



MoLeYa

Motivating and Encouraging Young Adults to Learn

Motivation Guide

DISCLAIMER

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Acknowledgements

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Within the last two years partners from Austria, Bulgaria, England, France, Germany, Hungary, Lithuania and Romania undertook a range of research and development activity, including:

- Literature research.
- Interviews with young adult learners.
- Interviews and discussions rounds with practitioners who work in the field of literacy and basic education.
- Organisation and facilitation of a conference focused on the topic of “Motivating young adults with literacy needs”

The key purpose of this research and development activity has been to gain information about what motivates young adults to participate in literacy learning, what can be done to improve the provision that is available to them, and to raise awareness of the specific needs and experiences of this group.

The partners would like to thank all of the young adults and experts who participated in the interviews and discussion rounds.

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The original text of this Motivation Guide has been written in English; it is also available in German, Lithuanian, French, Bulgarian, Romanian and Hungarian languages.

Margit Kreikenbom (Thüringer Volkshochschulverband e.V., DE)
Jena, September 2010

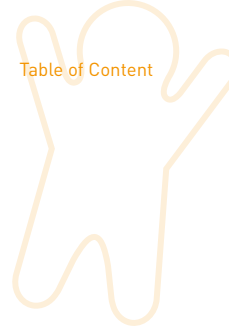


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Introduction

The MoLeYa Partners

The partnership of the MoLeYa project is comprised of eight organisations from eight different countries:

E.N.T.E.R. - European Network for Transfer and Exploitation of EU Project Results	Austria
IIZ/DVV - Institute for International Cooperation of the German Adult Education Association	Bulgaria
AGORA	France
Thüringer Volkshochschulverband e.V. (Thuringian Association of Adult Education)	Germany
Hungarian Folk High School Society	Hungary
College of Social Sciences	Lithuania
'EUROED' Association	Romania
NIACE – National Institute of Adult Continuing Education	England

Detailed information about each of the partner organisations, and full contact details, are provided in appendix 3.

Background

The 21st Century is characterised by significant changes to the economy and society, both at a European level and at the level of individual European countries.

Changing demographic profiles, globalisation, technological change, less secure work patterns and the ongoing shift from an industrial economy and society to a knowledge-based economy and society has created challenges for employers, workers, learners and citizens across Europe. In the context of the current economic situation, the impact of such challenges are heightened; young adults with a low level of literacy skills (who are often described as 'functional illiterates'¹) and limited basic education face significant disadvantage, including:

- No qualifications or low-level qualifications;
- Unemployment and lack of access to the labour market;
- Low income and poverty;
- Low standard of living and health problems;
- Lack of structure in everyday life, potentially leading to involvement in anti social behaviour and/or casual work in the underground economy; and
- Exclusion from mainstream society and the opportunities that it offers.

¹ UNESCO defines a functional illiterate as 'somebody who cannot get engaged in all those activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.'

The effects of such disadvantage are not limited to individual young adults; they also affect their children, families, local communities and the wider societies in which they live.

Evidence² indicates that across Europe there are large numbers of young adults with low levels of literacy skills and a limited basic education. Many of these young adults left formal education at a young age, with few or no qualifications and negative experiences and perceptions of learning. Such experiences mean that they are often reluctant to re-engage in learning, improve their literacy skills and their level of basic education. The purpose of the MoLeYa project is to contribute to improving the motivation of young adults with low levels of literacy skills, to reengage in learning.

The Objectives of the MoLeYa Project

The main objective of the MoLeYa project is to improve the learning conditions and the learning motivations of young adults facing functional illiteracy. This objective will be achieved through:

- Improving the awareness and knowledge of key practitioners who work with young adults with low levels of literacy skills. Key practitioners include teachers, trainers, tutors, guidance workers, experts and other professionals. Through improved awareness and knowledge of the needs, experiences and motivations of young adults with low levels of literacy skills, key practitioners will be better equipped to engage and motivate these young adults and support them to improve their literacy skills;
- Improving the learning settings and courses available to young adults with low levels of literacy skills. Through this project, managers and practitioners will develop the knowledge to set-up and deliver more appropriate and effective courses for young adults with low levels of literacy skills in more appropriate settings;
- Improving the links between groups of professionals who are involved in supporting young adults with low levels of literacy skills. Such professionals work across a range of sectors; they will be given the opportunity to learn from each other and to develop effective ways of sharing resources to improve young adults' literacy skills.

The key methods for achieving these objectives include:

- Interviews and focus groups with experts, teachers, trainers and other practitioners who work with young adults with low levels of literacy skills. The data from this research was analysed to identify the learning and motivation needs of young adults, and the motivations and experiences of the experts who work with them. The focus groups also provided an opportunity for experts to network, share experiences and learn from each other;
- Interviews with young adults with low levels of literacy skills. The data from these interviews was analysed to provide detailed information about young adults' needs, experiences and motivations to engage in learning, their aspirations for the future, the barriers they encounter and some of the factors that contribute to effective learning provision;

² www.unesco.org/en/education

- A European Conference. This conference enabled experts and practitioners from across Europe to share and exchange information, develop important networks and contacts and learn from each other.

The data derived from this project has been analysed, summarised and presented in this Guide.

The Purpose of this Guide

This Guide aims to support practitioners, experts and professionals from across Europe to motivate young adults to engage in learning and improve their literacy skills. It does this by:

- Providing a definition of key concepts (chapter 1);
- Summarising the research methodology and the main findings of the research (chapter 2);
- Providing examples of good practice from each of the partner countries (chapter 3);
- Providing a series of conclusions, recommendations and 'top tips' (chapter 4).

Who is this Guide for?

This Guide is aimed at practitioners, experts and professionals across Europe who are involved in work with young adults with poor literacy skills. This includes:

- Teachers in formal and non-formal learning;
- Advice and guidance staff;
- Trainers;
- Tutors;
- Youth Workers;
- Orientation professionals;
- Labour office staff;
- Policy makers;
- Decision makers;
- Librarians;
- Researchers.

Chapter 1 Description of key concepts

1.1 Young functional illiterates – a specific target group throughout Europe

The 21st century is characterized by the on-going change from industrial society to a “knowledge society”. The so called “up-skilling” of employees and the need for higher qualifications levels is evident across Europe. It is in this context that young adults of today, and of the future, require a good standard of basic education to enable them to access the job market as well as to participate in the process of lifelong learning.

Young adults who leave school early or without basic qualifications face disproportionately high levels of unemployment and social exclusion across Europe. Previous negative experiences of learning often mean that learning providers and formal services find it hard to reach and engage this group, thus contributing to, or further reinforcing the functional illiteracy and social exclusion that they often experience.

When the phenomenon of illiteracy was first recognised in Europe, there was an assumption that it predominantly applied to older adults, over the age of 30, who had a disrupted education either due to World War 2, or as a result of leaving school at an early age due to the necessity to work. Young adults of the post-war era were not initially considered to be at high risk of experiencing functional illiteracy. However, during the last two decades there has been an increasing recognition that young adults, aged 16-25, across Europe are leaving school with low levels of literacy skills. The MoLeYa project has focused on this group. Within the project they are referred to as young functional illiterates. The remainder of this section of the Motivation Guide focuses on describing the target group in order to provide a clearer picture of young adults with literacy needs.

1.1.1 The extent of functional illiteracy among young adults in Europe - an educated guess

What is the extent of functional illiteracy among young adults in Europe? This question is a good one, but is rather difficult to answer. Most current estimates focus on adults (which of course includes young adults); but there are no specific statistics or estimates that focus on young adults, hence a clear statement about young adults cannot be given. There are a number of reasons for this:

- a) In some countries there is no clear definition of when someone is considered to be literate and when someone is considered to be illiterate - there is often no clear boundary between the two.
- b) Surveys use different measures and age bands and therefore collect different data and results.
- c) People affected by illiteracy tend to be hidden from formal statistics (they some-

times feel embarrassed or are social excluded) so they often don't take part in illiteracy research on a voluntary basis.³

Despite this, it is possible to identify some indicators that enable us to examine the extent of functional illiteracy among young people in Europe:

- The number of early school leavers;
- The number of young adults who do not attend any post-compulsory education, vocational training or apprenticeships;
- The number of young adults who leave post-compulsory education, vocational training or apprenticeships early;
- Survey results such as PISA⁴ or IALS⁵.

The first three indicators are somewhat vague as they are often subject to different interpretations. It is known that young adults with low literacy skills often have difficulties completing their learning and therefore are likely to have lower qualifications levels than young adults with good literacy skills. Statistics indicate that:

- 15% of 18 to 24 years old in Europe left school without qualifications in 2008 ;
- In Germany 76,000 young people left school without a qualification in 2006 ;
- In England 1 in 4 young adults leave school without GCSEs in Maths and English.

If basic school-leaver qualifications are seen as representing the minimum requirements of literacy skills within a society, it is reasonable to assume that young adults who leave school without these qualifications are likely to have poor literacy skills. Hence the number of early school-leavers, or people who leave school without basic qualifications, can be seen as a useful indicator of the extent of functional illiteracy amongst young adults in Europe.

In addition, we can refer to data gained from PISA or IALS. While PISA indicates the reading and writing skills of learners aged 15, IALS refers to the reading and writing abilities of the adult population aged 16-65:

- *The PISA-Study has shown that 10% of 15 year olds did not achieve competence level 1 and only 23% achieved competence level 1 as a maximum⁹ in Germany;*
- *5% of Austrian 15 year olds belong to the so called 'risk' group. So one in five Austrian pupils are unable to sufficiently read text at the end of their compulsory education;¹⁰*
- *"[...] 9 per cent of students in England were classified as being at Level 1: they were able to complete tasks such as locating a single piece of information, identifying the main theme of a text, or making a simple connection with everyday knowledge. A small proportion of 15 year olds were not able to demonstrate the lowest level of proficiency: in England, 4 per cent of students were in this category."¹¹*

4 <http://www.pisa.oecd.org>

5 <http://www.oecd.org>

6 <http://www.wienerzeitung.at>

7 <http://www.reticon.de>

8 B00TH 2010, <http://www.moleya.eu>

9 cf. BAUMERT et al 2002, p.69/93

10 <http://www.bifie.at>

11 <http://www.statistics.gov>

In addition, some countries provide formal estimations about young adults' literacy needs:

- In Romanian approximately 50% of young people are considered to be functionally illiterate;¹²
- In France 9% of the whole population is illiterate (includes 9% of 18-25 year olds)¹³

Whilst such data can only be seen as an indication of the extent of functional illiteracy amongst young adults in Europe, we can conclude that the phenomenon continues to affect significant numbers of 16-25 year olds.

1.1.2 Factors that contribute to functional illiteracy

Research indicates that a number of factors contribute to functional illiteracy. Such factors are likely to include a combination of individual learning conditions, unfavorable familial socio-cultural and academic conditions, as well as general development trends in the society itself.

These determinants should not be seen in isolation, as they influence each other. Also, it is important to note that if one of those risk factors appears, it does not necessarily mean that a person will be functionally illiterate in later life. It is difficult to measure or estimate how much influence each of the determinants may have, but it can be said that the risk of becoming functionally illiterate increases when such factors are present.

Through a range of biographical research¹⁴, interviewees have identified the following development factors as contributing to functional illiteracy:

- a) Familial socio-cultural conditions;
- b) Individual learning conditions;
- c) Academic conditions;
- d) Experience of discrimination/ bullying/ mobbing;
- e) General developments trends in the society/ socio-cultural requirements and expectations.

The table below provides a brief overview of the influence of those factors.

¹² <http://www.wienerzeitung.at>

¹³ <http://www.anlci.gov>

¹⁴ cf. DÖBERT/NICKEL 2000, S.52; EGLOFF 1997; PASS ALPHA 2006 etc.

1. Familial socio-cultural conditions

Families are understood as the core of the society. They serve different purposes:

- physical and psychological development of the child;
- primary agent of socialization;
- parents serve as role models;
- experiences affect character and later development and socialization of the child;
- the foundation for development of language skills as well as of the understanding of literacy and its purpose.

So familial socialization is a crucial part in one's development. Unfavorable socialization can have negative impact on the development of a child. It can be the trigger for illiteracy.

<p>1a) Negative familial socialisation:</p>	<ul style="list-style-type: none"> - neglect/ lack of interest of parents - emotional disinterest of partners - lack of understanding - negative communication experiences (shouting, yelling, silence...) - lack of positive communication (praise etc.) - demoralisation/ humiliation through comments such as <i>"You're too stupid!", "You will never learn this!"</i> - lack of support concerning specific problems like school failure... - degradation/ rejection within the family - use of physical and psychological violence as a punishment tool e.g. for school failure - abuse - critical events occurring simultaneously, such as enrolment in school / pre-school, divorce - loss/ absence of attachment figure
<p>1b) Effects of negative familial socialization:</p>	<ul style="list-style-type: none"> - prevention of childlike curiosity and explorative behaviour - blocking of ego-development and self confidence - suppression of social- and communicative skills - low concentration - speech disorder - development disorder
<p>1c) Socio-economic unsteadiness:</p>	<ul style="list-style-type: none"> - experiences of economical insecurity - low quality housing - lack of additional support (education, speech therapy etc.) - stressful family life - limited options for recreational activities - living within socially deprived areas - care for younger siblings - situation within the family is not child centric – as parents try to increase the family income

<p>1d) Low educational background within the family:</p>	<ul style="list-style-type: none"> - literacy is low priority within the family - lack of access to books, newspapers etc. - lack of support due to lack of literacy skills of parents - parents with low literacy skills as role-model
<p>2. Individual learning conditions The determinants within the section “familial socio-cultural conditions” are seen as risk factors which can have an effect on a child’s development. In addition to these effects some children experience further problems which are not linked to familial socialization.</p>	
<p>2a) Individual problems:</p>	<ul style="list-style-type: none"> - learning disability - speech disorder - development disorder - lack of concentration - attention deficit (hyperactive) disorder
<p>3. Academic conditions The factors described above indicate that some children experience a range of difficulties. At school they interact with other children, often from different backgrounds, many of whom are able read and write, and have a basic understanding of the purpose of literacy skills. It is therefore important that the education system is able to offer support to meet the range of needs and experiences.</p>	
<p>3a) Difficulties with the school system which can have a negative effect on the literacy development of children:</p>	<ul style="list-style-type: none"> - no individualised learning offer - inappropriate learning tools/ material - loss of motivation - lack of opportunity to learn reading and writing properly after finishing primary school - bullying by peer group
<p>4. Experiences of discrimination/bullying Many young adults with literacy needs report that throughout their life, and especially within school, they experienced bulling or discrimination. This can have an effect on the development of an individual’s ego, self confidence and self esteem and upon one’s own willingness to learn (motivation).</p>	
<p>5. General developments trends in the society Functional illiteracy is not only an issue for individuals, but it is also a social-structural problem. Modern society is increasingly knowledge based and requires high level skills. This has a number of implications:</p> <ul style="list-style-type: none"> • An increasing number of jobs require high level knowledge • The amount of unskilled work available to employers decreases • Literacy skills are increasingly important in work and everyday life (e.g. use of ATMs, online shopping, E-mail) <p>In addition, literacy skills are seen as an indicator of one’s abilities and intelligence within a society. People who are labeled ‘illiterate’ are often stigmatised are often perceived as unintelligent.</p>	

1.1.3 Specific characteristics of young adults with literacy needs

Why are young adults with literacy needs different to older adults with literacy needs? In order to answer this question, the following paragraphs examine specific characteristics common to young adults:

According to a framework devised by Havighurst, all young adults experience two critical development phases – adolescence (13-18 years) and early adulthood (19-20 years). Within these phases young adults are expected to “create a stable identity and become complete and productive adults.”¹⁶

Adolescence

During adolescence, and in the context of the needs and experiences of young functional illiterates, the following specific developments are considered to be of critical importance:

- Achieving assurance of economic independence and preparing for an economic career;
- Development of a future perspective: to be able to plan one’s life and set aims which are likely to be achieved?¹⁷
- Development of one identity.

The preparation and the choosing of a career path can be seen as one of the most important developments within adolescence.¹⁸

“In our society, an adolescent reaches adult status when he or she is able to financially support himself or herself. This task has become more difficult than in the past because the job market demands increased education and skills. Today, this developmental task is generally not achieved until late adolescence or early adulthood, after the individual completes her/his education and gains some entry level work experience.”¹⁹

Participation in learning is central to this phase of an individual’s development and therefore has significant implications for young adults who face functional illiteracy and low levels of basic education.

This phase is characterised by the transition from school into working life, and marks the transfer from adolescence to adulthood.

Early adulthood

Within this period the following developments are considered to be crucial in relation to young functional illiterates:

- Getting started in an occupation;
- Supply and care for one’s own family;
- Emancipation through vocational training/ college and/or work.

Therefore, in the context of the key development phases that a young adult goes through

15 HAVIGHURST 1972
 16 PERKINS 2007
 17 OERTER/DREHER 1998, p. 329
 18 cf. SCHENK-DANZINGER 1988
 19 PERKINS 2007

– namely adolescence and early adulthood, individuals face a range of responsibilities and expectations. The successful achievement of such developments has an impact upon later achievements, happiness and aspirations. Unsuccessful achievement can lead to an inability to develop effectively during later stages as well as unhappiness, a range of social, economic and legal difficulties and social exclusion.

1.1.4 Impact of functional illiteracy

Evidence indicates that there are many consequences of functional illiteracy and low basic education. Functional illiterates are a marginalised group within our society, they have a high risk of unemployment or employment in low paid job and often face financial poverty. According to WAGNER, they are more likely to experience serious problems in society compared to other groups.

Society dimension	Difficulties for individuals
Financial dimension	Lack of funds; low income; low occupation prestige; unemployment; dependency on third parties for money.
Welfare state dimension	Minimal social coverage; high risk of experiencing poor health; low quality living conditions.
Social dimension	High risk of discrimination; minimal use of social infrastructure; limited participation in cultural and recreational activities; etc.

1.1.5 Conclusion

The number of young functional illiterates in Europe is unknown; we can only estimate numbers according to the findings of studies such as PISA or IALS, and statistics around the number of young adults who leave school (or other education/training opportunities) early.

The reasons for the development of functional illiteracy are multiple, and include a combination of individual learning conditions, unfavorable familial socio-cultural and academic conditions as well as general development trends in the society itself.

Young functional illiterates face several challenges and development phases which makes their situation unique and different to that of older learners. The development of a stable identity is important; low literacy skills can act as a severe barrier to this. The transition from school to working life marks the transition from adolescence to adulthood. However, without adequate reading and writing skills, young adults often face exclusion from the labour market as well as from several parts of social and cultural life. Discrimination and embarrassment with regards to one’s own skills, often leads to a negative self-perception and a negative identity.

Low literacy skills decrease an individual’s likelihood of active participation in cultural, political, vocational, economic and social life . Therefore functional illiterates commonly face a range of serious problems such as unemployment, financial difficulties, psychological problems, health problems and exclusion.

20 HUBERTUS 2002
21 cf. WAGNER 2008, p.24
22 cf. SZABLEWSKI-CAVUS 1999, p.239

1.2 Illiteracy concepts in Europe

1.2.1 Definition according to UNESCO

UNESCO provides a useful definition of literacy, albeit one that emphasizes print texts (and doesn't include images, video, etc.); for UNESCO, literacy is the „ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.“²³

“Literacy is about more than reading and writing - it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy - the use of written communication - finds its place in our lives alongside other ways of communicating. Indeed literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs.”

The changing concept of literacy

At the time of UNESCO's founding, literacy was seen predominantly as the skills of reading, writing and arithmetic - the so-called three R's. Promoting literacy was a matter of enabling individuals to acquire the skills of decoding and encoding language in written form. Adults were thus treated very much like children and the learning process reflected the practice of the school classroom: a hierarchical relationship between teachers and learners. As a lack of correspondence between literacy teaching and the actual needs of adults became evident, governments and UNESCO moved, in the 1960s, to a functional view of literacy. Literacy was widely promoted as a response to economic need, with a key focus on the reading and writing skills required to increase productivity.

In recent years, literacy is increasingly being conceptualized as multiple, socio-cultural, and political. Since 2002 UNESCO has described literacy in the plural - as 'literacies' and as embedded in a range of life and livelihood situations. Thus, literacy differs according to purposes, content, use, script and institutional framework.

Adult literacy

Literacy, broadly conceived as the basic knowledge and skills needed by all in a rapidly changing world, is a fundamental human right. In every society literacy is a necessary skill in itself and one of the foundations of other life skills. Literacy is also a catalyst for participation in social, cultural, political and economic activities, and for learning throughout life.²⁵

Literacy

- Is a social phenomenon and cannot be promoted in a vacuum;
- Is about knowledge - its creation, storage, retrieval, transmission and use - knowledge from the local environment and knowledge from elsewhere associated with global communication;
- Is a language-based activity, so the choice of language or literacy will widen or restrict access to literacy; literacy use will promote or sideline the use of language;

²³ UNESCO 2004, p. 13

²⁴ KDICHIRO MATSUURA 2003 in KDICHIRO, M. 2003

²⁵ Hamburg declaration. 1997 in UNESCO 1997.

- Is one of the tools which can give greater voice and participation in political processes and thus contribute to peace, democracy and active citizenship;
- Is part of spiritual and religious expression, and spirituality is often a powerful factor in shaping decisions and actions, giving a sense of power and hope.

Campaigns across Europe

International Literacy Day (September 8) - celebrates and promotes literacy

<http://www.unesco.org/en/literacy/advocacy/international-literacy-day/>

Adult Learners' Week – celebrates and promotes adults' achievements in learning

<http://www.adultlearnersweek.org/about/international.html>

1.2.2 Concept and understanding of illiteracy and literacy in participating countries

The following pages provide a summary of each individual partner countries understanding of literacy and illiteracy.

a) AT – Austria

The overall concept and understanding of illiteracy and literacy is largely adapted from the definition provided by UNESCO. However “functional illiteracy” is a term which is rarely used in Austria any more. It's been replaced by the term “people with basic education needs”. This new term emphasizes a different focus and therefore seeks to remove the stigma associated with being a “functional illiterate”.

The concept of basic education is very flexible. There is no standardised definition of basic education. The benefit of this is that the concept is adaptable enough to meet the needs and requirements of different target groups in different phases of life, with different circumstances and environments.

b) BG – Bulgaria

In Bulgaria, national legislation in the field of education does not yet specifically deal with the issue of illiteracy, although several pilot projects, most of them involving the Ministry of Education, have been undertaken to examine the issue. The Employment Encouraging Act however, considers the literacy issue in the context of the process of becoming literate. This process is explained as acquiring basic knowledge and skills in reading, writing, and mathematics, as well as in humanities and natural sciences.

In Bulgarian research literature, literacy is viewed as the ability to read and write, but also to comprehend information and express ideas in a concrete or abstract way.

c) DE – Germany

According to German literature there is a distinction between 3 types of illiteracy:

- “primärer Analphabetismus” (primary illiteracy)
 This refers to an individual who did not learn to read or write during their child-

hood or adolescence. According to LINDE this “usually is due to lack of a working school system” or a non-existent school system. Within the professional literature, primary illiteracy is also referred to as ‘natural illiteracy’ at times. ²⁸

- “sekundärer Analphabetismus” (secondary illiteracy)
This refers to individuals who acquired reading and writing skills during their childhood and adolescence, but lost these skills over a period of time due to the lack of opportunity to use and apply them. This is sometimes referred to as the ‘neglect-effect’.
- “funktionaler Analphabetismus” (functional illiteracy)
The term “funktionaler Analphabetismus” refers to the difference between an individual’s existing and necessary (or expected) level of reading and writing skills at a particular time. A person is described as functionally illiterate if their individual reading and writing skills are significantly lower than those expected or required within the particular society within which the individual lives. ²⁹

Illiteracy experts in Germany correspond to the definition made by UNESCO in 1978.

d) FR – France

For people who have been educated in France but have not acquired sufficient skills in reading, writing and calculation for simple use in daily life, the term illiteracy is used.

For people who have never attended school, the term “analphabetisme” is used.

Finally, to refer to newcomers who do not speak the French language, the expression ‘French as a foreign language’ is used.

These terms and expressions therefore define very different situations and circumstances. ³⁰

e) HU – Hungary

Analfabétizmus (illiteracy) ³¹

In Hungary, illiteracy is defined as a lack of writing, reading and numerical skills.

Illiteracy was first recognized as a national issue in the 1990s. Citizens – in all kinds of social contexts – were not able to adapt to the changing society and to new demands and needs.

During these transition years, the vocational adult educational system and the job market underwent dramatic changes. The issue of illiteracy became more complex: the concept of functional illiteracy appeared. In addition, different stakeholders across the social and educational sectors started to develop and implement solutions designed to reduce high levels of unemployment. However, literacy needs were largely ignored, hence a huge mass of the population was unable to adapt to new job requirements, due to poor writing and reading skills. According to UNESCO statistics (2000), 80% of the Hungarian adult population has weak and low grade reading skills. ³²

28 LINDE 2007, p. 238

29 www.alphabetisierung.de

30 www.anlci.fr

31 Background and definition by the FelnĐttoktatási és -képzési lexikon, Budapest 2002. (Adult Education Encyclopedia) in FelnĐttoktatási és -képzési lexikon, 2002

32 CSOMA/LADA 2002



In addition:

- There is no national concept of illiteracy and functional illiteracy;
- Since 1996 there has been no nationwide platform on the topic;
- Functional illiteracy is only considered from a formal educational perspective. Governments and state institutions disregard non formal educational strategies.

f) LT – Lithuania

The term illiteracy does not appear in the Lithuanian international words dictionary (1985). Instead, the term ‘analfabetism’ is used, which is defined as:

- Illiteracy, inaptitude to read or write;
- Knowing nothing in a certain field³³.

In pedagogical literature, literacy is defined as an individual’s ability to communicate according to a society’s social environment. Thus linguistic literacy (a narrower concept than linguistic competence) is an ability to read, understand, write and create text, either in written or spoken word³⁴.

In Lithuania three literacy levels are identified - basic, functional and critical:

- Basic literacy is defined as the ability to read and understand text, to write and speak correctly;
- Functional literacy is the ability to correctly apply spoken and written language according to the situation (contact, purpose, goals, etc.). Also, functional illiteracy can be defined as the skills required to read and write, including technical and computer literacy and direct knowledge application;
- Critical literacy – is the ability to analyze, assess and develop various written and spoken texts.

g) RO – Romania

Traditionally, an illiterate person (‘analfabet’) was defined as an individual who was unable to read, write or complete basic tasks. Nowadays, the term functionally illiterate is more commonly used. A person is defined as ‘functionally illiterate’ if they are unable to access or process information in different day-to-day situations. Functional illiteracy therefore refers to an individual’s inability to use skills in reading, writing, numeracy and computers in everyday situations. It is not the inability to read, but the inability to understand what is read. A functional illiterate person would have difficulty completing a form, would not understand written instructions, would find it hard to read a newspaper and road signs, and would have difficulty consulting a dictionary or a bus schedule.

h) UK - England

The term ‘functional illiteracy’ is not used in England. An individual would be described as having ‘literacy, language and numeracy skills needs’. This terminology represents a shift away from a focus on deficiency and the stigma often associated with poor literacy, language and numeracy skills.

³³ International words dictionary, 1985 in KVIETKAUSKAS, V., 1985

³⁴ Strategy of Lithuanian language education in higher schools (2004-2009) in LITHUANIA MINISTRY OF EDUCATION AND SCIENCE; 2003.

³⁵ CEPAITIENE/PALUBINSKIENE 2008

Concern about the levels of literacy, language and numeracy skills amongst the adult population led to the launch of the Skills for Life Strategy in 2001. This strategy highlighted young adults as one of the key target groups in the government's plans to improve literacy, language and numeracy skills.

1.2.3 Learning of foreign and second languages and the link to literacy

In organising literacy courses and offering literacy programmes, it is important to consider and learn from existing expertise in foreign language teaching and especially – in working with migrants – teaching the language of the host country.

In many European countries, specific foreign language programmes with associated learning and support materials that promote social inclusion, have been developed in recent years. The idea behind this development is to provide learning opportunities for immigrants and other people who do not speak the language of the host. An additional positive outcome of such programmes is the development of civic education, which is closely linked to the aim of preparing learners for social integration in the host country.

In this context, the following factors are important:

- Developing learning materials and programmes that are specific to the target group - learning materials for children are not appropriate for use with young adults; young adults have additional social experience, different interests and different motivations to participate in literacy courses, compared to children. This should be reflected in the didactic design and organisation of the learning programme;
- The content of courses and learning materials should be linked to everyday life and practical usage;
- The literacy and numeracy content of courses should be closely linked with other key competencies, such as the development of competencies for active citizenship and social inclusion (as discussed in relation to language-integration courses for immigrants). In this way, literacy plays a key role, not only as an instrument supporting the acquisition of knowledge, but also as a social instrument enabling the achievement of further aims, such as improving employability and social inclusion.

1.2.4 Literacy in the lifelong learning process of young adults

Having poor literacy skills means that young people often cannot fully access opportunities in the school curriculum and are therefore more likely to underachieve. They may have the potential to achieve, but have fallen behind for a variety of reasons - poor health, disrupted education, instability at home, poor teaching. If they are not able to catch up through additional school interventions, or if they have parents who don't know how to help, young people can become passive and disinterested in learning; they can exhibit negative behaviour at school, or simply stay away. There is some evidence that those who truant or stay out of school are more at risk of getting into trouble and committing crimes.³⁶

In many countries the literacy problem goes through all school years. These patterns can only be changed if European and national educational policy makers recognise literacy as being crucial at all stages of the education process. From the perspective of the non-formal adult education sector, the focus of attention should be directed to possible causes, that is, why some young adults do not achieve functional reading and writing skills. Some possible reasons for this include:

- Young adults do not have the knowledge or awareness to realise that poor literacy skills are problematic. In their thinking, life is manageable without improving such skills and their environment doesn't highlight their knowledge gap;
- Young adults may have no experience of improving their knowledge; many young adults with poor literacy skills don't know how to learn and therefore find it hard to adapt to new learning situations;
- Young adults may find it difficult to act as a 'whole individual' because their communication and decision skills are not well developed;
- Lack of information about opportunities for improving their literacy skills.

It is important that schools, communities, different sectors and stakeholders within society are aware of the following:

- Illiteracy and functional illiteracy are issues that should be discussed by school boards, learning providers, parents and parents' associations, local government organisations and representatives of local cultural institutions (libraries, community houses, folk high schools). Disseminating information about illiteracy is crucial: illiteracy should be recognised as a solvable problem, not as a taboo subject;
- Usage of non formal and formal tools should be part of the teaching and social work curricula, in order to recognise and address illiteracy and functional illiteracy;
- Teacher/trainer training is a key part of the solution; however, such training should be included in all kinds of social and educational professions' curricula, with different levels and methods;
- Adult education organisations should develop and support informal approaches, such as peer counsellor groups and volunteering activities, as the impact of peer support can be particularly important in enabling young adults to improve their literacy skills.³⁷

1.3 Motivation

1.3.1 Definition of motivation according to the literature research

Motivation is a complex concept that is difficult to define. In the context of the MoLeYa project, discussions and definitions of motivation (as provided in this Motivation Guide) are based on an educational perspective. Across Europe there are many basic definitions of motivation. Such definitions include:

*"The reason or reasons behind one's actions or behaviour"*³⁸ (England)

*"The stimulation and encouragement of the actions and behavior which proceeds in the human mind."*³⁹ (Lithuania)

Therefore, it could be said that in the context of learning, motivation refers to the mental process that stimulates and encourages an individual to participate in learning.

³⁷ Based on the recommendations of the National Illiteracy Conference 1996, Iltyefalva, Hungary

³⁸ <http://www.askoxford.com>

³⁹ BUTKIENĖ/KEPALAITE 1996

Basic definitions of motivation are reinforced by more detailed explorations of the concept. For example, in Romania two broad categories of motivation are identified: firstly 'habitual' motivation, which refers to an individual's attitude; and secondly 'current/actual' motivation, which refers to the practical aspects of an individual's current/actual motives, for example, the desire to gain a job. Motivation to engage in learning occurs when a positive attitude is combined with the capacity to act in the pursuit of defined and recognised norms and objectives.

In Austria, four criteria⁴⁰ have been identified which characterise the concept of motivation:

- Vitalization: Motivation is always a process where behaviour is actuated.
- Direction: The activity which is undertaken always has a defined goal. Therefore the activity persists until the goal is reached or another more important motive is achieved.
- Intensity: The activity can be accomplished with high or low energy.
- Persistence: Determined behaviour/action is continued even when difficulties arise.

Across Europe, a common approach to defining motivation is the identification of 'intrinsic motivation' and 'extrinsic motivation'. 'Intrinsic motivation' occurs when an individual is internally motivated to participate in learning because it either brings them pleasure, because they think it is important, or because they feel that what they are learning is significant. 'Extrinsic motivation' occurs when an individual is compelled to participate in learning, or act in a certain way, because of factors external to him or her, such as to achieve qualifications or for financial incentives.

1.3.2 Importance of motivation in the learning process of young adults

Based on the definitions and discussions of motivation provided in section 1.3.1, it can be concluded that motivation is a fundamental prerequisite of an individual young adult's participation in learning. Without initial motivation, a young adult would not be stimulated to enrol and participate in learning. Without ongoing motivation, and/or in some cases an element of compulsion through welfare benefit requirements, a young adult would not be stimulated to sustain their engagement in learning.

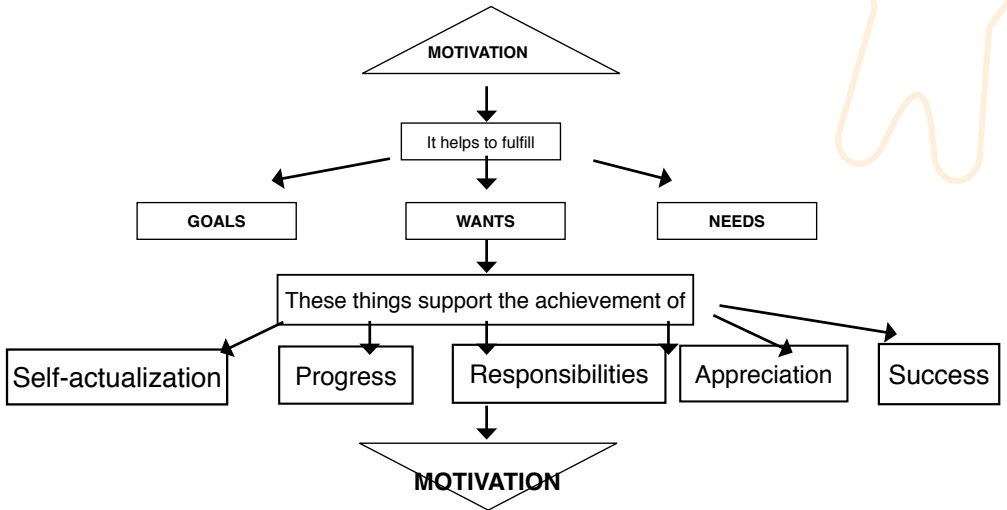
In examining the importance of motivation in learning, the German Psychologist Hans Löwe considers motivation to be:

"An indispensable condition and premise of lifelong learning."

From Löwe's perspective, the learning process is decisively determined by motivation: no kind of learning, (except incidental learning), could be possible without motivation.

From the Lithuanian perspective, motivation is an important factor in stimulating action (i.e. participation in learning). However, it is also an important outcome of effective participation in learning. The diagram below provides a visual representation of the importance of motivation, both as an input and output of the learning process:

⁴⁰ <http://arbeitsblaetter.stangl-taller.at>



1.3.3 Main factors hindering the motivation of young adults

There are a wide range of factors that hinder young adults' motivation to engage and sustain their engagement in learning. These factors can be divided into three categories – individual factors, contextual factors and socio-economic factors.

Individual factors that hinder motivation include:

- Pressure, fear of failure and fear of learning (particularly linked to negative experiences of school);
- Low confidence and self-esteem;
- Mental or physical health difficulties;
- Lack of perspective/direction;
- Lack of goals/aspirations and lack of guidance;
- Difficulty concentrating and engaging with courses;
- Challenging behaviour;
- Low level skills;
- Low qualification levels;
- Perceived lack of ability.

Contextual factors that can hinder motivation include:

- Lack of empathy between teachers and learners, resulting in an ineffective learning relationship;
- Inappropriate or unsuitable learning environment, such as a noisy room, poor lighting, uncomfortable or inappropriate chairs and desks (particularly if it is considered unhealthy or unsafe);
- Learning provision/teaching methods that are considered to be irrelevant or uninspiring;

- Lack of variety and/or pace in learning opportunities available;
- Family circumstances, particularly difficulties and changes in family circumstances, for example unrealistic pressure, break-up of parents, birth of a sibling, sudden illness or death of a family member;
- Lack of time to engage in learning (often the result of other competing priorities, such as the need to care for children or the need to earn money);
- Inappropriate timetabling of courses which does not take account of the young people's responsibilities/commitments.

Socio-economic factors that can hinder motivation include:

- Lack of financial resources and adequate socio-economic environment (poor labour market experiences and prospects, poor material and financial circumstances, poor health prospects and a lack of social and political participation);
- Social class, age and ethnic/cultural background can have an impact on perceived discrimination in learning and motivation to engage in learning;
- Peer pressure;
- Complex lifestyle including housing insecurity, debt, substance abuse, anti social and/or offending behaviour;
- Internalisation of unemployment and low achievement as a way of life, reinforced by their own experiences (particularly among young men);
- Lack of transport;
- Low levels of parental education and qualifications leading to an intergenerational lack of respect/value for learning.

In Romania, lack of immediate outcomes/rewards was identified as an important factor hindering motivation to participate in learning – in contrast, paid employment is perceived as resulting in immediate rewards.

For some young adults the factors that hinder motivation may be singular and constant. However, for others, the factors that hinder motivation may be diverse and complex, falling into all three of the categories described above. Where this is the case, such factors can be particularly difficult to overcome. In these cases, it is even more important that all services engaging with the young adult share information and work together to create sustainable change, ongoing improvement and success.

1.3.4 The main factors that help to motivate young adults

Motivation is an important factor in enabling young adults to both engage in learning, remain in learning and progress in learning. Research and literature from across Europe suggests that a number of factors are important in helping to motivate young adults to learn:

Factor	Description
Atmosphere and Environment	<p>Research has shown that the development of a positive and informal atmosphere, different to that experienced in school and the associated negative feelings, reinforces young adults' motivations to engage and achieve in learning. A relaxed and informal atmosphere helps young adult learners to feel comfortable, confident and happy. Such feelings are fundamental to motivation and success in learning.</p> <p>The environment is also important. The room, and break out spaces, should be comfortable, well-lit, warm, well-ventilated and visually stimulating. The use of brochures, leaflets, posters, music and social activities can help to motivate young adults and stimulate their interest in learning.</p>
Skilled Practitioners	<p>For learners who have had negative previous experiences of learning, the formation of a trusting and positive relationship with a practitioner is often a crucial factor linked to motivation. Personal qualities of practitioners that are particularly important include empathy, informality, and patience. Being supportive, relaxed and friendly, and providing encouragement can have a major impact upon a learner's motivation, progress and achievement.</p>
Involvement in the Planning of Learning Programmes	<p>Evidence suggests that young adults are motivated by direct involvement in what, when and how they learn. A 'consultative' process, where learners are involved and given some control over their learning often enables them to feel empowered and motivated. It also helps to overcome negative feelings linked to school – feedback from learners suggests that young adults want to be treated as mature adults.</p>
Enjoyable and Engaging Learning	<p>Many young adults report negative experiences of school, often associating it with feelings of failure, inadequacy, irrelevance and boredom. If learning programmes are to overcome such preconceptions and motivate young adults, the learning should be enjoyable and engaging:</p> <p>"Research has highlighted that learning experiences for young adults should be enjoyable, engaging and develop self-confidence. Researchers witnessed far higher levels of engagement and participation in sessions that used drama, art, debate and discussion, as opposed to worksheet dominated sessions"</p> <p>Practitioners should consider the use of innovative and creative approaches to encourage participation and motivate young adults. This might include developing pilot projects, or learning from existing successful practice.</p>
Flexible Provision	<p>Many young adults have a range of responsibilities, for example paid employment and caring for children. It is therefore important that provision is flexible and responsive to their needs and responsibilities.</p>

Relevant Learning Programmes – individualised, contextualised and embedded models

An individualised approach is learner centred, where learning is flexibly adapted to meet young adults' different interests, experiences, needs, styles of learning and motivations to learn:⁴⁶

“Providers with a community focus translate their values into practical approaches to foster motivation. Such providers are keen to route their learning in the lives and interests of learners. Their holistic concern with learners extends to the way learning is provided, with tutors adapting learning plans to meet learners’ requirements and encouraging them to develop at their own pace.”⁴⁵

An individualised approach also involves agreeing clear learning aims and a learning plan (with clear guidelines, self-assessment and external assessment activities). Such factors contribute to improving learning outcomes and, consequently, learner motivation.

Across Europe there is increasing recognition that learning programmes must be relevant to young adults' specific needs and interests, if they are going to engage and motivate them to learn.

“Practitioners working with young adults are aware that motivation and engagement are critically important, and can be an ongoing challenge. There is increasing understanding of the importance of recognising the young adult age group, and of acknowledging and appreciating their values and culture as distinct from other age groups. Young adults are not resistant to learning itself, but are clear about how and what they want to learn.”

There has been much work around the use of vocationally contextualised and/or embedded learning provision where literacy, language and numeracy skills are developed alongside the acquisition of vocational skills. Embedded learning is defined as:

„Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications and to succeed in life and at work“.

Evidence indicates that an embedded learning approach can be particularly effective at motivating learners:

“Well resourced and well taught vocational courses in which LLN [literacy, language, numeracy] learning is embedded can motivate learners, offering them both new practical skills and professional identities. For young people this identity often contrasts to their former experience as ‘school pupils’.”⁴⁸

A range of evidence suggests that in order for learning programmes to motivate young adults, it is crucial that providers acknowledge and build upon the experiences, skills, interests, ambitions and culture of young adult learners. Such learning should be relevant to their lives and directly targeted at their needs:

“The relevance of literacy, language and numeracy to learners’ lives, aims and aspirations is one of the most crucial factors that will facilitate learners’ motivation and engagement”⁴⁹

45 www.sflqi.org.uk

46 www.sflqi.org.uk

47 www.sflqi.org.uk

48 www.sflqi.org.uk

49 www.sflqi.org.uk

<p>Appropriate and Interesting Resources and Materials</p>	<p>Resources and materials that are varied, interesting and appropriate to young adults' age, interests and learning aims are important in motivating them to engage and sustain their engagement in learning. Materials should be of good quality, easy to read and easy to understand. In this context, the use of information and communication technology (ICT) can be an important factor in motivating young adults and sustaining their interest in learning. However, not all young adults are motivated by ICT, and some people will need additional support to access ICT (e.g. in cases of physical or learning difficulties/disabilities). Therefore it is important that other activities and resources should also be available to meet the different needs and learning preferences of individuals.</p>
<p>Holistic Support</p>	<p>Many young adults have a range of needs. For example, they may need support with housing, finances, health or relationships. Learning programmes that offer support with the wide range of difficulties that young adults may experience are most likely to be effective. Such support might be offered by academic staff, wider support staff or through peer support networks. Where available and appropriate, it is important to refer or signpost individuals to specialist services to support specific needs such as debt, physical/mental health, a learning difficulty, low quality housing and relationship difficulties.</p>
<p>Qualifications and Employment</p>	<p>Improved employment prospects is a key aim that motivates many (but not all) young adults to engage in learning. Evidence ⁵⁰ indicates that many young adults are motivated by qualifications, especially those that are linked to employment. This is particularly applicable to young adults who perceive themselves to be furthest away from meaningful, rewarding and stable employment.</p> <p>Where qualifications and employment is an important factor that motivates young adults to engage in learning, it is important that practitioners are able to provide information, advice and guidance that will enable a young adult to progress and follow a path that is appropriate for them. However, in the context of global recession, it is also important to recognise that simply achieving qualifications will not guarantee employment for all.</p>
<p>Financial Incentives</p>	<p>Financial incentives, such as an attendance allowance, support with travel expenses, food and refreshments can be an important factor in motivating a young adult to participate in learning. For example, in England, eligible 16-18 year olds are entitled to claim an Educational Maintenance Allowance (EMA) of up to £30 per week if they regularly attend an agreed learning programme. In many of the MoLeYa partner countries, young adults receiving social benefits have their money reduced if they do not participate in learning.</p>

1.3.5 Conclusion

Young adults who are not in education, employment or training often lead complex lives and can experience multiple disadvantages. Previous negative experiences of school can hinder motivations to learn, particularly the development of literacy, language and numeracy skills, which are often perceived as formal and irrelevant. A wide body of research has, however, highlighted a range of approaches and interventions that can have a positive impact upon young adults' motivations to learn. Evidence⁵¹ strongly suggests that an embedded approach is most effective in engaging young adult learners, sustaining this engagement and enabling them to achieve and progress.

Chapter 2 Research

2.1 Description of methodology and the relationship between the three parts of the research

MoLeYa aims to improve the learning conditions and the learning motivation of young adults facing functional illiteracy. The methodological approach was split into three parts: to learn more about the term 'motivation' per se; to get an insight into the views of young adult learners; and to collect important information from experts in the field of literacy.

- a) Detailed Literature Research about 'Motivation'
- b) Narrative Interviews with Young Adult Learners
- c) Expert Discussion Round / Expert Interviews

a) Literature Research

The purpose of the literature research was to establish a basic understanding and a common definition of 'motivation' within the partnership. The literature research was the first step in building the knowledge of the partners, prior to the facilitation of narrative interviews with young adult learners and expert discussion rounds/interviews with experts.

The literature research focused on existing material and studies about learners' motivation. The key questions addressed were:

- What is motivation?
- Why is motivation so important?
- What factors hinder motivation?
- What factors help motivation?

Initially each partner was asked to complete detailed research addressing these questions, and also to identify sources of literature that discuss motivation, literacy and the target group (young adults aged between 16 and 25). During the second stage, each partner provided a summary of their findings.

⁵¹ www.sftqi.org.uk

b) Narrative Interviews

The narrative interviews with young adult learners were designed to provide an insight into the unique situation of young adults with literacy needs. Within the interviews general biographical aspects, as well as learning biographies and individual (de-)motivational factors were identified.

The narrative interview is a qualitative research method which allows unstructured, in-depth conversation built on specific features; it is a specific research technique which encourages and stimulates interviewees to tell a story about some significant events in their lives. The technique derives its name from the Latin word „narrare“ (= to report, to tell a story). The basic idea of a narrative interview is to reconstruct social events from the interviewee’s direct perspective⁵².

Preparation

During the second MoLeYa project meeting an interview guide was developed. This was an important tool because it ensured that the interviews in all partner countries were standardised (appendix 3). Furthermore it was of high importance in enabling the project team to define the target group in a differentiated and specific way. The following characteristics of the target group were agreed:

- Aged between 16-25 years old;
- First language speaker of the home country;
- Educated within the home country education system;
- Third generation migrant (at least) or indigenous to home country;
- Has re-engaged with learning (informal or formal basic skills provision);
- Has acknowledged difficulties in reading, writing and numeracy.

Conducting of Interviews

The narrative interviews with young adult learners were conducted with the aim of hearing the voices of young adults with literacy needs. Each partner conducted the interviews within the defined target group. With regards to gender balance, the majority of the partners achieved a 3:2 ratio.

The interview data was analyzed through the use of a matrix. During the next stage each partner generated a summary of the statistical material, as well as a summary of their main findings.

c) Expert Discussion Rounds/Interviews

The purpose of the expert discussion round/interviews was to learn more about the experiences, positions and difficulties of people working in the area of literacy. This methodology was designed to highlight common knowledge, conflicting perspectives, new approaches and alternative ways of addressing the target group.

Methods

The expert discussion round is a form of focus group discussion, with some specific characteristics. There is a strong focus on information from individuals. Although qualitative methods may be used to compile case studies or observe groups and communities, with expert discussion rounds there is much more of an emphasis on individual information. This approach makes it possible to ask much more sensitive and probing questions, which people may not be willing to answer in a public forum.

⁵² CHENGELOVA 2008

⁵³ Please find a copy of the field manual in the appendix

Preparation

The questions to be asked within the discussion rounds were discussed and developed at the second MoLeYa project meeting. To gain more information about the individual concept of literacy in the different countries, some additional questions concerning the specific situation of every country were developed individually by the partners. Guidelines for conducting the expert discussion (a list of specific points formulated in the form of open questions) was developed in response to this situation.⁵⁴

Conducting of the Expert Discussion Round/Expert Interviews

In order to gather the most valid information, some partners also opted to conduct face-to-face expert-interviews. The expert interview is a specific form of semi-structured interview. In contrast to biographical interviews (such as the narrative interview) the main focus is upon the interviewee's capacity as an expert within a specific field of activity. Therefore the experts are integrated into the research not as a single case, but as representing a group.⁵⁵

Each partner interviewed 8-10 experts in the field of literacy. Interviewees included teachers and trainers who work directly with the target group and also key individuals and stakeholders (i.e. orientation professionals, policy makers). This approach enabled the project team to gain a range of data/knowledge about the topic.

2.2 Summary of findings of interviews with young adults

2.2.1 Overview, background and living conditions

Interviews were conducted with young adults in the target group involved in literacy courses in the following countries:

Country Young adults interviewed

Country	Young adults interviewed	
	Number	
	Male	Female
AT	5 young adults	
	2 male	3 female
BG	5 young adults	
	1 male	4 female
DE	3 young adults	
	2 male	1 female
FR	6 young adults	
	4 male	2 female

⁵⁴ CHENGELOVA 2008

⁵⁵ FLICK 2009

HU	5 young adults	
	3 male	2 female
LT	5 young adults	
	2 male	3 female
RO	6 young adults	
	3 male	3 female
UK	5 young adults	
	3 male	2 female

Fig. 2: Young adults interviewed

Reasons for leaving school early

The interviewees' reasons for leaving school early include:	Family break up (they accompanied one of the parents and were unable to continue attending school);
	Financial difficulties (unable to travel to school);
	Parents emigrating to other countries;
	Caring for younger siblings;
	Unable to cope with the demands of school (many repeated school years and eventually abandoned school);
	Various social and personal problems;
	Not allowed to go to school.

At the time of the interviews, most interviewees lived with one parent, grandparents, or other relatives. A minority of interviewees lived with both parents, one lived with her partner and their children, and one lived alone. Parents/family members were the main source of income, however, parental qualification levels were low and family/parental employment was largely in part-time/low paid jobs.

In Romania and Bulgaria, the interviewees gained state financial support to take part in literacy courses. In France, Austria and Germany the interviewees benefited from scholarships as apprentices in dual programmes, as well as from other types of state assistance. Those who had worked and paid taxes for a period of time also received unemployment benefits (however, only two of the interviewees were in this position at the time of the interviews).

Although the average subsistence income of the interviewees and their families was relatively low, when asked if they were satisfied with their present lives, most of the interviewees answered positively. Only when asked about specific aims and dreams for the future did they identify better and more affluent lives as an aspiration.

Experiences of school

Across the eight countries, the majority of interviewees reported similar previous negative experiences of school:

Experiences of school	<i>"My teachers did not have enough patience with me, I could not get through it and nobody helped me at home.";</i>
	<i>"It was boring and I could not understand.";</i>
	<i>"We were beaten by the teachers.";</i>
	<i>"I had problems with my teachers, colleagues and nobody helped me.";</i>
	<i>"Our teachers used to punish us and would turn us out of the classroom."</i>

What does education and training mean to you now?

The majority of the interviewees acknowledged that learning is important:

Importance of education and training	<i>"[It] is important to me now."</i>
	<i>"Because you learn something."</i>
	<i>"Because you learn to read and write."</i>
	<i>"[It] is lots of learning, lots of reading and lots of writing."</i>

Analysis of the interview data revealed differences between the responses of the Western European interviewees (England, France, Germany and Austria) compared to the Central and Eastern European interviewees (Romania, Bulgaria, Lithuania and Hungary). In the Western European countries, interviewees appear to have higher expectations of learning, compared to the Central and Eastern European interviewees. The Bulgarian and Romanian interviewees indicated that they were satisfied with school and enthusiastic about their current experiences of learning. Such responses may be accounted for by the development of education in these countries during the last 10 years – particularly the improvement of teachers’ and trainers’ attitudes towards learners and their specific needs, and reduced class sizes in some Central and Eastern European countries.

Benefits and goals

The main benefits and goals from current participation in learning, identified by the interviewees include:

Benefits and goals from current participation in learning	<i>"To be more independent (to be able to read the newspaper/contracts)";</i>
	<i>"To be safe, to have no problems and earn some money";</i>
	<i>"To have a better future";</i>
	<i>"To get a job";</i>
	<i>"Meeting new adults and making friends";</i>
	<i>"Improved teamwork and communication skills";</i>
	<i>"Increased confidence";</i>
	<i>"Feeling more independent and positive about the future";</i>
	<i>"I want a diploma, a qualification";</i>
	<i>"I want to get a good job to go on helping my younger brothers and sisters whom I have brought up by myself".</i>

Many of the interviewees identified gaining a better job as a potential benefit of the course they are currently participating in. This is linked to a desire to improve the living conditions of themselves and their families and, where appropriate, to ensure a better future for their children. One of the young female interviewees explained that she wanted to be a positive role-model for her children.

For some of the interviewees, learning was perceived as a key step in achieving future dreams and aspirations:

Learning --> key step in achieving future dreams and aspirations	- <i>"I want to become the best hair stylist."</i>
	- <i>"I like cars, I am good at engines and I will not stop until I become a mechanical engineer and I have my own business."</i>
	- To become a chef in a restaurant (but this interviewee acknowledged that improved literacy skills are required as a first step);
	- To become a child care worker;
	- To become an optician;
	- To become a goldsmith;
	- To become a trained retail saleswoman.

Difficulties and Motivations

The majority of the interviewees were able to identify both difficulties linked to participation in courses and aims and aspirations for the future. They also acknowledged the importance of learning (particularly literacy skills) in achieving their goals (which is an important factor in motivating them to continue participating in learning).

Difficulties linked to participation in courses	- The large distances that some interviewees have to travel;
	- Lack of time due to other commitments (such as childcare and work);
	- Physical or mental health difficulties;
	- Learning difficulties;
	- Linguistic difficulties;
	- Extreme shyness;
	- Lack of confidence;
	- Fear of learning;

Factors that motivate young adults to learn	- To be a positive role model for their own children;
	- Social contacts - getting to know new people and making friends;
	- Classmates who help them when they experience difficulties;
	- Making their parents feel proud of them;
	- The prospect of being able to provide a secure financial future for the family;
	- The prospect of being able to attend further education/progress in learning;
Factors that motivate young adults to stay in learning	<i>"The daily progress I make";</i>
	<i>"I learn to read and write and this makes me happy and it is easy for me to go on";</i>
	<i>"When it is difficult, teachers help us out of it";</i>
	<i>"I meet colleagues encountering similar problems";</i>
	<i>"Each day I find out something new and this makes me curious";</i>
	<i>"The hope of some qualification and of a better job";</i>
	<i>"Encouragement and support on the teacher's part";</i>
	<i>"Financial support that is given to me";</i>
	<i>"I have made friends and I have acquired more self-confidence";</i>
<i>"When everything goes well, I feel happy and optimistic".</i>	

Satisfaction

Most of the interviewees reported satisfaction with the courses they currently attend and said they would not wish to change any aspect of it. In particular, the majority of interviewees reported positive relationships with their teachers and tutors; they particularly appreciated the constant help and support they were given. A small number of interviewees stated that they sometimes feel bored during lessons, particularly when information is repeated. A small number also stated that the curriculum is not linked closely enough to real-life situations.

Peer advice

When asked what advice they would give to another young adult in a similar situation, the responses included:

Advice	<i>"To come back to school as soon as possible"</i>
	<i>"To ask for help, to dare face it"</i>
	<i>"To give up being proud, to be confident"</i>
	<i>"To communicate with colleagues"</i>

2.2.2 Main factors contributing to the development of motivation

Data gathered during the interviews with young adults shows that the main factors contributing to the development of motivation include:

Linked to the learner

- The aspiration to gain qualifications and get a job;
- To provide for their families;
- To be a positive role model for their children.

Linked to the course

- Learning providers gaining an understanding of the needs of the learners;
- Teachers/tutors getting to know young adults as individuals, as well as gaining an understanding of their particular learning style and pace;
- Learning providers connecting the process of learning to individual interests and wishes, and to practical situations;
- Encouragement of any kind of progress, no matter how small it might be;
- Addressing problems or issues that learners have difficulty understanding;
- Ongoing effort to achieve individual objectives;
- Diverse methods and means of teaching and evaluation;
- Teachers' creativity in engaging students in active forms of learning.

2.2.3 Conclusions

Interviews were conducted with 40 young adults - 20 young women and 20 young men, aged between 16 and 25 years old.

The data from the learner interviews indicates that family instability/lack of parental support is a common and important factor that contributes to low literacy skills and early drop out from school/learning. Other important factors include financial difficulties and caring responsibilities for siblings.

Upon leaving school, it is often difficult for young adults to return to learning, however, there are a number of factors that motivate them to do this – the aspiration to get a job, to provide for their families and to be a positive role model for their children, are particularly important. An important factor that influences many young adults' decisions to return to learning is their previous experience of school. Many of the interviewees had negative perceptions of school – particularly of teachers. They therefore needed support, time and encouragement to realise that adult learning programmes are often very different to school.

2.3 Findings from the expert discussion rounds/interviews

2.3.1 Characteristics of the experts

Expert discussion rounds or interviews were carried out in all 8 project partner countries – United Kingdom, Germany, France, Bulgaria, Lithuania, Austria, Romania and Hungary.

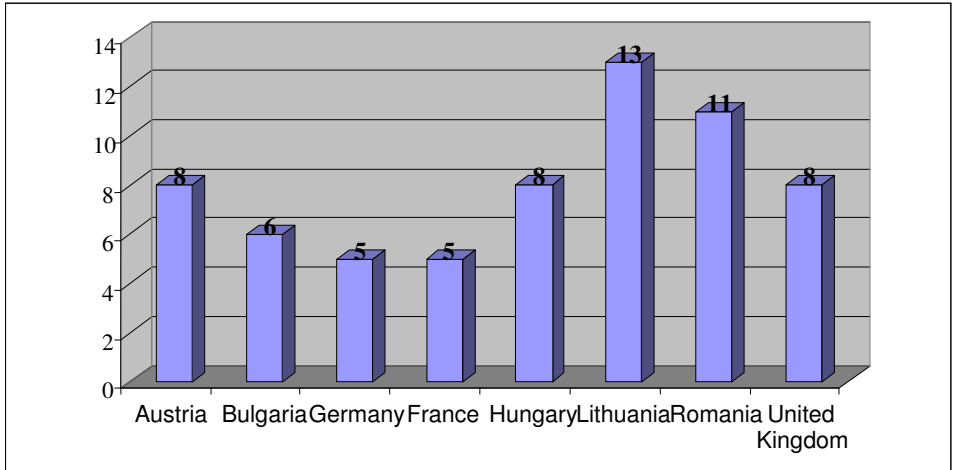


Fig. 3: Demographic characteristics of experts

The number of experts who participated in expert discussion rounds/interviews

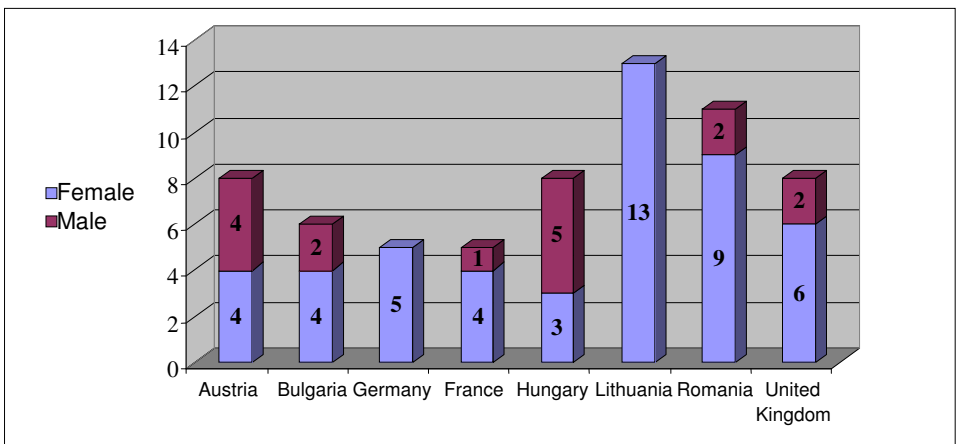


Fig. 4: Gender of the experts

As shown in figure 4, more women participated in the expert discussion rounds/interviews than men. All of the experts who contributed worked in the field of illiteracy amongst young adults; they included individuals involved in formal and informal learning, including tutors, youth workers, education coordinators, labour exchange officers, teachers and representatives from adult education centres.

The main aim of expert discussion rounds/interviews was:

- To determine the perception of complex problems amongst young functional illiterates aged 16 to 25;
- To identify and draw out knowledge concerning motivation for learning among young functional illiterates;
- To gain information about the support available to teachers/trainers who work with young functional illiterates;
- To gain an overview of the methods used within literacy courses, including course design and delivery.

2.3.2 Summary of Findings

2.3.2.1 Young adults with functional illiteracy

One of the aims of the research was to identify experts' perspectives regarding the lives and characteristics of young functional illiterates. The results show that there are many common features. Most of the experts suggested that young functional illiterates experience multiple problems (psychological, physical, financial, social etc.), but that the biggest impact on their life comes from the family; in many cases young functional illiterates' parents do not engage in learning and left school without any qualifications.

The main features, describing the overall impression that experts have of young functional illiterates are shown below.

Category	Subcategory	Supporting Quotes
Young adults with specific problems and disadvantage	<i>Difficulty gaining a secure, stable and rewarding job</i>	<i>"Most of them experience a range of disadvantages: difficulty gaining and preserving a workplace, social exclusion, low self esteem" (UK).</i>
	<i>Facing financial problems</i>	<i>Functional illiterates "are poor; the financial problems are still an impediment for them to come to school" (RO); Parents told them to go earn money "because school is not paying wage"(LT).</i>
	<i>Facing psychological problems</i>	<i>Most of the functional illiterates have: "Low confidence and self esteem" (UK); "The motivation is usually flaming in the kids when they start the school, but lots of failures makes them first silent and shy and after they don't want to face this anymore"(HU).</i>

	<i>Facing cultural/traditional problems</i>	<i>“A reason for which they didn’t allow their children to come to school was their ignorance, then, their culture, which established them to promise the girls to their future husbands at very early ages; coming to school would determine the loss of these arrangements” (RO).</i>
	<i>Facing health problems</i>	<i>“They often have various disabilities”(LT).</i>
Young adults with aspirations for the future	<i>Job perspective</i>	<i>“One of the groups contained mainly young unemployed women, for whom the course was extremely important, allowing them greater access to the labor market; they don’t have any jobs but they hope through studying to change the situation“(RO).</i>
	<i>To gain a diploma/qualification</i>	<i>„A diploma for finishing certain level of education can be e step forward towards a better professional realization in the future“(RO).</i>
	<i>Seeking to achieve something in life</i>	<i>„They are forced by many reasons; they can’t obtain a qualification, they want to have a driving license, and many other reasons which seem to be insignificant at first sight“(RO), „They realize that they are “disabled by their lack of skills”(DE).</i>
	<i>Being a model for their own child</i>	<i>„They want their children to be proud about them, they wish to help them with their homework“(LT).</i>
Family background	<i>Ethnicity</i>	<i>Many functional illiterates „belong to different ethnic groups: Romanian, Roma, and Hungarian-Roma“(RO), also „emigrant child“(LT).</i>
	<i>Relationships in family</i>	<i>„They had hardship in the family; they often had responsibility for bringing up younger siblings“(RO).</i>
	<i>Family educational background</i>	<i>„Those students come from families in which education wasn’t the first priority“, “If the parents are under motivated and they have a low educational level, it is very rare that the children will get out of this circle“ (HU).</i>
	<i>Family structure</i>	<i>„The parents were absent, they were raised by grandparents or by a single parent“, „They generally come from broken families, with a low education level, and lack of stability“(RO).</i>

Educational system	<i>Conservative system in schools</i>	<i>„The school wasn't attractive to them and they felt marginalized“(RO); „The school is not an interesting social place anymore, it can't wake up the curiosity in the students“(HU).</i>
	<i>Pressure to take part in formal education</i>	<i>„The pressure to reach the bar in the formal educational system is not helping the students to like the learning itself“(HU).</i>
	<i>School attendace</i>	<i>“Most of the students were not in school as children”(RO), “Often affected by the school environment” (DE).</i>
	<i>Psychological atmosphere in school</i>	<i>“Some pupils dropped out from school because of the bullying, they felt insecure in school, they were afraid of classmates”(LT).</i>
	<i>Hard to come back to educational system</i>	<i>“It was a hard decision for them to enter the “Second Chance” programme, but it is more difficult to continue”(RO).</i>
	<i>Gap between higher and vocational education system</i>	<i>„Being a worker it is more logical from a financial point of view, so why they should give any importance of the learning?“, „The gap between the ‘fancy’ jobs and the professions is huge. They want to be managers and salesman but we can't convince them anymore to learn traditional professions, which are valuable on the labour market. In their case it is easier to go abroad and work in the construction business for triple the amount of money and no requirement to know the alphabet“(HU).</i>

It can be concluded that the majority of experts do not have negative perceptions of young functional illiterates: they recognise that most young functional illiterates experience multiple problems and a background of disadvantage that results in them becoming socially excluded.

2.3.2.2 Learning motivation of young functional illiterates

During the expert discussion rounds/interviews, there was a focus on differentiating between the needs and experiences of young functional illiterates (16-25) compared to older functional illiterates (25+).

According to the experts young functional illiterates are “more disadvantaged because they lack the life skills, experience and coping strategies” (UK). There is agreement that young adults face different problems to older adults: “They have different problems compared to older adults such as: family problems, school problems, career choice, exam nerves” (DE). In addition, there is a suggestion that their future expectations are different - young functional illiterates often face “fear of the unknown, not sure about the future yet” (FR, LT), whilst older functional illiterates often have difficulty finding time to attend courses, due to work and family commitments. Older functional illiterates often have “higher levels of illiteracy (can read a

little bit, but not enough to be able to learn)" (BG), but "uptake information slower (LT), "have lots of bad experiences in learning and these experiences create barriers to their motivation" (HU). Many experts suggested that for young functional illiterates it is "less important to keep traditions, culture" (BG), and that they "are more materialistic" (LT), than older people.

The main difference that the experts identified was that young people with literacy needs are more disadvantaged – they are often inexperienced and do not have clear plans for their future. However, the experts agreed that young people are often very optimistic, believing that everything is possible, whilst older functional illiterates are more likely to feel responsibility not only for themselves, but also for their families.

The experts agreed that the factors motivating young and older functional illiterates are often different – young people often return to learning because they have to, and older people – because they need to, they want to gain qualifications, knowledge, and they want to be able to help their children.

Through their experience of working with young functional illiterates, experts identified a number of factors that they believe are important in motivating them and keeping them engaged in learning. These factors can be divided into a number of groups:

Environment:

- This should be familiar, relaxing and peaceful.

Individual approach:

- Recognition of the learner's holistic needs - know and understand his/her learning needs and previous learning experience.

Communication:

- Warm and encouraging communication;
- Encouragement - put attention on small success, not failures;
- Focus on things that are interesting to learners.

Course style:

- Clarity - of the structure, content, aims and objectives. Adults learn better when they know the goals, requirements and learning expectations;
- Ensure that the content is interesting;
- Give learners the opportunity to offer feedback on the learning process;
- Flexibility of content and of time-table;
- Adapt courses to learners' needs and experiences;
- Learning activities fit immediate interests/needs;
- Focus on practical activities;
- Use participative learning strategies: developing capacity of expression in day to day situations; sharing experiences, experimentation, challenging others to think and reflect on what they learned, learning from mistakes, gallery tours, etc.

Teachers' personality and position

- The teacher should be enthusiastic and creative about what he/she does - this will help to develop enthusiasm amongst learners.

- Relationship between learner-teacher: showing interest, care for students;

There are, therefore, a range of factors that the experts believe can contribute to motivating young functional illiterates to engage, and remain engaged, in learning. There are also many specific barriers in working with functional illiterates. These barriers are shown in figure 5:



Fig. 5: Specific barriers to engaging young functional illiterates in learning

Psychological factors include:

- Lack of self confidence – it can be difficult to return to learning after a long break; learners often think that they will be the least capable in the class;
- Low self esteem;
- Lack of perseverance;
- Fear of failure;
- Lack of awareness of the benefits of learning - some learners are not aware of the positive impact that learning can have on their lives; learners often think that they can find a good job and earn money without any education (e.g. “others own their own business”, “those without education are working abroad and earning a lot of money”, “people that I know with a university degree are earning less then those without any degree, so why should I learn?”, etc.);

- Embarrassment – some learners can feel embarrassed about admitting that they have literacy skills needs.

Financial issues - many young functional illiterates come from poor families with low income. The experts agree that poverty is a major barrier to learning.

In some countries, and amongst certain ethnic groups, legislation problems exist – lack of identity documents (for example some members of the Roma community, immigrants, refugees may not have birth certificates) can prevent enrolment in learning.

The Educational system can have a big impact on learner’s motivation to come back to learning for a number of reasons:

- Previous negative experiences of learning - many learners had unpleasant school experiences, they were not successful, they were not encouraged and helped by the teaching staff and they felt marginalized or bullied;
- Insufficient advertising – many experts suggested that due to insufficient and inappropriate advertising young functional illiterates are often unaware of the opportunities that exist. The most effective way is direct contact, but in many countries there isn’t any structure for providing this kind of information/contact;
- Many experts referred to difficulties (especially in smaller towns and rural areas) in travelling to educational institutions;
- Education is not closely linked with societies needs - knowledge is often perceived as ‘useless’, or ‘boring’. For some the pace is too fast; or learners do not have practical use for the gained knowledge;
- Lack of effective learning materials – materials are often inappropriate, old or there are not sufficient copies.

Experts noted that a **learners’ occupation** can present a barrier to learning: lack of time often does not allow an individual to return to learning.

Family background and influence - according to many experts, family background can be the biggest barrier to participation in learning. If family members do not support a learner, it can be very hard to re-engage. Amongst young functional illiterates there are many families where education isn’t a high priority; a learning culture doesn’t exist.

Cultural/traditional factors - can also have a big impact, especially amongst minority groups, such as Roma communities, where deep cultural traditions exist. Due to such factors learners (especially women) often do not enter the educational system.

The experts agree that **teachers’ personality** can be an important barrier to learning. Lack of respect for the individuality of learners and lack of understanding and empathy with their needs and experiences can effectively push learners away. In working with young functional illiterates, teachers should give not only focus on the learning, but also on raising learner motivation.

2.3.2.3 Support for teachers/trainers

The extent and type of support that teachers receive in working with young functional illiterates is important as it can influence their enthusiasm, motivation and ability to work

effectively; teachers and other employees' attitudes to their work can play an important role in motivating people to continue learning and understand the value of education.

England, France and Germany have significant experience developing literacy programmes, hence the experience of these countries can be very useful for others. In these countries a wide range of professionals are involved in the process of teaching people with literacy needs. In the UK and France teachers/staff working with young functional illiterates gain a relatively high level of support compared to other countries. In the other partner countries the experts indicated that there is a lack of co-operation in working with young functional illiterates; often such work is the sole responsibility of teachers.

Countries more experienced in the field of working with illiteracy often start the learning process with an initial assessment of a learner's skills. This helps experts to plan courses that are relevant to the learner's needs and at the correct level. Initial assessment is useful for both sides – teacher and learner. In some countries, volunteers can provide additional support in the classroom, enabling the provision of more 1:1 support to the learners. In addition, there are often managers (or social pedagogues, social workers) who can provide additional support if problems arise. In some countries preparation of course material is carried out by administrative staff (while in other countries teachers are responsible for this task). Effective support for teachers (in some countries) is via a good appraisal system that focuses on an expert's strengths and weaknesses. Effective appraisal systems can help teachers/staff to avoid burn out, to enjoy their work and to seek the best results. Co-operation between different institutions can also help to provide effective services for young functional illiterates.

However, in some countries such good practice does not exist. For example in Romania and Lithuania teachers and staff receive little support from government; society looks adversely upon second chance schools and literacy courses. In such cases, most of the experts working in the sphere of adult education complain about lack of support from the government. In some countries, many experts feel that their work is not appreciated as being important. Experts did however note that they gain support from work colleagues, as well as from family and friends, who admire and respect them for what they do.

It is not only learners who need motivation to learn, teachers and other staff working with young functional illiterates also need to be encouraged and motivated. During the research, two groups of motivating factors were identified:

Subcategory	Supporting quote
Believing in learners	"To believe in the potential capabilities of the youth"
Learners motivation to learn	"For me it is not difficult at all to do this job. I feel lucky; after each hour I am surprised by their reaction; it is so easy to offer them something. Their progress and interest in things which we consider obvious, but about which they had never heard; they always have questions and are very attentive".
Support and feedback from learners	"When we meet them they greet us; they are respectful and this motivates us too"; "The positive feedback is the main source of motivation for me. Every time when we finish a lesson I can hardly wait until we have a closing game. Every shiny eye is success for me"

Relationships between teachers and learners	"The relationship between student and teacher matters a lot. They are glad when you show them interest. It makes them feel good to see that you care about them and their needs, that you help them face difficulties".
Learners achievements and success	"My motivation is to see the learners finish the course, passing the exams and seeing them having a different life"

Subcategory	Disclaimer statement
Respect for work	"It is our job, we are paid for what we do and we do it with pleasure"; "The day when I started to work in non-formal education changed me forever. I love to do this, this way I can truly enjoy teaching".
Seeing the usefulness of the work	"At the beginning, I was afraid. When I saw they wanted to learn and expected my help, I felt they deserve to be helped. Pupils have to be 'pushed'; the adults are aware and honest about their gaps. They don't learn for marks, but for progressing".
Job satisfaction	This work keeps me awake, doesn't allow me to become lazy, and helps me to remain a kid; For me this is the biggest satisfaction"; "School is the center of my life. It's easy for me to do it"
Challenges in the work	"It's very difficult for me, having two jobs. I always come home tired, but I'm always curious to see the results of my work and how I can improve them; it's a permanent challenge"

The research results indicate that there are a number of factors that motivate teachers in their work with young functional illiterates, particularly:

- Seeing the progress and achievements that learners are making and how this progress can contribute to improving their lives;
- Learners' enthusiasm and will to learn;
- Positive feedback from learners;
- Positive relationships between learners and teachers;
- Belief that the work they do is important for individual learners and for society.

However, the research results also indicate that many experts believe that literacy provision requires further support, at a number of levels, if it is to have a positive impact on the lives of young functional illiterates.

This support includes:

- Positive societal attitude towards literacy courses, (particularly from institutions providing formal education);
- Financial support for planning and delivering courses;
- Greater partnership working amongst key stakeholders;
- Facilitation of formal and informal networks, to enable experts to share experiences and good practice;
- Support from the government and key policy makers.

The research results indicate that some countries have developed extensive and effective policies, programmes and approaches to engaging young functional illiterates and supporting them to improve their literacy skills. However, in a number of the partner countries, the approach to improving the literacy skills of young functional illiterates was perceived to be ad hoc and inconsistent, characterized by lack of government and institutional support, lack of public awareness and understanding, and low levels of funding.

d) Ideal literacy course

All of the experts were asked to identify what an 'ideal' literacy course for young functional illiterates might look like.

Key factors identified by the experts, suggest that courses should:

- Be individual, tailored to learners' needs, experiences and aspirations;
- Be focused around a subject that is of interest to a young person;
- Use interesting and varied materials, resources and teaching styles;
- Have a practical focus, so that the learner can apply the knowledge in his/her life;
- Have continuity: learners should have opportunity to progress and gain further knowledge, skills and experience;
- Be scheduled to ensure that the timing fits with the lives of the learners;
- Located in a safe and accessible venue;
- Ensure that learners are treated as adults;
- Be delivered in a relaxed and welcoming atmosphere and environment, where each learner is treated with respect.

2.3.3 Conclusion

Most young functional illiterates experience a range of problems and disadvantage. Factors that have a particularly important impact on learners' lives include ethnicity, family structure, size and relationships and family educational background. Many young functional illiterates leave school early due to problems within the educational system in the country within which they live.

Research suggests that there are significant differences between young and older functional illiterates, and that therefore, their motivations to engage in learning and improve their literacy skills are also often quite different.

The most effective methods for working with young functional illiterates include creating a positive and appropriate learning environment, developing courses that have a practical application and focus and good communication between learners and teachers.

Specific barriers to learning for young functional illiterates include psychological factors, financial issues, legal factors, the structure of the educational system, learners' occupations, family background and influence, cultural/traditional factors, and factors linked to the teacher. Research results indicate that some countries have comprehensive policies and programmes in place to support young functional illiterates to improve their literacy skills; whilst others are at the start of this process.

Research indicates that there are two key groups of motivating factors that are important in motivating experts to work with young functional illiterates - factors linked to the learner and factors linked to the work itself.

The experts who contributed to this project identified a number of factors that contribute to an 'ideal' literacy course. Such factors include individual approach/design, use of interesting and varied materials and resources, practical focus and treating learners as adults.

2.4 Crossed conclusions between the learners interviews and the expert consultations

Each partner provided a summary of the findings of their interviews with learners and a summary of the findings of their consultations with experts. These summaries have been analysed to identify common points and differences, across the two groups and the eight countries.

2.4.1 Common points and differences amongst the eight countries

There is no single common finding across all of the eight countries, however, it is possible to identify some strong trends. For example, in terms of the factors that contribute to motivation, from the table below we can see that the first six factors were most commonly cited (in 6 out of the 8 countries), whilst the final four factors were less commonly cited (in 3 and 2 of the 8 countries respectively).

Motivating Factor	AT	BG	DE	FR	HU	LT	RO	ENG
Improved job opportunities/professional life and to live a better life	X	X		X		X	X	X
To gain qualifications/diplomas	X	X		X		X	X	X
Improved family life		X		X	X	X	X	X
Personal development	X	X		X	X	X		X
Positive encouragement from a teacher	X	X	X		X		X	X
Positive and appropriate andragogical approach/ respect for the learner	X		X		X	X	X	X
Belief in the importance of learning		X					X	X
To make friends/develop social contacts	X						X	X
Interesting content of courses			X	X				X
Opportunity to use IT and other new media			X		X			

Fig. 6: Common points and differences amongst the eight countries

Identifying and analysing differences in responses across the eight countries is more complex, yet important, as this process enables us to highlight minority points which are important in specific contexts.

The following analysis for each participating country provides a summary of the key common points and differences in the research findings.

a) AT – Austria

Common points

Austrian experts and learners identified the encouragement, approach and empathy of teachers as important. The aspiration to live a better life, to feel respected, to acquire self confidence and to and meet new people/make friends are also considered to be important motivating factors. Both learners and experts agreed that previous negative experiences of learning have an impact on learner motivation - particularly previous lack of choice and control over what they could learn, which often resulted in the learner feeling as though their views were not respected or valued.

Differences

The Austrian experts who were consulted believe that many learners don't identify themselves as lacking knowledge and skills. However, they believe that gaining independence is a strong motivation to re-enter the learning system.

Learners often viewed learning as a social activity. At school they often felt inadequate and a failure and they want to overcome this and to be able to take care of their future family, but they are often unable to see where learning can lead to.

b) BG – Bulgaria

Common points

In Bulgaria the factors that were particularly important in motivating a young adult with poor literacy skills to participate in learning were: improved access to a job; the possibility of gaining qualifications; improved family life; personal development and the aspiration for future professional achievement. Other factors, such as the role of the teacher in encouraging and facilitating re-engagement in the learning process, the provision of childcare for young women with children and awareness of the importance of learning, were also considered to be important by both experts and learners.

Differences

The experts consulted in Bulgaria generally focused on institutional processes and on the importance of the learning environment as key factors in influencing the motivation of young adults. However, in contrast, learners identified a lack of basic information about literacy courses. In addition, learners often considered the duration of courses to be inappropriate, they also suggested that financial incentives to participate in learning would be welcome.

c) DE – Germany

Common points

In Germany, learners and experts agreed that the key factors that contribute to motivation are: positive encouragement from a teacher; an appropriate and engaging environment and approach; interesting content of courses and the opportunity to use IT/new media. Experts and learners agreed that many young adults with poor literacy skills had negative experiences of school; perceived lack of support from teachers was considered a particularly important barrier to overcome.

Differences

Experts in Germany focused their reflections on the personal development of learners and preparations for exams. There was a shared consensus amongst experts that it's important for learners to feel secure and protected. They suggested that learners often have difficulty concentrating.

Learners wanted to be more independent, to have a better future and to get a job. They recognised the important benefits that can be derived from learning, but often did not feel they gained the support they needed to participate.

d) FR – France

Common points

In France, both learners and experts agreed that there is often little respect for individuals' learning needs and styles. This is thought to be due to the administrative organisation and the rigidity of the system. Other factors that were particularly important in motivating young adults with poor literacy skills to participate in learning included: interaction within a group as part of the learning/teaching process; a positive environment; having interesting things to learn; the opportunity to be self sufficient and to develop self esteem; the development of networks (all kinds of networks), as well as the opportunity for professional and personal achievements.

Differences

In France, the experts focussed on institutional factors and access to technology, as well as on andragogy and the teaching/learning process. A holistic approach was considered important; however, they believed that learners do not have enough knowledge of the training system in order to access it effectively. Experts believed it is important to develop strong competences and to make the education system more responsive to the needs of learners.

Learners indicated that they want to learn the basics (French and Maths). They also want to focus on basics in daily life and therefore, in this context, did not consider andragogy issues. In contrast to the experts' opinions, the learners believed that the education system is fully adapted to their needs - therefore there was no need to change it.

e) HU - Hungary

Common points

In Hungary, factors linked to school, personal life, networks and andragogy were commonly identified by both learners and experts. There is an agreement that school is commonly perceived as boring, old fashioned and rigid, but that young adults with poor literacy skills are particularly motivated by the desire to become self sufficient and to improve family life. The positive influence of a teacher and an appropriate andragogy (particularly through small class sizes and interactivity) were considered important factors in motivating a young adult to re-engage in learning.

Differences

Experts considered it important to build strong links between trainers and learners. They also advocated the social acceptance of learning.

Learners focused on the importance of gaining qualifications, a better job and a good salary. However, they also recognised that many young adults have difficulty concentrating and focussing on learning.

f) LT - Lithuania

Common points

The following points were all identified as important factors in the motivation process by both experts and learners: the importance of group work and of relations inside the classroom; the self achievements of the learner (to gain positive results from learning, such as diplomas and qualifications); to be able to provide a positive image to others and to acquire the capacity to support their families in the future. In Lithuania, the importance of the teacher/learner relationship and the necessity of positive behaviour and a positive attitude were also identified as important.

Differences

The experts in Lithuania focused on teaching techniques as a key factor in motivating young adults. They also believed that early school drop-out is a consequence of a poor financial situation, family situation and a lack of support from family. They identified psychological and financial factors as key reasons that motivate young adults to return to learning.

The learners identified bad experiences of school and dissatisfaction with the current system as key factors linked to their disengagement. They wanted courses to be more interactive and class sizes to be smaller. They thought that teachers should develop individual approaches to supporting young people who need additional help.

g) RO - Romania

Common points

In Romania learners and experts agreed that the most important factors that motivate young adults with poor literacy skills to re-engage in learning are the desire to get a job, to earn money and to gain a qualification. There was also a common viewpoint about the importance of awareness of the need to learn, the support of close family, difficulties linked to re-entering learning, positive attitudes and the recognition/respect of family and friends.

Differences

Experts believed learners want to learn how to read and write and that learners have a social motivation to improve their standard of living. Many experts believed that learners often mistrust their ability to learn and that the system is not adequately adapted to meet their needs. However, in contrast, the learners who were interviewed in Romania highlighted bad experiences of school as a key barrier to re-engagement. They also highlighted a strong desire to change, to make new friends, to develop communication skills and to use the Internet.

h) UK - England

Common points

The main factors that were identified as important in motivating young adults with poor literacy skills to participate in learning were the need to gain qualifications and to get a good job. In achieving this, the support of teachers (course tutors) and family environment is important, as is the development of confidence and self esteem, and the ability of learning providers to both link learning programmes to subjects of interest for the learners and to adapt programmes to meet individual's needs.

Differences

Experts in England believed that learners want to function more effectively in daily life. It is important to treat them like adults. They identified a number of barriers to learning, such as lack of support by the tutor, poor learning environment, standardised teaching methods and

poor learning materials. The experts believed it is important to include some opportunities for one-to-one teaching, via additional support (often through volunteers) and that programmes are adapted to learners needs.

Many learners spoke of negative experiences of school; suggesting that it wasn't relevant to their needs and experiences and that they had received little support from teachers. A strong motivation factor amongst learners is to make new friends. Working within a small group and the development of communication skills was also considered important.

Chapter 3 Examples of Good Practice

a) AT - Austria

Project Title

JUMP (Jugendliche mit Perspektive / Young adults with prospects)

Introduction

In Austria the topic of literacy has grown in importance during recent years. As a result a range of projects, innovations and improvements have been made, particularly in relation to awareness raising activity. The consequence is that there is a wide range of activity in Austria that could be described as good practice in encouraging and motivating young adults to learn. The JUMP project has been chosen because it is an outstanding project which deals with the defined target group of the MoLeYa project and because it undertakes ambitious work to provide young adults with the opportunity to (re)engage in learning.

In Austria a number of employers claim that they are not able to find qualified apprentices due to lack of basic skills, on this basis, a customized training programme for young adults with basic educational needs was developed within the project and integrated into the existing dual school system in the framework of a pilot course.

JUMP - Jugendliche mit Perspektive (Young adults with prospects) is coordinated and delivered within the further education centre in Carinthia (a district in Austria).

It supports apprentices with literacy needs to progress to their final apprentice examination. JUMP is a subproject of the development partnership "In.Bewegung II – Netzwerk Basisbildung und Alphabetisierung" and is funded by the ESF (European Social Fund) and the Austrian Federal Ministry for Education, Arts and Culture.

Objective of the Project

The aims and objectives of JUMP are: firstly, to support young adults with a relevant and appropriate educational offer; secondly, to train the tutors and teachers of the target group with regards to the background and specific needs of the target group (awareness raising activity and diagnosis); and to develop attractively prepared learning materials and methods. As a result, the target groups of JUMP are apprentices with basic educational needs, as well as tutors and trainers who work with these young adults during their vocational and practical training.

Target group

Apprentices

JUMP aims to support apprentices in Carinthia with basic educational needs. This is achieved through the development of a training programme for these young adults, which is de-

livered alongside their apprenticeship training. This means that young adults attend customized educational programmes where they are able to catch-up and develop additional skills in various topics.

Teachers and trainers

The other important target group of JUMP are teachers and trainers who are in close contact with the young apprentices who participate. Seminars for teachers and trainers were organised. The focus of these seminars was awareness raising with regards to basic education; methodological and didactical aspects; the development of learning materials for apprentices with literacy needs (that reflect situations which occur in the workplace), and networking.

Structure and Impact

The curriculum of the course developed through the JUMP project includes a focus on reading and writing skills, numeracy and ICT. It also focuses on specific job related topics, personality training programmes and time to “learn to learn”. Between 2008 and 2009 approximately 193 apprentices accessed individualised training and support through JUMP.

The learning content of the JUMP course is based on defined didactical principals: a focus on the needs of the participants, voluntary attendance, practical relevance, self-directed learning and empowerment. Furthermore the course and its atmosphere are developed so that it does not remind the young adult learners of their learning experiences at school. The course has progressed well. A key reason for this is that the materials that have been provided and developed are in a style that is appealing to young adults, rather than children/adolescents. The seminars for teachers and trainers were developed and structured around the specific needs of the participants. At the date of this case study, six seminars on different topics have taken place and altogether 43 teachers and trainers have participated.

Evaluation of JUMP has highlighted that there is a high demand and requirement to support apprentices with basic education needs. The increasing popularity of JUMP has resulted in a cumulative increase in the level of demand for these courses.

As a result, other basic education initiatives for apprentices (beyond JUMP) have been successfully developed.

The success of JUMP was recognised by the German Association for literacy and basic education as a best-practice example in supporting young adults with basic educational needs in their transition from school to working life.

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Sources:

Wieser, Cornelia: Kurzbericht JUMP – „Jugendliche mit Perspektive“. Kärntner Volkshochschulen.

Penz, Isabella: Jump – Jugendliche mit Perspektive. Basisbildung für Lehrlinge im betrieblichen Kontext. unpublished document. Kärntner Volkshochschulen.

b) BG – Bulgaria

Project title

‘Integration through Education’ 2006-2007

Background

The partners in this project were KCO Stolipinovo, Foundation “Roma”, Plovdiv Municipality, schools from Plovdiv and Sofia University “ St.. Kl. Ohridski”.

Target group

This project targeted young adults – particularly members of the Roma community in Plovdiv, to increase their participation in education. Some of the young adults targeted through this project were in work, but most were unemployed.

Aims and objectives of the project

The aim of this project was to showcase and advocate for an effective pilot in one city, so that positive outcomes could be achieved through the implementation of a nationwide programme. The focus of the project highlighted the needs of teachers who were training in the field of adult learning and how to effectively target education and training. The approach of the project was based on the belief that national requirements and programmes should be developed first for adults and later adapted to meet the specific needs of young adults from the Roma minority.

Content

The project developed a Train the Trainer module and a training programme for young adults in literacy, social communication, skills and other thematic areas.

Within the Train the Trainer module, teachers from schools from the formal education system were trained in the field of adult education in order to meet the challenges of working with adults. In Bulgaria, no special training materials for literacy courses for adults are available; the training of the trainers (teachers) was therefore a necessary step in designing courses for adults. After completing the course, the teachers were given the opportunity to work in a follow-up project, where early school leavers were recruited to complete their upper secondary level education

The training programme for young adults was focused around three areas:

- Literacy;
- Social communication;
- Skills and other thematic areas – topics of interest to the participants - for example how to apply for a job, how to use guidance services etc.

Impact/benefits

All participants completed the courses and awareness has been raised of the importance of education. A needs analysis of further steps shows the need for linking literacy with vocational education and training.

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c) DE – Germany

Project title

“F.A.N. -Fußball.Alphabetisierung.Netzwerk” (football, alphabetisation, network)

Introduction

In Germany more than four million people are considered to be functionally illiterate, due to low level reading and writing competences. Some understand letters but are unable to read. Others have difficulty understanding simple text and have significant difficulty writing. Many functionally illiterate people left the education system without basic knowledge in reading, writing and calculating, often due to personal and social reasons and despite compulsory education. It's alarming that nearly 80,000 young people leave school without graduating every year. These young people are considered to be a group at substantial risk of functional illiteracy.

People with dyslexia are also considered to be at a high risk of experiencing functional illiteracy.

Target group

People who are unable to read and write sufficiently and who are not aware of how to improve their literacy skills.

Aims and objectives of the project

The aims of the project included:

- Raising public awareness of illiteracy and overcoming the associated stigma;
- Motivation of functional illiterates;
- Promotion of existing reading and writing courses;
- Development of qualifications;
- Development and distribution of educational materials related to football;
- Creation of nationwide and local networks.

The key partners in this project are football clubs. The project is aware of the important social influence of football, being the most popular sport in Germany, attracting people

from different social classes and with different educational backgrounds. Within the German "Bundesliga" there are more than 320,000 members organisations. Such members have become key partners in the project.

Content/structure of the project

The F.A.N. Project was sponsored by the German Ministry of education and sciences, starting in June 2005 and finishing in December 2007. The project coordinator of "F.A.N." was the "Bundesverband Alphabetisierung und Grundbildung e.V." (Germany Association of literacy and basic education) who cooperated with „BR-alpha" (education channel of the „Bayerische Rundfunk") and „Deutsche Volkshochschulverband" (German Association of adult education centres). A further partner was „Ernst Klett Sprachen GmbH" (an organisation that produces educational materials for example schoolbooks and audiobooks).

The combination of different media (TV, online and print) and the topic of football reached a wide range of people and enabled the project to inform the public about the phenomenon of functional illiteracy.

In addition, a TV programme, which gave a direct insight into the lives of functional illiterates was aired. During the six episodes (each 30 minutes long) viewers were able to gain an insight into what it means to have almost no or very low reading and writing skills. The programme was based on authentic stories, which the script author developed through interviews with functional illiterates.

Impact/benefits of the project on young adults

F.A.N. established contacts between institutions, clubs and individuals in the fields of football and further education, with the purpose of creating a network "Fußball und Alphabetisierung" (football and alphabetisation).

Prominent football players and officials promoted the work of alphabetisation. Football clubs and fan clubs were informed about the aims of the project and integrated into the local networks. Further education institutions were contacted, advised and supported around their literacy work.

The issue of functional illiteracy and the project F.A.N. were presented to the public. A booklet was generated which included contributions from course instructors, advisors and learners (through participant evaluation), as well as concepts and further working material. The booklet is a multimedia-based resource developed by practitioners to improve practice. It can be downloaded at: <http://www.alphabetisierung.de/projekte/fan/fan-handreichung.html>

Other outputs of this particular project have included specialised books and DVDs. Whilst the project finished in 2007 the "Bundesverband Alphabetisierung und Grundbildung e.V." continues to offer materials and information about the use of these materials for literacy courses.

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d) FR – France

Project Title

Integrating motivation in a learning pathway

Introduction

This example of good practice focuses on the learning pathway of a young French person who has encountered difficulties throughout his learning process. He is currently learning at a “Basic Knowledge Training centre” in Quimper (Brittany, West of France).

Target group

Our young adult is a traveller and is a member of the Roma community. He understands the French language and is motivated to participate in learning and improve his basic skills. He has a good understanding of the specific needs of the Roma community. This example of good practice focuses on the development of an individual young adult learner, but also examines how the structures and processes are viewed by others.

Description of learning pathway

D is a young male aged 24 from the Roma Community. He didn't attend school regularly because, as a traveller, he only stayed at some schools for a few days. He felt rejected by many of his teachers and the other pupils, and he experienced instability in his own family due to constant travelling. In France in the past, Roma people moved around constantly: sometimes it was possible for them to stay somewhere for a few days, but never more than 2 weeks, it depended on the level of acceptance by the Municipality. However, things are different now because if there are children at school, municipalities are no longer allowed to expel Roma people. Hence Roma families can stay longer in one place and enjoy greater stability. Growing older, D's desire and need to read and write increased. He often watched the entrance of the social centre but felt unable to enter - *“I didn't dare, maybe I stood 50 times just in front of the door, but I was not courageous enough to open the door and enter the social centre.”* Sometimes he went to the office, but was unable to ask for help: he was afraid of the reaction of people and thought they wouldn't help him. Eventually D's motivation was greater than his fear and he was able to ask a social worker to assist him... and he was warmly welcomed.

It was very hard for D to study again. He was afraid of being judged by others: that people would mock him because of being Roma. He was also afraid of how his own family would react. According to D most Roma people are afraid to send their children to school.

Having enrolled on a literacy course, what helps D to make progress is the relationship he has with the trainers. If they were authoritarian or spoke loudly he would find it difficult to participate. D started his training again for several reasons: to feel better and to show that Roma people are as capable as other people and that they can be successful! But one of his reasons was related to his parents. His parents didn't want with him to re-engage in learning: they were worried that he would forget his own Roma culture and become sedentary. They were also worried about the reaction of others. However, since D has started the training they have realised that he is benefiting: he can now communicate more effectively, he has met other young people and has participated in a range of social and learning activities. He wants to succeed and feels good about the training, even though at the beginning it was

not easy. Next D would like to learn how to use a computer. He also wants to become a cook, because he loves to make other people happy *“when I cook and somebody tells me it is delicious, this makes me happy, and I feel good. It is my objective and my dream.”*

Impact/benefits of learning

D’s story shows how difficult it can be to re-engage in learning. Nevertheless, his case is not exceptional. School authorities and D’s social environment were not empathetic to his needs or wishes, but the training centre has been crucial in enabling him to overcome the difficulties he experienced. It has helped him a lot: he has progressed considerably and has had the opportunity to participate in a social experimental action project in the department of “Maine et Loire”. Once a week trainers travel to Roma communities to directly provide courses - encountering Roma people in their own environment, which helps them to re-engage in learning.

This example of good practice shows how D was able to overcome difficulties and shows how motivation is often linked to the determination to be successful. The success of D in learning could be used by social workers and other practitioners to increase the efficiency of social networks and social offices, which often intimidate learners, future learners, or just ordinary people who want to re-enter the lifelong learning process. This practice therefore highlights the effectiveness of good social systems and networks.

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e) HU – Hungary

Project Title

The only chance is the involvement of those concerned

Introduction

The social and cultural situation of the Gypsy population in Hungary is an interesting subject which arouses both enthusiasm and aversion. What is the reason for this? The “Gypsy issue” is important in the context of Hungary’s political transformation as this section of the population is one of the social groups that were hardest hit by the changes. At the same time the Gypsy population, which is quite divided, was used as a ‘toy’ in the rivalry between certain non-Gypsy groups amongst the political elite.

The lack of (or confusion about) national identity created in the decades of socialist rule was used as an additional weapon in the arsenal of modern political warfare in order to induce animosity on all sides. This led to the further division of the Gypsy community. The chance of establishing tolerance, cultural pluralism and a multi-cultural social approach in shaping and strengthening public opinion towards Gypsies diminished in this atmosphere.

The Gypsy population in Hungary is highly disadvantaged; according to data collected during the project, the estimated percentage of functional illiteracy among the adult Gypsy popu-

lation is 25%. However, no uniform and comprehensive training programme for adults has been developed in Hungary to combat functional illiteracy.

Gypsy people in Hungary are generally less educated, have lower incomes and life expectancy than average. Although unemployment is a severe problem throughout Hungarian society, the Gypsy population is especially hard-hit with an unemployment rate reaching 70%, which is six to seven times higher than the national average.

Target group

72 functionally illiterate adults from the Gypsy community, including young adults (age 16-26), were engaged in this project.

The programme was implemented in three regions: Nógrád, Borsod-Abaúj-Zemplén and Szabolcs-Szatmár-Bereg counties with the Sréter Ferenc Folk High School Association, the Folk High School Association of Sárospatak and the Folk High School Association of Nyíregyháza as respective local co-ordinators. The locations were selected as they are areas where the Gypsy population is the highest in Hungary. In these regions Gypsy communities live in isolated areas where they have little, if any, access to education or vocational training.

Aims and objectives of the project

- To improve the literacy skills of members of the Gypsy community.
- To reduce the levels of social exclusion experienced by members of the Gypsy community.
- To develop adult education programmes specifically designed to meet the needs of members of the Gypsy community.
- To provide opportunities for members of the Gypsy community to improve their access to employment and further education.

To meet the objectives of the project, basic functional literacy courses were developed and delivered (focusing on reading, writing and calculating, as well as on the acquisition of social communication skills) and general adult education courses were adapted to meet the social needs of the Gypsy population.

Content and structure of the project

Key phases

- In all the locations surveys were conducted to identify the real situation of the Gypsy population. As background material, a summary of the survey results helped the organisers, teachers and experts involved in the project to understand the situation, problems and characteristics of the target group.
- At the same time the development of the learning materials for the pilot project commenced in the pedagogical workshops. Learning materials were compiled, tested, amended and published.
- Before the actual implementation of the pilot training project, 5 teachers per county were selected. They each received 4 four-day training sessions in how to provide basic functional literacy education.
- Nine labour market trainers participated in the labour market training sessions with the aim of acquainting them with specific measures and initiatives necessary in the field of adult education and job-generation and enabling them to employ this know-

ledge in the course of the programme.

- The pilot functional literacy programme was launched in six settlements. In each location, two eight-week courses were held for a total of 72 participants, who had three taught hours of intensive education, three times a week. After the pilot programme had been completed, participants and teachers prepared a written evaluation of the teaching material and methods employed in the programme.
- One NGO seminar was organised in each of the three project locations. The seminars were attended by the representatives of non-governmental organisations involved in providing general adult education for Gypsy communities.
- Relevant written case studies from neighbouring countries were collected and published.
- After the completion of the pilot training programme, a two-day international symposium was organised.
- A one-day final conference was held and attended by representatives of relevant educational institutions, civil organisations, public authorities and other partners.

Impact/benefits of the project on young adults

- In accordance with the project plan, 72 people successfully completed the training.
- 17 people passed examinations and entered a higher grade in their elementary school education, another three people passed the same examination one month later.
- After the basic literacy course, thanks to the support received from the local labour centre, 15 students gained the opportunity to be trained as social workers and nurses, which also guaranteed them one year of employment.
- Through applying for funds, 8 people were able to obtain a "B" category driving license and were guaranteed employment.
- 55 people expressed a wish to continue their studies.

In addition:

- significant improvements were noted in participants' communication skills;
- participants were re-acquainted with the Gypsy culture and the development of personal identity;
- a recognition of the importance of learning was noted.

One of the main lessons learnt from this project was that there is no universal recipe or method to be followed: in all cases the programme was adapted to meet local need, characteristics and capacities.

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For further information please read - „The only chance is the involvement of those concerned” – “Az egyetlen esély: az érintettek bevonása” (bilingual project publication), Hungarian Folk High School Society, Budapest, 1999.

f) LT – Lithuania

Project title

Program EQUAL: Strengthening of youth motivation for employment (“FOR YOU”).

Introduction

This partnership encompasses a broad range of partners among which the Public Policy and Management Institute is the applicant and lead partner. The partnership brings together experienced partners from both public administrative institutions including municipal administrations, local labour exchanges and many NGOs tackling social problems experienced by the target group. The project is geared towards developing innovations based on social partnership, learning from foreign partners and experimental testing of new and potentially more effective public policy measures. The operation of the partnership is accompanied by an ambitious research programme.

Target group

Young adults, aged 16-24 from the Vilnius and Alytus districts, who are disengaged, demotivated and have no qualifications.

Aims and objectives of the project

The main aim of the project is to develop a new workable methodology for the social inclusion and integration of the target group into the labour market and into mainstream Lithuanian public policy measures.

Content/structure of the project

Main activities carried out during the project:

- Development of an integrated research programme;
- Development and testing methods of social integration with the target group;
- Development of an educational programme focussed on the market economy and business skills development;
- Development of a programme to improve the qualifications of the national partners’ staff.
- Project publicity and administration.

This project is innovative in Lithuania as it represents a unique social partnership, which combines field-work with disadvantaged young people, the development of social and employment policy, and the expertise of the academic world. For the first time in Lithuania a number of governmental and non-governmental experts and organisations are joining together to develop a comprehensive system of innovative methods designed to create better opportunities for social integration amongst this vulnerable group.

Impact/benefits of the project on young adults

Planned results:

1. Publication of the methods developed;
2. Database containing social partnership evaluations;
3. Scientific research report encompassing integrated description of methodology deve-



loped and tested during the project, as well as comparative analysis of the methods applied abroad by transnational co-operation partners;

4. Educational programme adapted to the needs of the target group on the market economy and business skills;
5. At least 100 individuals from the target group involved in the development and application of the new integration methods;
6. At least 50 individuals from the partner organisations identify improved qualifications for working with the target group – delivered through 15 seminars (6 of which will be international);
7. 24 partners identify improved partnership skills;
8. Publication of an online management and administration tool;
9. Project publicity material and tools.

Prospective outcomes

The main outcome of this project is the potential widespread application of the methodology (based on scientific research and testing in practice). Also, it is expected that as a result of the project, 50% of the target group will successfully integrate into the labour market and educational system.

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g) RO – Romania

Project Title

School no. 95, Bucharest, Romania
 'Second Chance' Program

Introduction

The 'Second Chance' Program is an initiative of the Ministry of Education, Research and Innovation (MERI), which addresses problems faced by many disadvantaged communities, particularly people who were unable to complete compulsory education.

In Romania, the only form of education for youths and adults who have not completed school education is through pilot schools across the countries, which have a key role to play in developing literacy opportunities for all.

School no.95, situated in Vitan district, Sector3, Bucharest, is over 100 years old and is considered to be an architectural monument. It was founded in 1893 as the Mixt Primary School no. 31 – Metropolitan Nifon.

Target group

The upbringing of many of the most disadvantaged people, particularly Roma, does not provide the necessary foundations to support the development of cultural and linguistic knowledge required for acquiring basic level skills.

In school no. 95 there are 127 recorded statements of self recognition of Roma ethnicity. The identified causes of non-participation in school include:

- lack of interest in education;
- negative perceptions by Roma people of the role and importance of education in their children's training and development;
- precarious financial situations;
- conflict with others;
- affiliation to „neighbourhood gangs“. In socio-economic terms, in the area where school no.95 is located, 30 Roma families live who either do not have a fixed job but may undertake unofficial paid work or practice within small businesses. One of the reasons for this is their incomplete compulsory education and lack of qualifications. In addition to these 30 families, a further 21 families live in poverty and are dependent on state allowances and social assistance mechanisms. In most cases it is practically impossible for families to bear the costs of their children attending school (clothing, school supplies, and medicine).

The socio-economic structure of the population of this area is:

- 26% of residents are unskilled workers originally from different parts of the country, (mostly from Moldova and Transylvania), who moved to Bucharest;
- 22% of inhabitants are Roma people (127 pupils in school are self-recognized);
- 10% of the people work in trades;
- 8% work in private enterprises;
- 5% are military personnel;
- 8% are freelancers;
- 16% are unemployed;
- 5% have higher education.

In this context, the 'Second Chance' Programme, which takes place in School no. 95, is an opportunity for people who have not completed compulsory education to continue primary and secondary education.

The 'Second Chance' Programme started at school no.95 in 2005-6, beginning with the primary-grades I-IV for (young) adults who left school at this level, or who had never been enrolled in school.

During the first year the school worked with 22 young adults in grades 1-4, aged 14-23 years.

Aims and objectives

The aim of the 'Second Chance' programme was to recruit those interested in school, and to attract those who hadn't considered this yet. In particular, attention was directed towards

the identification of young adults who had left school after four, five, six, or seven classes.

School officials organized meetings with people interested in and responsible for education processes, namely:

- School support group-directors, secretaries, counsellors, mediators, teachers, Roma parents;
- Representatives of the community public institutions-hall, prefecture, police, church, health care;
- NGOs representatives;
- Representatives of state and private companies.

Information was provided about the school's program and about possibilities for meeting the educational needs of young adults who left school before obtaining a mandatory eight class diploma. Without this degree students cannot follow professional qualification courses, find it hard to gain employment and are unable to earn a decent living.

The 'Second Chance' programme was developed through a participatory action initiative that included:

- identifying young adults who fall into the target group;
- directly contacting them and their families;
- informing them about the program;
- leading and helping them to enrol on courses;
- identifying possible barriers and solutions, working methods and deadlines.

The participatory action initiative was developed over three months and progress was monitored.

Impact/benefits of the project on young adults

During the first four months, the number of young adults enrolled in the 'Second Chance' Programme lower secondary education was 32, with 25 enrolled in primary education. However, action did not stop here. Since this time the programme has expanded and developed, for example, it now includes a networking facility for local people.

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Sources:

This material was developed in collaboration with no.95 School director Ms. Doina Porojan.
<http://www.edu.ro/index.php?module=articles&func=&catid=492> - RO



h) UK – England

Project Title

Getting Connected

Introduction – Aims and Objectives of ‘Getting Connected’

Getting Connected is a curriculum framework for social inclusion for young adult learners aged 14 to 25. The framework is designed to re-connect young adults who are on the margins of education and employment with learning, and to foster their personal and social development.

A central feature of the curriculum framework is the emphasis placed on supporting young adults to develop higher levels of emotional literacy. Five competencies of emotional literacy underpin the learning outcomes provided: self awareness, self-management, motivation, empathy, and managing relationships.

Getting Connected is delivered by a wide range of organisations throughout England and Wales. Such organisations include voluntary and community sector projects, further education colleges, statutory youth sector projects and schools. It can be used as an individual resource, or it can be used alongside other learning programmes that young adults are engaged in, such as programmes designed to prepare a young adult for employment, or programmes designed to improve young adults’ literacy, language and numeracy skills.

Target Group

Young adults aged 14-25 - predominantly young adults who are not engaged in formal learning.

Aims and objectives

The framework is divided into nine units which can be addressed in any order and in a manner which best suits the needs of the individual learner. This flexibility and opportunity to respond to individual learning styles and intelligence characteristics is one of the strengths of the framework. With the support of a mentor, a learner chooses which units to complete and the most appropriate activities for doing so. Such activities might include discussions, projects, trips, residencies, worksheets, diaries, drama, quizzes, board games, photographs and artwork.

Content/structure

The nine Getting Connected units are:

1. Me:

Unit A – Knowing Myself

Unit B – Understanding Feelings

Unit C – Holding Beliefs and Values

2. Me and Others

Unit D – Understanding Relationships

Unit E – Getting and Giving Support

Unit F – Understanding Risk

3. Me and the Wider World

Unit G – Self Management

Unit H – Using Information

Unit I – Rights and Responsibilities

The success of Getting Connected in engaging young adult learners is underpinned by an effective relationship between a young adult and a mentor. A Getting Connected mentor is an adult who guides and supports a young person through the framework. Practitioners wishing to use Getting Connected can attend a two-day mentor training course. This provides the opportunity to explore:

- Mentoring – building a crucial relationship with a young person.
- Learning – practical strategies, approaches and underpinning theories to engage and motivate learners.
- Emotional intelligence – building young peoples’ understanding of emotional literacy and emotional awareness.

In addition to the two-day mentor training, a range of resources are available to support Getting Connected mentors and practitioners.

Impact/benefits for young adults

Many young adults leave school with few or no qualifications and find themselves excluded from mainstream society and the opportunities that it offers. Getting Connected is designed to promote social inclusion, often resulting in a number of benefits for marginalised young adults, these include:

- Enhanced learning and achievement of young adults;
- Improved confidence and self-esteem;
- Improved behaviour;
- Development of inter-personal skills and relationships with others;
- Improved literacy, language and numeracy skills;
- Greater empathy and ability to plan ahead.

In addition to a range of ‘soft’ outcomes, optional accreditation of learning is provided through the Open College Network (OCN). Each unit may be accredited individually. Successful accreditation of five units earns a young adult the full Profile of Personal Development award, considered equal to an NVQ Level 1 qualification.

The quotes shown below highlight the ways in which young adult learners have benefited from Getting Connected:

“It has helped because my English has improved – writing and speaking. It gave me confidence to do all nine units because I enjoyed it. I developed more skills.”

“My confidence is a lot better and I can go out and find myself a job.”

“Getting Connected made me realise, yet again, about my feelings and how to deal with

them, so changing my feelings changed my whole perspective on life and made me think, right, these are the important things in my life, these are my goals, these are how I am going to get my goals and how I'm going to succeed, so it did help me with my attitude to life."

Further information - Getting Connected and Literacy, Language and Numeracy

Widespread concern about levels of literacy and numeracy skills amongst the adult population in Britain led to the development and publication of the Skills for Life Strategy in 2001. This strategy highlighted young adults as one of the key target groups in the government's plans to raise levels of literacy and numeracy skills nationwide. Since then, building literacy and numeracy skills has been a feature of a range of policies and initiatives to achieve government aspirations for young adults in terms of social justice and economic prosperity. In more simple terms, young adults need to develop both personal and social skills and practical literacy and numeracy skills to provide them with the tools to improve their life chances, manage their transition to adulthood, and participate in education, training and/or employment.

A high proportion of young adults who participate in Getting Connected have poor literacy and/or numeracy skills. Whilst the main aim of Getting Connected is to develop young adults' personal and social skills, Getting Connected offers rich opportunity for young adults to explore literacy and numeracy skills as part of their own personal development and their aims and ambitions.

Within the Skills for Life Strategy, developing literacy and numeracy skills through another subject such as catering is known as 'embedded' learning. Embedded learning is defined as:

„Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications and to succeed in life and at work“.

In the context of Getting Connected, the 'other skills' are those personal and social skills being developed through the framework. By embedding literacy and numeracy skills into Getting Connected activities, young adults are more able to see the relevance of literacy and numeracy skills and are more likely to be motivated to develop those skills. There are different models of embedding that are used informally by Getting Connected mentors. Literacy and numeracy skills are supported and developed in the following ways:

- Young adults work towards one or more Getting Connected Units and a Key Skills or Skills for Life certificate/qualification, for example in Entry to Employment (E2E) provision. Activities overlap and complement each other – a Getting Connected mentor and a literacy specialist work together to devise activities and resources that will meet outcomes and provide evidence of learning for both programmes.
- Getting Connected is offered as an individual programme and overlapped with another programme that does not have a literacy focus, such as "Youth Work for Health". Both programmes of work provide the opportunity to develop literacy and numeracy skills which play a key role in providing evidence of meeting learning outcomes for both programmes of work. A Getting Connected mentor and health worker plan and develop activities together. The support given around literacy and numeracy depends on the skills, experience and knowledge of the mentors involved.

- Getting Connected is the only programme of work being used. Literacy and numeracy skills are embedded informally in activities developed by the Getting Connected mentors, once again playing a key role in providing evidence of meeting learning outcomes. The extent of this and how it is done depends on the knowledge and skills of the mentors involved.

Contact

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Chapter 4 Conclusions and recommendations

4.1 Introduction

“Literacy, language and numeracy provision that is relevant to young adults’ lives, aims and aspirations is more likely to engage and motivate learners.”

Literacy is a human right, a tool of personal empowerment and a means for social and human development. Access, participation and success in all educational opportunities depends on it. It is at the heart of education for all - essential for eradicating poverty, improving health, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development and democracy.

A good quality basic education equips people with literacy skills for life and further learning; literate parents are more likely to send their children to school; literate people are better able to access continuing educational opportunities; and literate societies are better geared to meet pressing development needs for society and economic prosperity.

Across Europe, the 21st century is characterised by the on-going change from industrial society to a “knowledge society” – we are all meeting new challenges, dealing with new technologies and a new labour market. But there are a large number of functional illiterates and people without an adequate education in Europe, a situation which doesn’t help us to succeed against these challenges.

It is not surprising that young adults who leave school without a basic formal diploma or certificate face disproportionately high levels of unemployment and social exclusion, often finding themselves in a succession of poorly paid, low skilled jobs with little opportunity for progression, and/or periods of time on social security benefits. With a substantial impact on the individual, social and economic development of the individuals and for their countries in general, it is increasingly important that young adults are supported to develop their literacy, language and numeracy skills.

This Motivation Guide has been produced because many of us working in lifelong learning recognise that the sector, and the workforce within it, needs to better engage and motivate our young adults into developing better skills, building their aspirations and achieving goals

– for their individual self esteem and success as well as the prosperity and cohesion of their communities and societies.

But, it is important to realise that ‘young adults with literacy difficulties’ are not a homogenous group. Whilst we understand that specific client groups exist (for instance: the unemployed; those involved in offending and anti-social behaviour; those with mental health issues, learning difficulties and or physical disabilities; those with insecure housing and lack of parental, or peer support, or role models; those who aren’t proficient in the language of their home country; those with caring responsibilities; those who are young parents – the list goes on) – it is clear that each person is an individual. Although many will share some similarities and characteristics, no one young adult is ‘the same’. Reaching individuals and meeting individual needs takes ingenuity, experience, wide ranging skills, openness, honesty, good listening skills and a sense of humour! The most successful young adults’ practitioners are patient, creative, confident, well organised, genuine, enthusiastic, approachable, non-judgemental and able to deal with a wide range of situations with calmness and firmness. They have excellent communication skills, including ICT (both for use in teaching and in work activities), and are confident in their own literacy and numeracy skills and in being able to support development of such skills in others. This may be a ‘tall order’ but it is essential if we are to motivate and progress our young adults through learning.

Many young adults have missed out on opportunities at different stages in their lives for a wide variety of reasons – in childhood, in adolescence, in adulthood – if the cycle is not broken, we create intergenerational disadvantage which continually damages individuals, families, communities and society as a whole.

It’s clear that traditional systems have not worked for many of our young adults and we know that ‘more of the same’ will not have an impact. We need to think about what motivates individuals and use those ‘hooks’ and strategies to create new ways to engage, motivate, teach and progress young adults. We also need to do the same with our learning workforce, some of whom will be resistant to change – it can be uncomfortable and de-stabilising. So we must demonstrate the benefits of new approaches, reach out to our staff and provide professional development opportunities which build on their skills and experience. Making learning more active and fun makes teaching more rewarding and fulfilling – there are benefits for us all. By persevering and trying new things, we can achieve success.

4.2 Engaging young adult learners through marketing and promotion

First and foremost, to succeed in motivating young adults and improving their skills, we must engage them into courses effectively. As mentioned in chapter 1.1 of this guide, there are more learners aged over 25 in literacy courses than young adults. In the interviews which took place during the MoLeYa project, several interviewees mentioned that the current marketing and promotion of literacy courses does not attract them and does not ‘speak the language’ of young adults.

As young functional illiterates have different characteristics to older learners it is important

to create specific strategies which focus on young adults and their interests, their needs and their culture. This will make the prospect of literacy learning and basic education more attractive and interesting to them.

Effective marketing and promotion of literacy courses serves several purposes for example:

- to stimulate young adults to think about their reading and writing skills as well as their own wider learning needs;
- to encourage potential learners to open up and talk about their situation;
- to attract learners to take part in literacy courses;
- to make the wider public more aware of literacy difficulties;
- to raise awareness of the support needed by young people with literacy needs and facilitate their identification and referral to provision from key players;
- to raise awareness of literacy needs and courses amongst decision makers.

While working on the MoLeYa project we learned about a project carried out by the German Federal Literacy Association (Bundesverband für Alphabetisierung und Grundbildung). The project iCHANCE is a sub-project of "Chancen erarbeiten" (to work out chances) which has been funded by the German ministry of education and science. The iCHANCE project directly addresses young adults with low reading and writing competences through a multimedia campaign - looking at what is needed to address young adults and promote literacy education amongst young adults who are not used to a learning environment.

The campaign focused on promoting participation in literacy education through the use of music, the internet, social networks and post cards with the aims of:

- informing young public/ peer-group about the topic of functional illiteracy
- motivating young adults to address their own reading and writing competences
- breaking the taboo topic of functional illiteracy

The three of the main products the iCHANCE project were:

a) The alpha channel on YouTube

On September 8th 2008 (International Literacy Day), a special YouTube partner channel supported by Google in Germany was launched. On this channel young adults can find videos from German celebrities and artists including musicians, comedians and TV presenters who talk about the importance of reading and writing for their own life.

"Stars are role models for young people. When artists are involved with iCHANCE, they promote better basic education and give disadvantaged young people the courage to change something in their lives [to get basic education and improve their reading and writing skills]"^{56 57}

Besides accessing the existing content, young adults are able to upload their own videos, comment on the star's videos and recommend the page to other users.

56 SfLQI Research Resources: Working with Young Adults. Available from www.nrdc.org.uk

57 HELTEN 2010



Fig. 7: Screen shot of the alpha channel on YouTube July 2010

b) using social networks “schülerVz”

“Schüler vz” is a special social network in Germany similar to facebook but with certain restrictions as its users are pupils under the age of 18. The iCHANCE project created an ‘edel profil’⁵⁸ with the aim of raising awareness of functional illiteracy. Pupils can access a range of information including case studies of young adults, in order to discuss the issue with each other and complete homework or school assignments focused on the topic. This method is helping to decrease the taboo nature of functional illiteracy within society and is creating a network of peer mentors.

c) CityCards – a different postcard

A range of free postcards with different designs have been developed and circulated in places such as adult education centres, pubs, bars, discotheques, as well as in schools and at youth events. The back of each card contains the web site address of the iCHANCE project, a short statement about why literacy learning is so important and the number of the “ALFA- Telefon”, a helpline which gives information about illiteracy and literacy courses.

58 „Edel Profil” is a profile created by a company or other organisation. Through these profiles you can share information and users of social networks can become „fans” of such pages and link up with them.



Fig. 8-9: city card “Mändy libt Kewin” front view / city card back view

All the material from the iCHANCE project, including several short videos and audio streams, is available for all organisations working in the field of literacy in Germany. Further information is available from www.alphabetisierung.de or www.ichance.de.

4.3 Engaging and motivating young adults in teaching and learning

In the UK, the NRDC (National Research and Development Centre for Adult Literacy and Numeracy) report *Success factors in informal learning: young adults’ experiences of literacy, language and numeracy*, developed a framework of ‘critical success factors’ for working with young adults. Their findings share many common themes with those from the MoLeYa project which include: atmosphere, environment, skilled practitioners, learner involvement, flexible/relevant/enjoyable provision, appropriate teaching resources and provision of holistic support. We have organised these factors into four key elements: hooking learners in, engaging learners, sustaining involvement, and facilitating learning and achievement. These elements are structured to support you in your approach to working with young adults, recognising that this approach must be situated within the environment in which you are based.

The framework has been used by a range of practitioners in the UK to develop and reflect on their own practice. The following sections look in detail at, and build on, the original work with aim of providing practical examples and ideas for you as a practitioner working with young adults.

4.3.1 Hooking learners in

Young adults are far more confident exploring learning in spaces where they feel relaxed and in control .⁵⁹

It is important to create learning spaces which are safe and unthreatening. Ownership of the learning environment is a key feature young adults often associate with learning being 'not like school'. This may involve learners being consulted and involved in the creation of the space, and having more freedom to use the space (for example, to make drinks or read and chat during breaks) than they experienced in formal education.

Flexibility

It is important to keep engagement in learning programmes flexible .⁶⁰

Greater flexibility around processes such as referral and induction can open up access to learning to wider groups of young adults. For example, some young adults may not be in contact with information, advice and guidance services locally, and may wish to self-refer. Many young adults place the most trust and belief in their peers, and are more likely to act on their recommendations and experiences than referral or sign-posting from support agencies.

You may need to spend a long time gaining trust and building confidence before introducing specific literacy and numeracy activities. Try offering tasters and drop-in sessions that allow young adults to "get a feel" for learning, or raise awareness of literacy and numeracy skills by using innovative and fun approaches such as quizzes. You could try a series of one-off sessions, as some young adults may be reluctant to sign up for a whole programme. For many learners, it may not be a straightforward journey so your provision should allow for this if possible.

Support

Many young adults fell out of formal education because it was incompatible with demands and responsibilities in their lives .⁶¹

Young adults often go through financial hardship, are vulnerably or temporarily housed, or are experiencing the breakdown of personal or family relationship/s – all of which can mean a complicated and risky transition to adulthood. In the face of such difficulties, learning can seem unimportant, or just another pressure. To attract young adults facing such challenges, it may be necessary to offer childcare or short sessions to fit with caring responsibilities, and to provide tailored support for money, housing or relationship difficulties. Having a trusted adult to offer support and advice around such issues is of vital importance.

Reflection

- Who is my target group? What are their particular interests or barriers?
- How will I introduce literacy, language and numeracy learning to my target group?
- Who can help me reach new learners?
- Can I involve young adults in creating a safe and welcoming space?
- How flexible is our provision and the referral process?

⁵⁹ MCNEIL/DIXON 2005

⁶⁰ MCNEIL/DIXON 2005

⁶¹ MCNEIL/DIXON 2005

- Can we offer young adults the support they need with practical and emotional issues? Or can we work with other agencies to do this?

4.3.2 Engaging learners

Building trust

Forming trusting relationships with young adults must be the primary goal in order to sustain longer-term engagement .⁶²

It is important to recognise the value young adults place on their identity and image. Respond to and support this where possible, rather than try to change something that is perceived to be central to the way they see themselves. Low confidence and poor self-esteem are often key issues for young adults, although this can manifest itself as disengagement, boredom or even aggression. The early stages of learning programmes must be about building confidence in relationships with practitioners and other learners, and in the learning process itself. Activities which develop a sense of achievement and progress are important. Similarly, it is vital to avoid activities or tasks (including some forms of initial assessment) that could undermine confidence, or compound feelings of failure.

Keeping it interesting

Young adults have a wide range of interests, many of which they are passionate about .⁶³

Starting with these interests is highly effective in creating interest and enthusiasm. Ensure that the session or programme is relevant to learners' lives at the time, and be overt about how they can use the skills they are learning in real life. Learning which appears to be irrelevant can be swiftly dismissed as "boring". Young adults are facing a number of new experiences as they make the transition to adulthood, including becoming a parent, living independently, meeting new people, managing money or moving into employment. Supporting them in these experiences offers rich opportunities to develop literacy, language and numeracy. Exploring new technology, where possible, can also be a great incentive to join in. This can also contribute to the development of trusting relationships – encourage young adults to teach you about new media technology and social networking, for example.

Creating the right environment

Work towards an unpressurised, friendly and supportive environment.⁶⁴

Relationships between practitioners and learners, and within the group itself, are of paramount importance. However, it is easy to overlook the significance of smaller factors such as comfortable chairs, pleasant lighting or décor, being able to have a hot or cold drink during sessions, and being able to make food and eat together in the centre. Young adult learners respond well to the process of developing and considering ground rules, and such an exercise also provides excellent opportunities for debate and discussion. Consider also the written communication in learning areas – posters and leaflets are good examples of everyday literacy, and should be clear and jargon-free.

⁶² MCNEIL/DIXON 2005

⁶³ MCNEIL/DIXON 2005

⁶⁴ MCNEIL/DIXON 2005

Listening to your learners

Knowing your learner(s) is paramount – listening to young adults helps with breaking down pre-conceived ideas and barriers, on both sides.⁶⁵

Young adults are very quick to perceive situations where they feel they are not being treated as individuals, or as adults. It is important to work with learners to find out where they are emotionally and psychologically, and meet them there. This process can be supported by a range of informal (and more formal) initial assessment tools and techniques. This is also a critical element of understanding what learners want and hope for from the learning they are involved in.

Reflection

- What activities and strategies can we use to build trust and confidence at the beginning of learning programmes?
- How do we find out about learners' interests? How can we build learning around them?
- How do we listen to our learners? Do learners know we are listening to them?

4.3.3 Sustaining involvement

Keeping it informal

Young adults are not resistant to learning itself, but will strongly resist provision they perceive as being related to formal, school-like learning situations.⁶⁶

Informality is about the approach you take to the setting you work in, the curriculum you offer, the relationships you develop, the teaching methods you adopt and the way you use assessment. An informal approach does not mean “laid back”, chaotic or unstructured. Nor does it necessarily mean no boundaries, poor behaviour or “loss of order”. Creating and sustaining an informal approach can involve a great deal of thought and planning. Relationships with young adults must be based on trust and respect, and this is central to sustaining engagement. One to one time with a supportive adult is often the main incentive in attending learning provision for young adults who have few support networks and are facing challenges in their lives.

Raising expectations

Many young adults will fall back into the “child” or “pupil” role by default, so it is important to breakdown the child/adult opposing relationship.⁶⁷

Having faith in young adults, and demonstrating this, is an important element of raising expectations and aspirations. Consider your use of language: how often do you say “have a try...”? Is there a way that you can say “you can do it”? Many young adult learners will have been labelled disruptive at school, and may be accustomed to being recognised for this type of behaviour. Rewarding and recognising positive behaviour and achievement with praise is central to building self-esteem, confidence and motivation. Support learners to develop at

⁶⁵ MCNEIL/DIXON 2005

⁶⁶ MCNEIL/DIXON 2005

⁶⁷ MCNEIL/DIXON 2005

their own pace – think about how you can tailor activities and provide differentiated learning for young adults with a range of skills and abilities. Some teaching and learning materials provide resources at different levels that focus on the same topic, and have the same appearance, so that groups with differing levels of ability can work together.

Making boundaries clear

Mutual respect should be based on responsibility, and effective compromise within the boundaries .⁶⁸

Set aside group time to set and discuss ground rules, to negotiate boundaries for mutually acceptable behaviour, and to deal with emerging issues. This also develops confidence and builds speaking and listening skills.

Anticipating barriers to learning and achievement

Practitioners working with young adults need to be ‘user-friendly’ - aware of the types of issues they may be facing, and non-judgmental in their advice and support .⁶⁹

Take time at the beginning of programmes to find out about barriers to learning that individuals may be facing, or perceive they are facing. Seek to provide practical solutions where possible, or to work with others to put them in place. For example you can help by supporting young adults to find information about financial support, provision for childcare and help with using public transport. If the young adult feels overwhelmed with practical barriers, you can help them to break these down and tackle them one-by-one.

Reflection

- How can we adopt an informal approach in our work?
- What opportunities are there for collaborative learning?
- Do we encourage ownership of learning?
- How am I going to build confidence and independence?
- How do I give feedback? Do I use praise to good effect?
- Do we have regular opportunities to review group ground rules?
- Is support in place to address practical and emotional barriers to learning?

4.3.4 Initial assessment

If you are going to offer opportunities for learners to improve their skills in literacy, language and numeracy, you should first undertake an initial assessment to give you a general picture of a learner’s level. This should be positive – highlighting the skills young adults have, as opposed to emphasising what they don’t know or what they lack. Initial assessment can be used to help build a picture of learners’ skills and abilities, identify their aims and aspirations, develop targets, and plan a programme of learning that will meet their needs. It is not about passing or failing, but simply a process of checking where a learner sits in comparison with the national standards. There may be some standard assessment tools that have been developed in your country, but there are other ways that you can draw up a whole picture of the learner and what they can do. Approaches you could use include:

68 MCNEIL/DIXON 2005
 69 MCNEIL/DIXON 2005

- discussions and interviews,
- observations,
- structured activities or tasks such as completing a registration form or a piece of creative writing.

Working with young adults: facilitating learning and achievement is also a useful resource, which includes top tips for using initial assessment with young adult learners. It was developed as part of a European project supporting practitioners to identify and refer young adults with literacy, language and numeracy needs.⁷⁰

Building trust is crucial, particularly so that young adults can understand how literacy and numeracy skills will be taught before expecting them to agree an action plan for improvement. Initial assessment in literacy, language and numeracy can be used alongside a range of other tools and techniques to build up a holistic picture, and support all aspects of learners' development.

4.3.5 Individual Learning Plans

An Individual Learning Plan should be formed from the outcome of whatever assessment you decide to use to best suit the needs of the learner. To get the most out of the learning process, the learner should understand and agree with the plan. It should include clear goals with separate targets for literacy, language and numeracy, and clearly state how these targets will be met. The best understood targets are clear and achievable, for example 'learn to spell six personal key words each week'.

It may not be appropriate to set targets early on for some of your learners, as some young adults may not be ready to open up straight away. If this is the case, then target setting can be staggered throughout the course of learning. Learners will value their own learning plan if targets are negotiated and reviewed regularly. This means the young adult can see what progress they are making and with specific feedback on their learning and achievement, they will see they are making tangible progress.

4.3.6 Formative assessment and giving feedback

Formative assessment is an ongoing process of assessment between you and your learners. However, the assessment is not necessarily of the learning, but for the learning. Giving feedback and recognising achievement allows you to adapt the learning programme where necessary and to plan the next phase of learning. Facilitating ongoing discussion about feedback is important to maintain motivation and build confidence in the learning environment, and encourages autonomy in learning. To create more autonomy, learners could even set the success criteria. For example, learners could agree the criteria for a successful verbal presentation and then reflect on their progress against it.

Building confidence and self-esteem through regular feedback is one such way to encourage young adults to see the gains that they have made. Also, encourage self-assessment and peer assessment rather than always giving feedback yourself. Proofreading, evaluating how a task went and personal reflection can all promote and encourage learning. A collaborative approach to learning will help young adults to develop their oral skills, reinforce learning and build confidence.

⁷⁰ <http://archive.niace.org.uk>

Your verbal feedback is also important as praise and encouragement helps to raise learners' confidence and self-esteem. The advantages of providing verbal feedback to learners are that it is:

- immediate
- context specific
- active and adaptable
- ongoing
- stimulating
- personalised
- motivating

4.3.7 Facilitating learning and achievement

Young adults' achievements and progression in literacy, language and numeracy is often rewarded and demonstrated to the learners by involving them in the planning and evaluation of their projects and challenges in the learning programme. This develops a sense of ownership, and relates learning to concrete activities. Where appropriate young adults may also respond to mini certificates that recognise attendance, team working, supporting others, or completing the programme. The key is to make rewards immediate, attainable, and tangible. Again it is important to recognise the meaning of the certificate to the learner - this may be the first certificate the learner has received, so make it an event to celebrate.

Think about other ways you can raise expectations and encourage progression. Explore links with local colleges and training providers so you can take interested learners to visit colleges/learning centres. This enables young adults to explore and become familiar with new surroundings, with the support of an advocate who is on hand to help them ask questions. This can help them overcome fear of a new environment which they may associate with formal education and school.

Reflection

- What strategies can we use to build up an holistic picture of learners' needs and abilities?
- How do we set targets with learners?
- What structures are in place to facilitate achievement?
- How do we offer feedback?
- How do we celebrate success?

4.3.8 Learning Preferences and using a multi-sensory approach

The young adults you work with are likely to have experienced perceived 'failures' in past learning, and may particularly lack confidence in literacy, language and numeracy. Adopting a different approach that encourages and focuses on success will go far in increasing the chances of re-engaging them. Knowing how people learn best is a really important factor. Formal learning contexts often use teaching approaches that are centred on reading, writing and listening activities. Learners who have difficulty with these skills, or who learn more effectively in other ways, can find it difficult to be successful in formal learning situations. All of us, when we are learning, need to use a range of approaches, often linked to the subject we are learning about. Successful learners are able to adapt their approach to suit the learning situation.

In general, it is a good idea to adopt a "blended approach" that doesn't just rely on one

teaching method, and to support learners to feel more confident in adapting their own approach. Young adults who have become disengaged with formal education may respond to a variety of formal and informal approaches to learning. They can easily choose to opt out of teacher-led learning, but active learning that involves them in the task is more likely to increase their rate of participation.

Consider using a variety of methods to encourage active learning, such as:

- paired work;
- small group work;
- individual work and peer checking;
- whole class discussions;
- learners giving explanations or presentations;
- quick quizzes (oral or written);
- practical and creative work;
- open questioning;
- video or DVD clips presented by the learners etc.

When contact with learners has been sustained, and relationships built, it is easier to tailor learning programmes and activities to individual needs. Having a range of ideas and strategies at your disposal means you can be creative with learning, respond swiftly to changes in group dynamics, and be flexible in trying out new ideas with confidence. Adopting individual and/or differentiated approaches where possible also enables learners to work at their own level without highlighting this to other members of the group.

Young adults will appreciate a variety of teaching methods to stimulate interest, hold their attention and help them take on board information where they struggled to at school. It is a very powerful moment when a learner realises s/he has understands a concept that they never thought they would.

In post-16 education, many practitioners and providers use a model of “learning styles” that divides activities into “visual”, “auditory”, and “kinaesthetic”. The idea is that learners can often have a preference for learning activities that focus particularly on one of these routes.

Visual learning

For example, some learners prefer information that is represented graphically. You could, therefore, encourage learners to use tables, cartoons, post it notes, pictures, photos and other ways of organising, comparing or displaying information. Some activities easily lend themselves to using visual organisers. For instance, visualising a timeline can help some learners get a sense of what comes next. See some examples at www.teach-nology.com/web_tools/materials/timelines/

Creating visual maps or timelines can also support learners to reflect on their progress since starting the course. Ideas such as The Wallpaper Walk⁷¹ enable groups or individuals to create visual displays of highs and lows, achievements and challenges, and to draw out what they have learned from a course or programme, and how they will use it.

Auditory learning

Similarly, some learners prefer auditory approaches such as listening to explanations and

may repeat what you've said back to you as this helps them process information, according to this model. Some auditory learners concentrate better when they have music or 'white noise' in the background. Some may retain new information better when they talk it through. Modelling, listening to a tape, and paired listening activities are other examples of auditory learning activities. Young adults may prefer to remember complex sets of information by putting them to song or rhythm.

Kinaesthetic and tactile learning

This refers to activities that have a practical, hands on element, or that encourage learners to move around whilst they learn. Activities that involve learners moving around can make learning fun and help some people to digest information. You can display information around the room and encourage learners to promenade, or play team games and activities requiring them to move around the room. This will depend upon your cohort of learners, and it will be your judgment whether these types of activities will engage your learners effectively. Some individuals and groups of learners struggle with such active participation, and some 'older' young adults (for example, over 19) may associate very active learning with 'playing' or childishness. It is very important to consider how such activities are introduced.

4.3.9 Tips on using writing in working with young adults

NRDC research⁷² recommends that literacy practitioners:

- place the focus first and foremost on writing as communication – use real examples that are contextualised for your learners;
- encourage learners to compose their own texts and support learners to do this through the careful setting up of writing tasks and use of talk;
- approach the technical aspects of writing including spelling, grammatical correctness and punctuation, within the context of meaningful writing tasks rather than through de-contextualised exercises;
- be flexible and responsive to learners' needs, supporting learners as they draft, revise and proofread their work;
- make links between the writing undertaken in the class and the learners' lives beyond the classroom.

Whatever your approach, it is essential that you make sure writing skills are taught in a way that is meaningful and relevant to the learner. Build on what learners know already and what they enjoy. If learners are daunted by the prospect of writing, you can make it easier:

- talk about the task;
- break it down into stages;
- talk about the subject;
- collect and record ideas for vocabulary before the writing;
- provide spellings;
- provide a model or writing frame;
- write in pairs or groups;
- scribe for the learner.

Writing doesn't have to be perfect first time and it is important to encourage learners to see writing as a process that involves planning, drafting and refining their writing. You can involve learners in deciding upon a topic to write about: try making a cube and writing ideas on each face. You can use this as a dice to choose themes for writing.

Spelling can hold writers back. You can help young adults to improve their spelling whilst also providing plenty of opportunities for them to write. It may be helpful to remember:

- *spelling is a specific skill that most people can practise and improve;*
- *lack of confidence plays an important part in spelling problems;*
- *it makes sense to learn to spell words the young adult uses regularly;*
- *it is helpful to use memory aids (such as rhymes and patterns).*

It is useful to spend time with young adults to help them to see the relevance of specific literacy or numeracy skills to their own lives. Poor spellers can find the broad task of improving spelling completely overwhelming given the vast number of words available. You can help your learners to draw up word lists of words they use regularly. Starting small and building up skills in a structured way such as spending the first five minutes of each session on spelling will help build confidence.

4.3.10 Tips on using reading in working with young adults

Take care to select suitable reading materials for your learners in terms of complexity and interest. Build on the familiar by using extracts from magazines, websites or newspapers they like.

Oral reading fluency

Provide lots of opportunities for learners to practise and develop skills in reading aloud. This can be a useful skill; perhaps get your learners to talk about their experiences and how they feel about reading aloud. Some methods you can use to develop oral fluency are:

- Paired reading: The learner reads with you or another learner at a higher level. Start reading the text together until the learner signals that he or she is happy to continue alone. For a full account of this technique see <http://www.dundee.ac.uk/eswce/research/projects/trwresources/reading/>
- Choral reading: A group version of the above. This takes the pressure off individual learners;
- Performance reading: The learner prepares for a 'performance' which may be reading a poem, song or extract they have chosen.
- Explicit comprehension strategies
- Provide activities that support the understanding of texts. Some helpful techniques are:
- Story structure, to teach awareness of features such as setting, characters and plot;
- Question answering, getting learners to link information from different parts of the text with their existing knowledge;
- Question generating, whereby learners ask and answer questions about their reading
- Summarising, where learners identify the main ideas.

Reciprocal teaching

Model the teaching strategy and then support your learners until they are able to take over your role and support each other.

Language experience approaches

This works well with learners who do not speak the language of their host country as a first language. Remember 'a beginner reader is not a beginner thinker'. Help the learner to write a paragraph or a few sentences and then get them to read it back or cut it up and re-order it. This ensures that you work with language the learner is familiar with.

In addition, many learners benefit more from spending time working in pairs or small groups rather than working alone. Reading does not need to be a solitary activity but can be worked on collaboratively with peers. Young adults want to be treated as such, and will respond well to working in small groups or pairs. Allow them to dictate the material they read and adopt a non-judgemental approach to their choice of reading material. The important factor is to build confidence in reading so learners can adopt a range of texts, feel they can make mistakes and develop at their own pace. Start a library by encouraging your learners to donate books or magazines they have read or enjoyed. Have plenty of reading material available in informal or break-out areas.

4.3.11 Tips on using speaking and listening in working with young adults

Skills in speaking and listening, although they underpin almost all learning experiences, are often overlooked and rarely explicitly taught outside language programmes. The ability to express what one is thinking, particularly about emotions and relationships, has a very important role to play in learning. The development of emotional intelligence - negotiating roles and identity, taking responsibility for actions and feelings, and responding to the actions of others - is made possible through speaking and listening. This personal and social development is particularly important for young adults. Speaking and listening can be developed through a wide range of learning activities and opportunities. Providing lots of opportunities for your learners to express themselves will help build their confidence. Modelling and discussing formal and informal language can help young adults understand the appropriateness of the language they use.

You may want to consider bringing in a guest speaker for your learners to interview, or working with arts organisations to develop drama work or music activities to build oracy skills. Developing speaking and listening activities can often spill over into literacy and numeracy learning. Exploring the language of rap can stimulate lyric writing, for example, and discussing attitudes to spending and saving can lead to work on percentages.

4.4 Recommendations for teacher training

- The work carried out as part of the MoLeYa project leads the partners to the following conclusions:
- Being a pre-16 practitioner does not mean a person will necessarily be a successful post-16 practitioner;
- Specific teacher training programmes are required to prepare staff to work with post-16's;
- Being a successful post-25 practitioner does not necessarily mean a person will be successful with the 16-25 age group;
- Skills and qualifications of practitioners working with young adults should be standardised and a minimum requirement should be set – this should include the need to have appropriate personal levels of literacy, numeracy and ICT;

- Post-16 literacy and numeracy practitioners should engage in specific teacher training for these subjects rather than simply having a general teaching qualification;
- Continuing professional development is required throughout a practitioner's career to ensure they keep their skills up to date and relevant – teacher training is not just for new entrants to the profession (!);
- Continuing professional development should be identified individually dependant on practitioners existing skills and competencies in the lifelong learning workplace rather than qualifications;
- Initial teacher training, specialist subject teacher training and continuing professional development should be available to practitioners on a fee-subsidised or free basis;
- Initial and continuing professional development around specific training on youth culture/needs/demands should be provided;
- Information, advice and guidance should be available freely to all people considering entering and/or progressing in their lifelong learning careers to enable them to identify the most appropriate route/s;
- Virtual (e.g. email) and physical (e.g. face-to-face) communication networks should be encouraged and facilitated for young adults' practitioners to exchange experiences, good practice, teaching resources, concerns etc.
- Practitioners should be trained in networking skills for the above fora – in order to start and maintain effective and productive contact with other relevant organisations (e.g. for internships, exchange etc);
- These networks and fora should explore what forms a 'core' curriculum for young adult learners and develop a framework which can be localised to meet specific needs;
- Emotional support should be available freely, and without consequence, for people working in lifelong learning to enable them to effectively manage the stresses and strains of working with disadvantaged and disaffected client groups whilst achieving a positive work life balance;

Appendix 1 Glossary

Adult education - General or vocational education provided for adults after initial education and training for professional and/or personal purposes; it includes general education for adults in topics of particular interest to them or training in basic skills which individuals may not have acquired earlier (such as literacy, numeracy); it aims to give access to qualifications, acquire, improve or update knowledge, skills or competences in a specific field.

Basic education - UNESCO defines this as a broader concept than primary schooling, comprising early child education, adult literacy programmes, and a range of non-formal activities for children, young people and adults.

Career Guidance - These are services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance.

Competence - The capacity to effectively use experience, knowledge and qualifications.

Decision-makers - Any category of staff with decision-making/managerial duties in education, assessment, training, guidance and inspection, and responsible authorities at local, regional and national level and within ministries.

Experts - In the context of the MoLeYa project these are teachers, trainers, tutors and the range of practitioners working with young adults with low levels of literacy skills.

Formal learning - Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification.

Functionally literate - According to UNESCO “a person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculations for his own and the community’s development.”

Good Practice - An exemplary project (including results or processes) which has positively influenced systems and practices through its activities and results. Consequently, these good practices are worth transferring and exploiting in different contexts and environments by new users or entities.

Grundtvig - It is part of the EU Lifelong Learning Programme. It focuses on the teaching and study needs of those in adult education and alternative education streams, as well as the institutions and organisations delivering these services. Supporting lifelong learning and mobility in this way also tackles Europe’s ageing population problem.

Guidance - A range of activities designed to assist people to make decisions about their lives (educational, vocational, personal) and to implement those decisions.

Guidance & Counselling – A range of activities such as information, assessment, orientation and advice to assist learners, trainers and other staff to make choices relating to education and training programmes or employment opportunities.

Holistic approach – It refers to the concept of explaining something in the context of the whole and not by its component parts alone.

ICT - Information and communication technologies: technologies which provide for the electronic input, storage, retrieval, processing, transmission and dissemination of information.

ICT skills - The skills needed for efficient use of information and communication technologies (ICT). The basic skills in ICT refer to the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Illiterate /Illiteracy – UNESCO declares illiterate “any person unable to read and write”. The term has additional aspects of meaning in the different national contexts across the EU.

Informal learning - Informal learning can be found everywhere, e.g. in the workplace, family or leisure; it can also refer to individual activities at home, like reading a book. This type of learning is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional or non-intentional - “incidental”.

Knowledge - The facts, feelings or experiences known by a person or a group of people.

Learning of foreign and second language - In the context of the MoLeYa project these are language learning opportunities in view of promoting social inclusion for immigrants and other people who do not speak the language of the host country.

Lifelong learning - All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

Lifelong Learning Programme – It was established by Decision 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 (Official Journal L327 of 24/11/2006). The general objective of the programme is to contribute through lifelong learning to the development of the European Union as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. In particular, it aims to foster interchange, cooperation and mobility between education and training systems so that they become a world quality reference.

Literate /Literacy – according to UNESCO a literate person is one who can “read and write, with understanding, a short simple statement about his or her everyday life”.

Motivation - In the context of the MoLeYa project motivation refers to the mental process that stimulates and encourages an individual to participate in learning.

Non-formal learning - Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

Qualifications - Qualifications are a formal expression of knowledge, skills and wider competences of the individuals. They are recognised at local, national or sectoral level and, in certain cases, at international level. A qualification is achieved when a competent body determines that an individual's learning has reached a specified standard of knowledge, skills and wider competences.

Skill - The knowledge and experience needed to perform a specific task or job.

Social inclusion - When people can participate fully in economic, social and civil life, when their access to income and other resources (personal, family, social and cultural) is sufficient to enable them to enjoy a standard of living and quality of life that is regarded as acceptable by the society in which they live and when they are able fully to access their fundamental rights.

Special Needs Education - Education that focuses on the teaching of students with academic, behavioural, health or physical needs that cannot sufficiently be met using traditional educational techniques.

Training of trainers - Theoretical or practical training for teachers and trainers.

VET - Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

Young adult - In the context of MoLeYa project a young adult is a person aged between 16 and 25 years, who is: not involved in initial education; is a first language speaker of the home country; is educated within the home country education system; is a third generation migrant or indigenous to the home country; is re-engaged in learning and has acknowledged difficulties in reading, writing and numeracy.

Sources:

http://www.cedefop.europa.eu/EN/Files/4064_en.pdf

http://ec.europa.eu/education/programmes/ltp/guide/glossary_en.html

http://www.unesco.org/education/GMR2006/full/chapt1_eng.pdf

http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf

http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf

http://ec.europa.eu/dgs/education_culture/publ/pdf/comenius/handbook08_en.pdf

http://ec.europa.eu/education/pdf/doc268_en.pdf

Appendix 2 Research Documents

1. Field manual for young adults interviews

questionnaire ID (serial Number)	place/ date	start time
<input type="text"/>	<input type="text"/>	<input type="text"/>

STATISTICS

SO FIRST OF ALL I WOULD LIKE TO KNOW MORE ABOUT YOUR CURRENT LIVING CIRCUMSTANCES. PLEASE TELL ME ABOUT YOURSELF AND YOUR CURRENT LIVING CONDITIONS!

Int: First of all, please let the interviewee speak openly. Write in the given facts in the questionnaire below. If the interviewee did not mention all the facts please enquire!

- E1 Year of birth

19..

- E2 What is your sex?

INT: This question does not need to be asked by the interviewer!

Male
Female

- E3 What is your ETHNICITY?

INT: Please make a cross in the appropriate column!

White:

English Scottish Welsh Irish Any other white background

Black, Black British, Black English, Black Scottish or Black Welsh:

Caribbean African Any other Black background

Asian, Asian British, Asian English, Asian Scottish or Asian Welsh:

Indian Pakistani Bangladeshi Any other Asian background

Mixed:

White & Caribbean White & Black African White & Asian Any other background

Chinese, Chinese British, Chinese English, Chinese Scottish, Chinese Welsh or other ethnic group:

Chinese Any other background

E4 With which level of qualification did you leave initial education?

INT: Please make a cross in the appropriate column!

	Still in school	Finished school
Left school without any qualifications	<input type="checkbox"/>	<input type="checkbox"/>
CSE	<input type="checkbox"/>	<input type="checkbox"/>
GCSE	<input type="checkbox"/>	<input type="checkbox"/>
A-Levels	<input type="checkbox"/>	<input type="checkbox"/>

E5 Do you work currently?

apprentice	<input type="checkbox"/>
Pupil or student	<input type="checkbox"/>
military service/ civilian service	<input type="checkbox"/>
Full time working	<input type="checkbox"/>
Part time working	<input type="checkbox"/>
Currently unemployed/ short-time work	<input type="checkbox"/>
No longer working	<input type="checkbox"/>
Never worked	<input type="checkbox"/>
Other causes for not working	<input type="checkbox"/>

E6 What is your marital status?

single	<input type="checkbox"/>
married	<input type="checkbox"/>
cohabitation	<input type="checkbox"/>
separated	<input type="checkbox"/>
divorced	<input type="checkbox"/>
something else	<input type="checkbox"/>

E7 What is your living Status?

I live at home with my parents.	<input type="checkbox"/>
I live on my own.	<input type="checkbox"/>
I live with my life partner / loved one / spouse.	<input type="checkbox"/>
I live in assisted housing for young people.	<input type="checkbox"/>
I live with my child/children (not with a partner)	<input type="checkbox"/>
I live in a Flat share.	<input type="checkbox"/>
I live in temporary accommodation (e.g. with a friend)	<input type="checkbox"/>
Other	<input type="checkbox"/>

E8 Do you have children? If yes how many?

Number

E9 Which level of qualifications do your parents have?

INT: Please make a cross in the appropriate column!

	Mother	Father
Left school without any qualifications	<input type="checkbox"/>	<input type="checkbox"/>
CSE	<input type="checkbox"/>	<input type="checkbox"/>
GCSE	<input type="checkbox"/>	<input type="checkbox"/>
A-Levels	<input type="checkbox"/>	<input type="checkbox"/>

E10 Are your parents working currently?

INT: Please make a cross in the appropriate column!

	Mother	Father
Student	<input type="checkbox"/>	<input type="checkbox"/>
Full time working	<input type="checkbox"/>	<input type="checkbox"/>
Part time working	<input type="checkbox"/>	<input type="checkbox"/>
Currently unemployed/ short-time work	<input type="checkbox"/>	<input type="checkbox"/>
No longer working	<input type="checkbox"/>	<input type="checkbox"/>
Never worked	<input type="checkbox"/>	<input type="checkbox"/>
Other causes for not working	<input type="checkbox"/>	<input type="checkbox"/>

E11 How many siblings do you have?

Number

E12 How high is the total take home amount in your household per month? (includes scholarships, money from parents, work, social benefits etc.)

under 500 €	<input type="checkbox"/>
500 till 900 €	<input type="checkbox"/>
900 till 1.700 €	<input type="checkbox"/>
1.700 till 2.000 €	<input type="checkbox"/>
2.000 till 2.600 €	<input type="checkbox"/>
2.600 till 3.200 €	<input type="checkbox"/>
3.200 € and more	<input type="checkbox"/>
Do not know.	<input type="checkbox"/>

E13 Are you satisfied with your current living conditions?

very satisfied.

- | | |
|----------------------|--------------------------|
| satisfied. | <input type="checkbox"/> |
| Partly satisfied | <input type="checkbox"/> |
| not very satisfied | <input type="checkbox"/> |
| Not at all satisfied | <input type="checkbox"/> |

Int: First of all, please let the interviewee speak openly to key questions [S1 - S7]. If the interviewer has the feeling that the respondent did not mention all the facts which it is necessary to gain for the project, please enquire with optional questions [E- questions]!

It is possible that the interviewee touches topics within the interview which could be interesting for the project. In this case the interviewer should ask questions which are not included in the field manual. But it is important that all key questions stated in this field manual are asked!

EXPERIENCES IN SCHOOL
 S1 WHAT WAS YOUR EXPERIENCE OF SCHOOL?

- E1 What was school like for you - were there any particularly good or bad experiences?
- E2 What does school mean for you?

CURRENT LIVING CIRCUMSTANCES
 S2 WHAT MADE YOU GO BACK INTO LEARNING?

- E1 What are you hoping your learning will lead to?
- E2 What benefits are you gaining from your learning?
- E3 How did you get to know/ become aware of the course that you are currently doing?

GOALS
 S3 WHAT DO YOU WANT TO ACHIVE IN LIFE?

- E1 Which concrete goals in life do you have?
- E2 What is your life dream?

DIFFICULTIES/ PROBLEMS IN LEARNING
 S4 WAS IT DIFFICULT TO COME BACK INTO LEARNING?

- E1 What where the difficulties?
- E2 If it wasn't difficult, is there a particular reason why

MOTIVATION
 S5 WHAT MOTIVATES YOU TO TAKE PART IN THE COURSE REGULARY, RATHER THAN DROP OUT?

- E1 What are the positive benefits from being in learning?
- E2 Where do you get your encouragement/ support from?
- E3 When it get's difficult, what do you do to cope/what (or who) helps you to cope?
- E4 When it goes well, how do you feel/ what do you do?

COURSE EXPERIENCES
S6 IS THERE ANYTHING YOU WOULD LIKE TO CHANGE ABOUT YOUR LEARNING COURSE?

- E1 Are you satisfied with the course?
- E2 If you had the possibility is there anything that you would change within the course?
- E3 Do you get on with your teacher?

OTHER LEARNERS
S7 WHAT ADVICE WOULD YOU GIVE TO A YOUNG PERSON WHO IS IN A SIMILAR SITUATION TO THE ONE YOU WERE IN?

Thank you very much for your participation!

End time	Interviewer Name:

2. Field Manual for expert discussion rounds

Warm up (approx. 20 Min.)

- Introduction of the moderator
- Introduction of the topic and aims of the discussion round
- Round of introductions of the participants
- Announcement of principles and rules for the discussion round:
 - o Speak loud and clear
 - o Speaking time shouldn't be overstretched
 - o Only one person should speak at a time
 - o Present your point of view openly: There is no „right“ or „wrong“!
 - o According to this don't react with rough critique on discussion contributions
 - o Within discussions there does not have to be one result/outcome
 - o The discussion has to be held in a round not in classroom teaching style (Moderator – participant)
 - o Explanation why we do audio and video recording
 - o Ask the participants to write their name tags.
 - o Switch off mobile phones (they disturb the discussion as well as the recording)

Topic 1: Experiences with the topic „functional illiterated young adults“

Aim: To determine the perception of complex problems of functional illiterates especially of young adults in the age of 16 to 25 years. This shall help to clarify how trainers/ teacher's perceive the general and learning problems of persons concerned, as well as how much they know about the topic in general. This first part of the discussion round is seen as introduction to the topic.

Key question 1 (approx. 20min)

Whom among you has already worked with functional illiterates especially with young adults facing illiteracy? And what overall impressions do you have of these people?

Topic 2: Learning motivation of young functional illiterates

Aim: To extract the knowledge concerning the learning motivation in general and in particular from young functional illiterates.

Key question 2 (approx. 30 Min.):

„In relation to learning, can you identify any particular differences in the learning process/motivation of young functional illiterates, compared to older functional illiterates?“

Optional questions:

- With which learning groups do you have experiences? Which differences within the learning motivation do you notice between (the group they worked with) and young functional illiterates?
- What is the specific feature of teaching/working with young illiterates that is particularly effective?
- What are the specific barriers?

Topic 3: support

Aim: To gain information about the support of the teachers/trainers within their organisation as well from the public?

Key question 3 (approx. 30 Min)

„Within your work as a literacy teacher do you feel supported from your organisation as well as from the public?“

Optional questions:

- What should good support look like?
 - How do you motivate yourself to do your job?
 - What outcomes do you wish to see from your work?
 - What support are you satisfied with?
- What support are you unsatisfied with – what would help you to do your job more effectively?

Topic 4: Methods on Motivation/ design of courses

Aim: To gain an overview on the used methods within the literacy courses. Further it shall give information on how to design the course setting as well as an overall course concept.

Key question 4 (approx. 30 Min)

„The ideal literacy course for young learners should be like...?“

Optional questions:

- What are the learning needs of young functional illiterates?
- What are the methods you use or you would like to use to motivate those young learners?

- How do you cope when learners struggle/ have difficulties with the requirements of your course?
- What do you think are the key strategies to use in motivating young adults with literacy/ numeracy strategies to learn?
- What do you think causes less learning motivation?
- How do you attract young functional illiterates and help them to get motivated and achieve?

(Duration approx. 2h 15min)

Appendix 3 Overview of Partners

The partnership of the MoLeYa project is comprised of eight organizations from eight different countries. Each organisation is described individually according to their specific expertise and their main field of work. A structured overview of contact information is provided at the end of this section.



Thüringer Volkshochschulverband e.V. (Thuringian Association of Adult Education)

The Thuringian Association of Adult Education (TVV e.V.) is the regional umbrella organization of the 23 adult education centres (Volkshochschulen) located in the communities or major cities of Thuringia.

As an umbrella organisation it provides services for members, including lobbying activity. In a broader sense, it aims to promote adult education in general and in political, cultural and professional terms. The TTV e.V. is involved in the implementation of lifelong learning by raising awareness among the wider public and by developing the basic conditions for lifelong learning. It carries out pedagogical work in the fields:

- Politics, Society, Environment
- Career, Data Processing
- Languages
- Health Care
- Arts and Culture
- Basic Skills, School Degrees, Literacy

The TTV e.V. offers train-the-trainer courses. It carries out projects both as a coordinator and as a partner, including projects in European programmes such as GRUNDTVIG or LEONARDO.

Furthermore it is an authorised centre for a wide range of examinations, including Cambridge ESOL examinations.

The TVV e.V. is associated with a wide network of institutions in Thuringia, in Germany and across Europe. It works with regional ministries and adult education organisations all over Germany, schools, the Thuringian teacher training school, social partners, publishers, chambers of commerce, political representative, etc.

Further the TVV e.V. is a member in the German Association of Adult Education (DW e.V.), the Federal Association of Literacy and Basic Skills and the Thuringian Consortium for Adult Education. The TVV e.V. is quality certified according to LQW (Learner Orientated Quality Certificate in Further Education).



AGORA

AGORA is a non-governmental association in Lorient, in the south of Brittany, France. It is involved in the economic environment and has a social purpose. The main activities of AGORA are the provision of accommodation for young and older people, training and teaching for unemployed people, continuous education and catering activity (collective restaurants). Within the training sector, Agora manages workshops for people who have basic skills needs. Agora also has a specific European team whose role is to manage European trans national projects.

The aim of the Association is to help jobless people to find a job and thus to contribute to local development.

The Association was created in the 1970s; each year, more than 4,000 people benefit from its services; it employs 120 people. It carries out training programmes that are ordered by the French or European Authorities, in close partnership with many local, private or state organisations.



IIZ/DVV - Institute for International Cooperation of the German Adult Education Association

The IIZ/DVV was founded in 2000 to support the field of adult education and vocational training. DVV' International's mission is to develop local sustainable adult education structures, increase general and vocational adult educational provision (CV development and training of trainers), implement European computer literacy standards (Xpert ECP), personal and business skills (Xpert PBS), economic and entrepreneurial competences (EBC*L), promote the integration of socially disadvantaged groups, active citizenship learning and Lifelong Learning.

DVV Int. is the main promoter of the Lifelong Learning Bulgarian Days: a national discussion forum of co-operation and networking among civil society organizations, educational, business sector and public authorities. Experts from DVV Int. are involved as consultants in national working groups for elaboration of the VET Strategy for Adults, the Adult Education Strategy in the framework of the university education and the midterm Lifelong Learning of Bulgaria 2007-2013.



College of Social Sciences

The College of Social Sciences is the second biggest private college in Lithuania and has gained the reputation of an advanced institution both among the local community and the regional business sector. The main role of the College is to educate qualified specialists who are able to work on their own in a wide variety of business, service and social spheres.

The College has very close relations with more than 600 Lithuanian businesses, which accept students for their practice and participate in the creation of study programmes. While executing national Phare projects, the College provides teaching services for enterprises and helps to improve the skills of employees at their workplace. The College has also gained experience in conducting national and international projects and strives to apply a European dimension to all of its activities. The College of Social Sciences is also a member of the Lithuanian Business Employers' Confederation. The College plays an active role in Klaipeda Regional Employers' Association and is one of the founders of this association.

The College has a lot of experience in project management. It has implemented more than 30 projects in past 10 years under a range of programmes: Structural funds, INTERREG, Phare, and Lifelong learning Program. The College has experience in research, analysis, organizing seminars, meetings and conferences on research subject areas and of international co-operation.



E.N.T.E.R.
European Network for Transfer and Exploitation of EU Project Results

E.N.T.E.R. - European Network for Transfer and Exploitation of EU Project Results

E.N.T.E.R. is a non-profit making association officially registered in Graz, Austria and supports the dissemination and exploitation of developments, products and results from EU funded projects. E.N.T.E.R. was founded to serve four main purposes:

- To support EU strategies through the dissemination and exploitation of project results funded by European programmes for the benefit of all European citizens.
- To offer EU project coordinators the opportunity to disseminate information about their projects and their results to a broad community of interested organisations and bodies.
- To give European citizens and organisations the opportunity to regularly receive information about developments and results in the EU project community.
- To give interested organisations the opportunity to find EU project groups and consortia for exchanging know-how and developing innovative project ideas.

Additional to the services of the network, E.N.T.E.R. also acts proactively as project promoter, project partner and expert to foster dissemination and exploitation standards within the EU.



'EUROED' ASSOCIATION

The organisation was set up in 2005, with the main objective being the promotion of European VET standards and lifelong learning policies in Romania. The organization uses institutional materials and resources and experts in accordance with the European standards, and has collaborations with a number of important European institutions from this domain.

'EUROED' ASSOCIATION undertakes the following activities:

- organizing vocational training courses, mainly in the field of business/social- organization/IT;
- introducing in Romania the European certification standards Xpert/XpertMaster, Xpert PBS and EBC*L;
- lobby and counselling on matters concerning adult education/ lifelong learning;
- study visits and experience exchange with other European countries;
- design and implementation of various transnational co-operations and European projects.

'EUROED' ASSOCIATION is a:

1. Nationally accredited provider of continuing vocational training for the qualifications: Project Manager, Trainer and IT Operator;
2. National representative for European certification systems for vocational competences.
3. Member of European Association for the Education of Adults (EAEA), since 2006.
4. Partner in various transnational cooperation projects funded by European programmes



Hungarian Folk High School Society

The Hungarian Folk High School Society is a national level Non-governmental organisation specialising in non-formal adult education. HFHSS is an umbrella organization with more than one hundred member organisations within Hungary. The general objectives of the HFHSS are

- the realisation of learner-centeredness
- increasing individual and minor community autonomy and action-capability
- addressing problems of marginalisation through learning as well as community development
- taking up of local and national traditional values and increasing European and international openness
- the recognition and support of all forms of learning
- increasing participation in learning
- the recognition of the role of learning in individual and family life, social role taking, employment and career planning

In recent years the Hungarian Folk High School Society facilitated a number of non-formal training courses for more than 500 participants. The HFHSS also has broad experience of Eu-

ropean level projects dealing with both literacy and numeracy. The HFHSS has a learning centre in western Hungary (Balatonszepezd) where all learning programs are held, which include teaching and learning methods and developing curricula. The HFHSS has been a member of the European Association for the Education of Adults since 1992. The president of the HFHSS served as the elected president of the European Association for Education of Adults (EAEA) between 2002 and 2008. The EAEA (established in 1953 in the Netherlands) is currently based in Brussels with Link Offices operated in Helsinki, Madrid, and since 2002, in Budapest.



NIACE - National Institute of Adult Continuing Education

NIACE is the National Institute of Adult Continuing Education and works to promote more, better and different adult learning across England and Wales. The aim is to support and increase the number of adults participating in formal and informal learning.

NIACE seeks to achieve their aims by:

- running high-profile campaigns such as Adult Learners' Week and Quick Reads
- delivering high quality development and research work
- supplying expert consultancy, advice and support services
- engaging ministers and parliamentarians
- supporting networking with practitioners, policy-makers and researchers
- publishing leading books and journals
- offering a wide ranging event management service
- disseminating specialist information
- providing flexible and personalised training courses

NIACE works with and for local authorities, government departments and agencies, voluntary bodies, charitable trusts, adult education providers, trade unions, employers, European funders and adult learners themselves.

NIACE is a charity, a company limited by guarantee and a member-led organisation.

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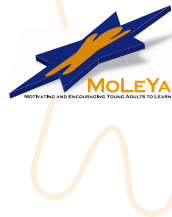
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