharing. For transferring knowledge to low-skilled adults, it is important to encourage creativity, teamwork, discussions, team work, small group work. Organize inclusion exercises per activity blocks such as: recreational activities for problem solving, debate on topics, etc. in preparation for later workshops. It is also important to organise excursions to specific organisations, companies or institutions where participants can visualise possible outcomes after training, namely, how do people of the respective profession work, what is their working environment, duties, daily routine.

18 Use up-to-date real life examples – information about adult interests.

When working with low-skilled adults, it is important to use up-to-date information in line with the interests of low-skilled adults. In this way, the training process will be achieved in an associative way, meaning, by giving examples, by involving non-formal learning activities, by using information technologies. The training process should be task-oriented, not focused on memorization. In addition, learning activities should be in the context of common tasks to be performed.

19 **Living Library method – respect for human rights.**

The Living Library is a tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for the available titles, choose the book they want to read, and borrow it for a limited period of time. After reading, they return the book to the library and, if they want, borrow another. The only difference is that in the Living Library, books are people, and reading consists of a conversation.

20 **Learning path.**

When working with low-skilled adults, choose an easy-to-notice topic and a possible work partner to strengthen their wish to learn more and share what they already know. Explain what topic means in the context in a repeated manner but using different means such as: examples, shared experience, videos for visualisation. Always remember their past to refresh their memories and unleash the capacity to share their ideas with you as an educator. At the end you as partners would be able to draw together a list of outcomes which the learners want to achieve in the trainings.

21 **Digital education for low-skilled adults – the learning environment.**

The learning environment is very important for this group of learners and must be physically and psychologically comfortable. The form and methodology of ICT courses for low-skilled adults should be prepared by taking into account their needs and ICT abilities. It is sometimes not easy to involve low-skilled adults to deal actively with digital tools. The idea and solution is to convince them that ICT, media, Internet can be useful in many practical aspects of life and then encourage them to use all those media effectively.

22 **Music and dance workshop – colour therapy.**

The workshops were designed to familiarize participants with an authorial method of a therapy combining music therapy techniques with the drama method. Music therapy is a domain employing music or its elements to restore health or improve functioning of people with various problems of emotional, physical or mental nature. Choreotherapy, a therapy with movement and dance. Drama is a method involving creating fictional situations and playing a role.

Both methods may be used for different purposes, for example, as a way to practice mindfulness and concentration; the release of emotions; the training of naming emotions by developing self-consciousness of one's own needs and emotional reactions as well as behaviour in social situations, shaping the ability of analysing own experience; improving verbal and non-verbal communication; imagination and creativity; the training of symbolic, abstract thinking, memory and concentration; the training of understanding social situations and social skills, the modelling of behaviour.

23

Experience-based learning – use learners’ experience.

Experience-based learning is designed to engage learners’ emotions as well as to enhance their knowledge and skills – learning through experience. Working with low-skilled adult learners, the educators have the opportunity to use their previous experience in the learning process. Active participation can lead to learners experiencing greater gratification in learning. They can better understand concepts, be more creative, reflect upon their activities and experience. As a result, their mistakes become valuable experiences, giving the opportunity to learn from mistakes made by peers.

24

Bringing alive the inanimate matter – storytelling and puppet making, problem fixing.

This method uses storytelling and puppet making to explore collective memory, belonging and pertaining. Let each participant take a newspaper and make a bird out of it, using all techniques he/she knows – kneading, tearing, folding, twisting. Once all are ready, the facilitator asks the participants to bring alive crafted puppets: How does the bird look like; what movements does it do, how does it fly, go, like, eat, how does it sleep etc. This method can be adapted to many situations and topics.

25

Reflection.

At the end of each lesson, it is important to reflect upon the things discussed during the lesson, to find out what was easy for the learners and what, on the contrary, was difficult to understand or follow. This task should be done both by the educator as well as by the learners. Both parties should then exchange their reflections and ideas with an aim of improving the future training process.



LESSON PLAN

A sample lesson plan – to see the practical application of the handbook in preparing a lesson plan for low-skilled adults.

PREPARATION Successful work begins with a research - do **training needs analysis before implementing the course** and **tailor the training curricula to increasing learners' motivation**.
Use **short single-concept courses for low-skilled adult learners**.
Remember about **stress management – movement for creating dynamic**.

RIGHT BEFORE Before training session **create an atmosphere to relax audience before learning**.

INTRODUCTION Start with **an icebreaker** and acquaint the learners with the lesson plan and the planned results.

LEARNING PHASE Use **simple words to “connect the dots” – use language accordingly to public and visualisation – replacing problem with the illusion of perception**.
Remember to take into account **learning pace and be patient** when working with low-skilled adults.
For adult learners it is important to **use up-to-date real life examples – information about interests of the adults**.
Remember to include them in learning process by **experience-based learning – use learners' experience**.

FEEDBACK In conclusion **reflection** should always be used at the end of the lesson to reflect upon the lesson and its results.



CONCLUSIONS AND ADVISE FOR EDUCATORS

The job of an educator is important because their job directly affects learners' motivation to learn and be involved in the training process. Everyone has an educator who has had a positive impact on their learning process, motivation and interests. On the other hand, maybe there have been educators who were not as motivated and involved in the training as other educators. This is to emphasize that a job of an educator is a hard job that requires a lifelong self-development and improvement of professional qualifications to be able to create good learning atmosphere for the learners and to successfully transfer information and knowledge.

The path of an educator does not end after graduating, partly due to the fact that education is a rather flexible field with many improvements and changes over the years. New methods and approaches are adopted, new curricula are developed, new fields of studies and training emerge, and the educator is the one who needs to be able to adapt to these changes and to facilitate the training process.

To be able to provide a high-quality education, the educator needs to specialise, meaning to gain knowledge on the basis of his or her target audience. It is essential to know how to adapt the transfer of information according to the target group and its needs. In addition, the methods and approaches used for each target group differ, so the same methods should never be used for all learners.

Adult learners are aware of their educational needs, that is why it is important to involve them in the learning process and their opinion should be taken into account. It is important also to follow the latest findings in the field of education and to implement them in practice.

The field of education is vast, and there is much information on what activities to include in the learning process, what instruments could be useful and would promote the motivation of the learners. All of this information can sometimes be difficult to grasp, as there are so many possibilities to choose from. This handbook is a resource that contains best practises and tips of partner countries in the field of adult education that have been recognised as good in their countries. This is a good place where to start when trying to learn how to work with low-skilled adults.

To conclude, education is a lifelong process, and both educators and learners are constantly involved in training and learning, improving one's skills and deepening one's knowledge of various topics. And it should stay this way. As long as people learn new skills and acquire new knowledge they improve their lives and possibilities to find better jobs, and in this way they also contribute to the economic growth of their countries. Let's keep learning!

PROJECT TEAM, CONTACT INFORMATION



LATVIA – Ecological Future Education

info@efe.lv

Linda Sirmā

www.efe.lv



BULGARIA – Balkanska Agenciya za Ustoychivo Razvitie

info@balkanagency.org

Anna Lalkovska

www.balkanagency.org



POLAND – Śląska Fundacja Wspierania Przedsiębiorczości

poczta@netedukacja.com

Grazyna Krol

<http://www.sfwp.gliwice.pl>

Initiativa
Cetatenilor
Seniori

ROMANIA – Asociatia InitiativaCetatenilorSeniori

valex2do@yahoo.com

Viorica Alexandru

www.facebook.com/groups/InitiativaCetatenilorSeniori/



TURKEY – İstanbul Avrupa Araştırmaları Derneği

e.iaadistanbul@gmail.com

Bruno Sales de Silva

<https://sites.google.com/view/iaad-research/home>

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