

E M P O W E R



DEPRIVED LEARNERS

**Making learning more attractive
for low-level educated adults through introduction
of self-organized learning**
A transfer system into three different European societies

**The situation in the target countries:
Romania, Slovenia, Turkey**

COUNTRY ANALYSIS ITEMS

- ❖ **Laws, acts, programs, directives**
- ❖ **Adult education and VET system**
- ❖ **Experiences of SDL into adult education and VET**
- ❖ **Country issues**
- ❖ **Target groups**
- ❖ **Remarks**

LAWS, ACTS, PROGRAMS, DIRECTIVES

EU level



Romania and Slovenia

Education and Training 2010, Bologna and Copenhagen Declarations;

Turkey

Turkish Education and Training System has been rearranging for Bologna and Copenhagen Declarations step by step.

LAWS, ACTS, PROGRAMS, DIRECTIVES

National Level

Romania

Romanian Constitution, Laws on Adults' Professional Training, Apprenticeship law, Education Law.

Slovenia

White Paper on education, Adult Education, Organization and Financing of Education Act, Training and employment of Disabled People Act, New guidelines for the preparation of educational programmes of short term and upper secondary vocational and technical education, National action plan of employment.

Turkey

Constitutional Law, Articles 10, 49, 50; the Constitution is an "umbrella law" to give to education and training for all kind of disadvantaged groups (including deprived learners); all the VET organizations must apply this law.

ADULT EDUCATION AND VET SYSTEM

Romania

Secondary education

Gymnasium Education functions in the schools graded V – VIII. The Gymnasium years end up with the graduation of a capacity examination.

High school lower cycle

State High School (grades IX and X - compulsory).

Arts and crafts school

School of Arts and Qualifications has the following addresses: technical, economic, administration, agricultural-forest. (the successful attendance finishes with first level diploma of qualification).

High school-upper cycle

(XII-XIII grades).

Training for trainers on SDL

Blended learning, practical courses developed by some NGOs

ADULT EDUCATION AND VET SYSTEM

Slovenia



There's a rich offer of adult education and training, let alone of guidance services in National territory:

- ❖ 34 Universities' adult education courses,
- ❖ 35 training centres also based on SDL principles and technologies,
- ❖ 14 counselling and guidance centres.

Training for trainers on SDL

- ❖ "*Promoting social inclusion through Basic skills learning*" (2002-2005), project of SIAE (Slovenian Institute for Adult Education);
- ❖ Seminars for SDL advisor, in 2008, aimed at updating the ICT competences of trainers.

ADULT EDUCATION AND VET SYSTEM

Turkey



The educational system after primary education is divided in 2 main sections: formal and non formal education. Ministry of National Education is responsible for both.

Formal education includes pre-school, basic, high school and higher education. Non-Formal education includes VET system, Apprenticeship and adult education.

Some Municipalities (Istanbul and Ankara and others) have organised specific interventions for deprived learners.

University (Two-Year College) can train deprived learners as certificate education, both in-class and on-line/blended training.

Training for trainers on SDL

Courses and seminars carried out by University (Faculties of Education) and by General Directorate of Special Education Guidance and Counseling Service, to improve the knowledge and competences of trainers.

EXPERIENCES OF SDL INTO ADULT EDUCATION AND VET

Romania

- ❖ **PHARE** project on education for disadvantaged people;
- ❖ **FRG Timisoara Projects** for disadvantaged people.

Slovenia

SIAE (1993), 35 SDL centres and National Institution for Development, Research and Counselling in the Field of Adult Education, realised many experiences such as:

- ❖ Promoting social inclusion through **Basic Skills Learning**,
- ❖ **EDYCATE** - Empowering disadvantaged young adults for traditional craft activities and agro-tourism through work based e-learning.

Turkey

- ❖ **I will have mom wear with clothes:** project of Turkish Labor Office and European Education Foundation addressed to young women (2005/6);
- ❖ **Dictionary of Disability Terms:** project of Prime Ministry - Department of Disables Administration (2001);
- ❖ **Turkish Sign Language:** project of Prime Ministry - Department of Disables Administration (2001).

COUNTRY ISSUES

Romania

There aren't training experiences based on SDL principles or there isn't the right recognition.

The main target group which better represents deprived learners target is Roma population; anyway, there are also other categories of disadvantaged people: poor people, unemployed, young women, young people with low schooling level (also the young Roma adults, young people coming from the social assistance institutions).

The training for deprived learners should be free, in order to allow a major attendance in training actions.

COUNTRY ISSUES

Slovenia



The adult education and training reality is really structured and varied, with a lot of dedicated training centres, both public and private ones.

The main backlog is on literacy competences of adults.

Slovenian VET system is already rich of several offers, but it's rigid and slow in terms of new methods and activity proposals introduction.

COUNTRY ISSUES

Turkey

There's a considerable rate of unemployed and the categories most exposed to risk are young people and women.

There's a "fall system" for the training programmes, that is they are approved by Ministry of Education and training centres have to carry out these specific programmes.

The Institutions are really strong, so the NSAG shall be taken into a great consideration; there's already a request from pertinent Institutions, relative to the development of new curricula/training courses for deprived learners.

TARGET GROUPS 1

This issue regards the possible **definition of particular target groups of disadvantaged people** to mainly address the project outcomes.

The discussion has touched the following themes:

- ❖ definition of the main disadvantaged groups;
- ❖ analysis of specific disadvantaged categories in each target Country, in order to define the final beneficiaries of the project activities;
- ❖ individuation of main roles in VET and adult education system and of the specific professionals to involve as direct beneficiaries;
- ❖ appropriateness about the choice of a particular target group.

TARGET GROUPS 2

Recognition of **two levels of target groups**:

1. the direct beneficiaries, represented by **VET training and adult education operators**.

In reason of the VET different organization in the three target Countries, it has been decided to reason in terms of competences and skills of the different operators.

2. the final beneficiaries, that is **disadvantaged people** who will benefit of training materials and activities carried out by direct beneficiaries.

*Disadvantaged people are in general: poor people, migrants, unemployed people, people with a risk of social exclusion. Into these general categories, every Country has more specific target groups, such as **women and young people** (Turkey), **elders** (Slovenia), disables, rural citizens, single parents, **Roma People** (Romania).*

STAKEHOLDERS

In every target Country **stakeholders involvement is fundamental** for the achievement of project results.

Institutions are necessary because of their special role in formalizing programs and proposals, while training centres represents the technical expertise which start from.

All the stakeholders involved **share the objective** of analysing and developing initiatives and advancing proposals to promote SDL as a learning process to use into adult education and VET processes addressed to disadvantaged people.

The stakeholders are **key actors** at Institutional, operative or evaluate levels.

Stakeholders represent the **necessary support** for disseminating activities, getting inputs for the subsequent development of the activities and joining the mainstreaming process on the subject.

COUNTRY REMARKS

Romania

De facto discrimination for Roma children, because of a gap between the *de jure* and *de facto* educational rights for Roma children.

Continuous transformation of educational system.

Even the ten years cycle is compulsory, there's no way to convince students to attend school.

Young adults aren't well familiarised with the concept of continuous education

The spreading of information in this field is very poor.

Young people don't afford to attend paid courses or professional training because they are very expensive.

Necessity of better and/or new training methods, using blended learning.

Lack of opportunities for persons with disabilities.

COUNTRY REMARKS

Slovenia

The main backlog is in the field of literacy competences.

Rigidity and slowness of implementation and adoption of statutory provisions and new proposals (need of flexibility and to develop new method of teaching).

Need to improve quality and international comparability of VET.

SDL programmes are yet to be found in Slovenian educational policy.

Lacking of high qualified trainers.

Need to educate parents in order to prevent school drop out.

COUNTRY REMARKS

Turkey

There's (and there shall be) a strong cooperation between pertinent Governmental Organizations, Universities and NGOs.

NSAG asked to TEK-SAV and Global to develop new curricula for deprived learners.

New curricula must be approved by Ministry of National Education.

COMMON REMARKS

PROBLEM RECOGNITION: In every target Country the relevant national legislation recognizes the problem of education for disadvantaged people and underlines the importance of equal opportunities in education;

NEED OF FORMALIZATION: in every target Country, SDL principles have to be formalized as a recognized methodology.

FINANCIAL SUPPORT: in every target Country there's a problem related to the training courses payment; if courses were free, it could be a major subscription to courses. Anyway, the recent (Slovenia and Romania) and future (Turkey) adherence to EU is/could be an advantageous condition for obtaining European grants in social actions, based also in training interventions.

CENTRALIZED LEGISLATIVE SYSTEM: in each target Country there aren't regional or local relevant Directives and Acts.

THANK YOU



Giovanni Primavera

IAL CISL Emilia Romagna

giovanniprimavera@ialemiliaromagna.it

Tel. +390514217727

Mob. +393357610784