

PLA Slovenia - Reaching out to specific groups:  
what tools, partners, finances, 15-16 September  
2020



# Professional development of staff working on outreach to low skilled employees



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MINISTRSTVO ZA IZOBRAŽEVANJE,  
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NALOŽBA V VAŠO PRIHODNOST



# Introduction

Until now, low-skilled workers have rarely been the focus of operational personnel and organisational development.

This is gradually changing in European countries, but there is a lack of concepts and suitably qualified trainers to carry out work-based basic skills trainings in a promising way that enables employees to secure and expand their employability (Profi-Train 2020).

# Demographic change and digitalisation – also positive implications for learning of low skilled



Due to the demographic development and the increasing requirements resulting from digitalisation and globalisation, companies are increasingly being forced to use their endogenous potential and to further qualify their employees - also their less qualified employees.



# Work environment is not traditional teaching environment for adult educators



Adult educators and program managers are entering new territory with such training and need professional support and appropriate tools.





# Work-based basic skills training is a prerequisite



Jobs have changed a lot in recent years, and they will keep on changing.

Basic skills training therefore becoming necessary because the demands on the workplaces are constantly changing.

Work based basic skills training is a learning offer for employees whose basic skills are not or no longer sufficient to meet the requirements on the job.



# Low-qualified employees are in favour to training in work environments



For low-qualified employees training in work environment may be more suitable, because it address their immediate needs related to their work, the transfer of new skills and knowledge is visible.

# My main messages are about ....



**Professionalization of adult educators working in companies, points of departure (lessons from Profi-Train)**

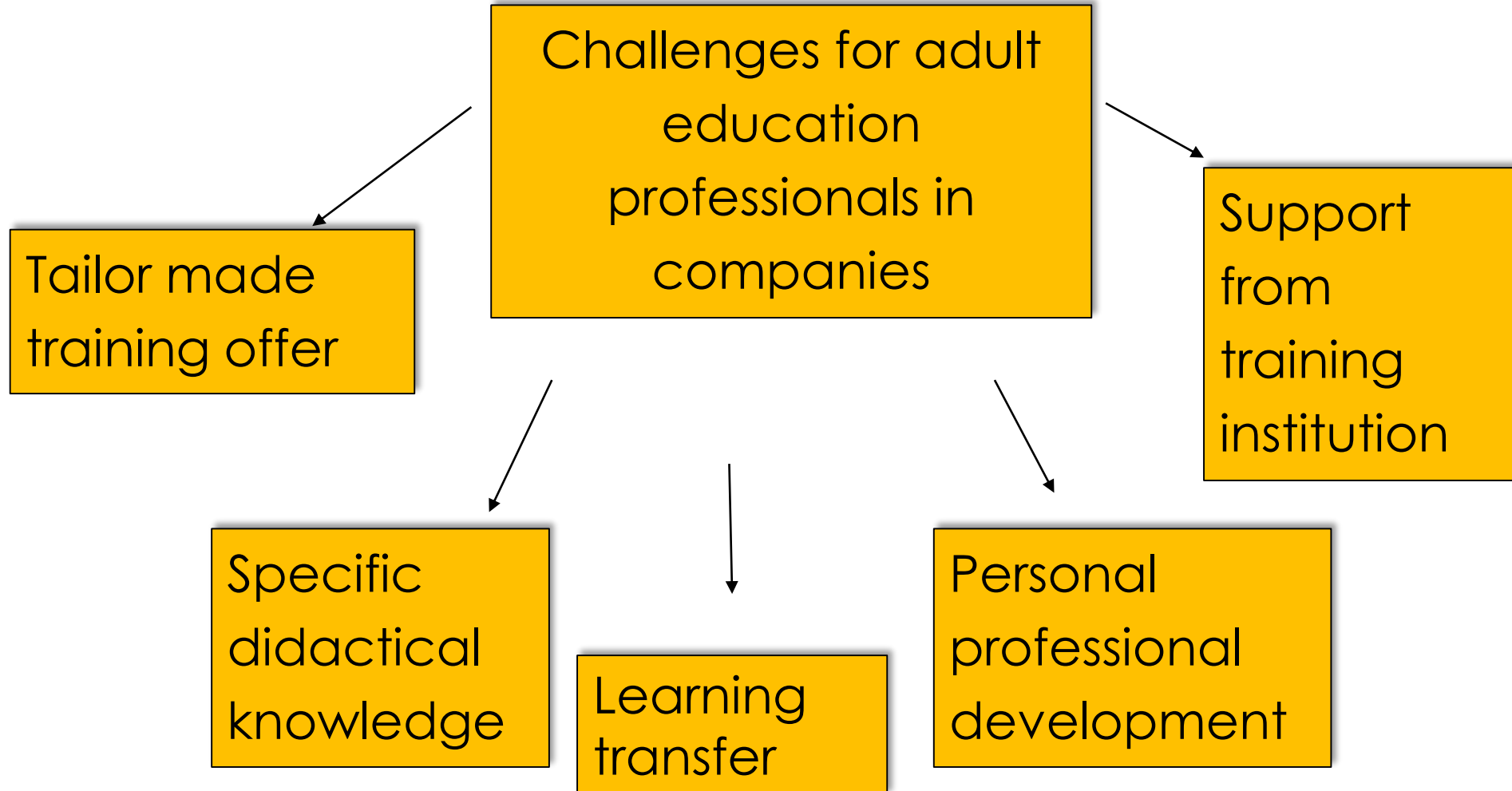
**Challenges and opportunities for adult educators in work environments in Slovenia**

**Relevant experiences of adult educators working in companies in Slovenia – Where do we go from here?**

**Professionalization of adult educators  
working in companies, valuable lessons  
from K2 Profi-Train project 2017-2020**



# Implementing basic skills training in companies requires experienced professionals



# Professional activities e.g. roles of adult education professionals implementing training within companies



Function: Process Monitoring

Function

Door Opener

Function

Requirement  
Analysis

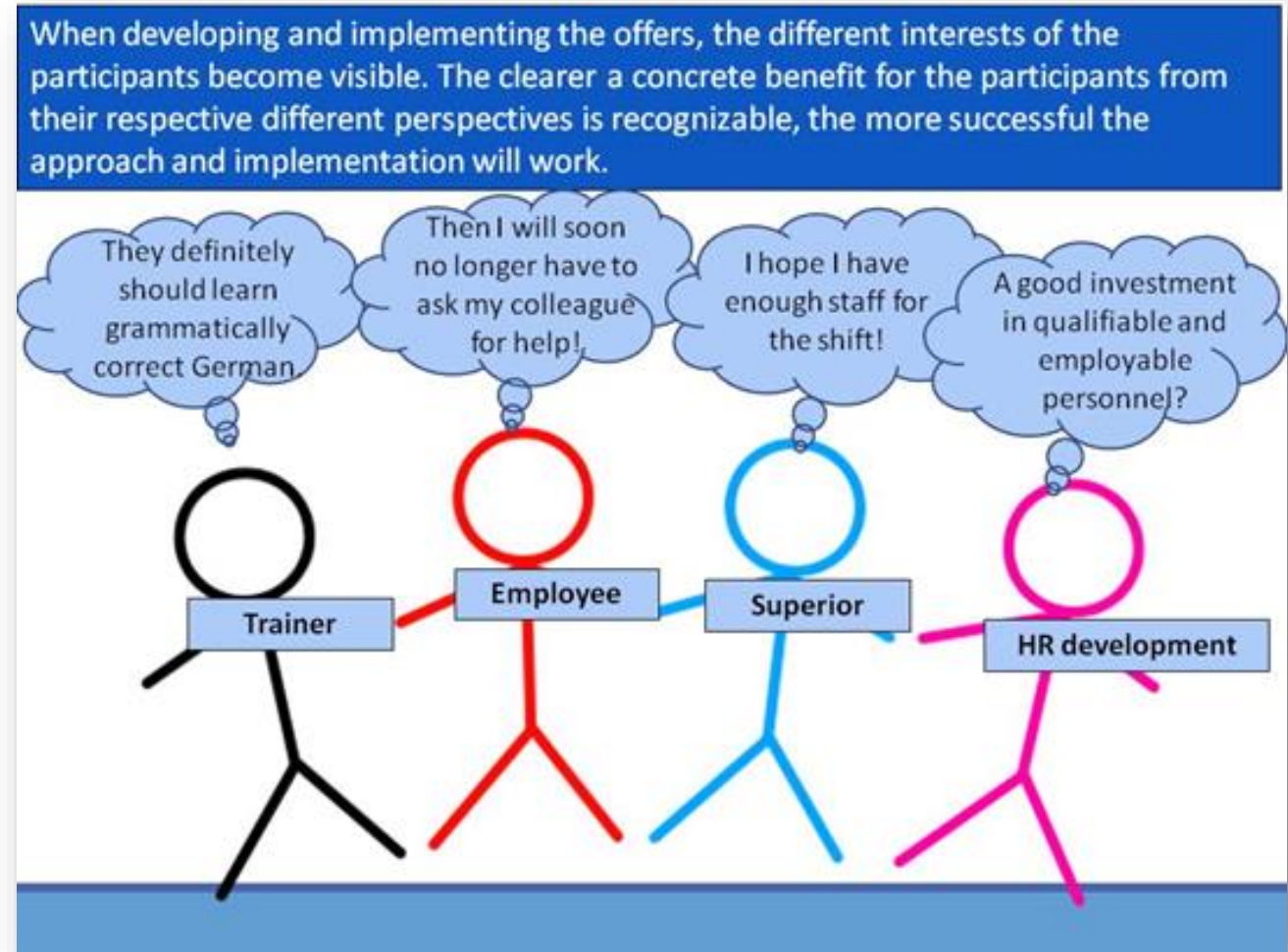
Function

Training  
Implementation

# Tailor made programmes need to meet different expectations and interests in companies



The clearer the a concrete benefit for the participants from their different perspective is recognisable, the more successful the approach and implementation will work.



# **Professionalisation of adult educators implementing work based basis skills is expected to have the following outcomes:**

## **AE professionals:**

- reach out target groups among employees who are usually hard-to-reach,
- know how to work with open and often even company-specific concepts,
- know how to design teaching/learning work specific situations,
- have developed a strong sense of professional identity,

## **Low qualified employees:**

- experience learning as useful, overcome barriers of participation in learning,

## **Companies:**

- perceive measurable increase in competitiveness,
- perceive work-based basic skills as an important strategic component,

## **Training organisations:**

- can sustain and/or enlarge their offers and
- can better reach companies.

# As a consequence of professional approach employees develop ....



- and improve professional profile, career prospects, job security and, in general, employability
- basic skills (technical level)
- personal skills (self-awareness, self-assurance, self-confidence, autonomy)
- team skills (social and interactive skills)
- learning skills (empowerment for self-determined approaches, increase in own initiative, motivation to learn)
- entrepreneurial aptitude (identification with job and company, increased sense of responsibility for job environment and company)
- ...



# As a consequence of professional approach companies/employers improve ....

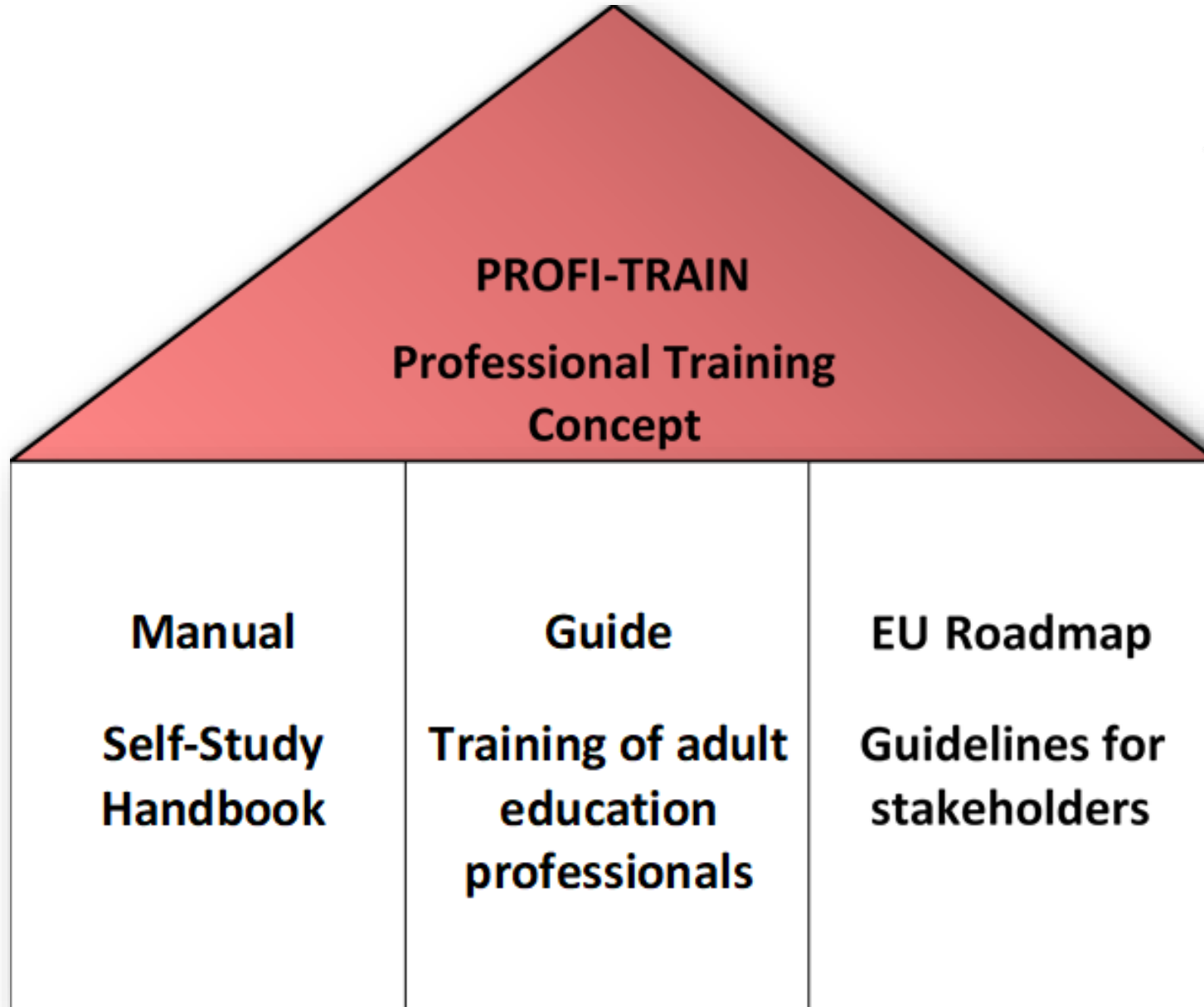


- skills resources among their staff
- overall professional capacity (e.g. within teams, towards customers)
- team spirit (leading to better performance)
- productivity (more engagement, better processes, fewer errors and problems)
- identification with the company (better overall motivation and participation)
- reduced) rates of staff turnover (leading to better economic results)
- ...

# Professionalisation of adult educators – the concept was developed in the partnership and piloted in 6 countries:



Profi-Train  

# The rationale for profesionalization of adult educators who work in the companies



- The Profi-TRAIN project has developed a modern training concept in order to professionalise trainers and programme managers.
- The Profi-TRAIN professionalisation concept was developed to enable implement in-company training programmes that are useful for companies and employees.

# **Challenges and opportunities for adult educators in work environments in Slovenia**

# Slovenian specific challenges and opportunities in work based basic skills provision



- ✗ Very unfavourable state of the art of skills among employees in compare to other EU and OECD countries (PIAAC 2016)
- ✗ Drying of skills among employees (PIAAC 2016)
- ✗ Low motivation among employees especially among low skilled (AE Master Plan 2013-2020)
- ✗ Low awareness among employers about the importance of development of skills at work place (OECD Skills strategy, 2017)
  - Solid legal base for investments in key and vocational competences of low educated employees
  - Substantial investments in key and vocational competences of employees 2016-2022



# PIAAC research revealed severe backlog of Slovenia in the area of adult skills



Source: OECD Skills Strategy Diagnostic report, 2017.



High numbers of adults with the lowest proficiency scores in skills

- Low proficiency = less than 2. level in literacy and numeracy in PIAAC

**OECD 26%**

Adults with low proficiency levels in

**Slovenia: 33% = 400.000 adults**

- 250,000 on the labour market for another 10 years;
- 140,000 on the labour market for another 20 years;

# Facts on skills use among the employed population, PIAAC 2016

Adults in Slovenia use ICT frequently in compare to other countries (2nd place), **very little time devoted to solving very complex problems** (26 place).

**Substantial attention is on situational learning** (6 place), but there is low autonomy about the creation of workplace (23 place) and **low possibilities to influence working times** (among low educated 29 place).

**Low educated in Slovenia devote very little time to reading at workplace** (29 place).



Source: Pavlin, S et al. 2016: Analiza značilnosti dela in razvoja kompetenc, Fakulteta za družbene vede, PIAAC SLO.

# There are various opportunities for development of key and vocational competences of low educated employees in Slovenia



## **1. Provision of educational opportunities, free of charge for employees (ESF 2016-2022)**

- Variety of non-formal training programmes for employees
  - a. Raising key and vocational competences of employees
  - b. Continuous vocational education and training, qualifications
  - c. Provision for employees in danger of losing employment for career development and acquisition of competences
  - d. Provision for active ageing of employees
- Raising the level of formal education of adults
  - a. Scholarships for adults

## **2. Guidance and information services and learning support for adults, also employees free of charge (ESF 2016-2022)**

- (the topic of previous contribution, colleague Tanja Vilič Klenovšek)

**Educational opportunities are in most cases too ambitious for those with the lowest levels of basic skills!**

**Substantial public sources for educational provision,  
raising key and vocational competences of  
employees, for the period 2018-2022 only.**



<b>Total</b>	<b>75.313.848,26 EUR</b>
<b>Number of low educated employees targeted</b>	<b>62.398 employees</b>
<b>Per employee</b>	<b>1.206,99 EUR</b>

**But, are we targeting those with lowest basic skills?**

# Legal and expert basis for public financing of raising basic and key competences of employees in Slovenia



Legal and strategic basis in Slovenia:

- **Law on adult education**, January 2018
- **Adult Education Master Plan 2013-2020** (new 2020-2030, in preparation)
- **ESF Operational programme 2014–2020** (new in preparation)

EU guidelines

- A new skills agenda for Europe : Working together to strengthen human capital, employability and competitiveness (2016)
- Upskilling Pathways: New Opportunities for Adults (2016)
- Council Recommendation on Key Competences for Lifelong Learning, 2018



**Relevant experiences of adult educators  
working in companies in Slovenia – Where  
do we go from here?**

# Relevant experiences of adult educators working in companies in Slovenia



Slovenian Institute for Adult Education has been supporting provision of key and vocational competences for employees within the developmental project **Raising key competences for employees 2016-2022**. Among other activities SIAE did an analysis of the state of art and experiences among providers.

Our key findings resulting from the monitoring are as follows:

- Original approaches to companies were developed
- Only the most experienced adult educators enter the company
- With right tools and approaches adult education professionals strengthen their professional roles

# 1. Original approaches to companies emerged in Slovenia



Providers of educational programmes developed unique approaches to companies.

Because the economic situation, working and business practices differ from region to region. Therefore also the needs of companies and employees differ.

Providers have adapted their educational offer and approaches to companies. They do this in a professional and argumentative manner. There is rich new knowledge in adult education profession that springs from immediate practices.



## 2. Only the most experienced adult educators enter the company



Educational providers have realised that less experienced adult educators cannot work with companies.

Therefore, special care is devoted to selection of professionals, that have solid professional identity of educators in work environments.

If we want to maintain the network of experienced professional and train younger educators, we will need to approach more systematically.



### 3. With right tools and approaches adult education professionals strengthen their professional roles!



Experienced professionals strengthen their professional roles and identity in the companies, if they use appropriate tools, for example to assess educational needs and interests.

For assessment of basic skills there is an online instruments Education & Skills Online, that was adapted in co-operation with OECD to Slovenian language and context.

Professionals get solid empirical data that can be used for career planning, individual learning plans, adaptation of provision etc.



# Education and Skills Online – a tool for individual assessment of skills was approved by the Ministry of Education



 ocenjevanje spretnosti  
SPLETNI VPRAŠALNIK

**Spoznavaj spretnosti -  
zagledaj nove priložnosti.**

**Spletni Vprašalnik Ocenjevanje Spretnosti**  
– **SVOS** je spletni pripomoček, s katerim je  
možno **brezplačno** oceniti lastne spretnosti.  
Ustrezen je za **odrasle vseh starosti**. Namenjen  
je individualnemu ocenjevanju. Za reševanje si je  
potrebno vzeti dovolj časa v mirnem prostoru. Le  
tako bodo rezultati lahko zanesljivi in realni.

Ministry of Education funded the E&S Online (based on PIAAC methodology) in order to support high quality and targeted provision of basic skills in Slovenia.

**Around 20.000 individual assessments  
available for adults 2020-2022.**

# Concluding remarks



1. We have been witnessing in Slovenia a very rich publicly supported educational provision for low skilled employees.
2. Adult education institutions in Slovenia have developed innovative approaches and practices to companies. Talented and experienced adult educators are involved in the implementation of this offer to companies.
3. Employed and other adults can now assess their basic skills, that are hard to assess and are mostly overlooked and not taken into account. This opportunity is now available to almost 20.000 adults.
4. However, we are altogether now more aware that the specific situation of entering the real work environment requires also from experienced trainers to possess skills, knowledge and approaches with which they are usually not familiar.
5. And further more, here we should take into account that a trainer is not merely a professional or an expert worker of a certain educational institution, as his/her work role has a special place in his/her personal life cycle.
6. In adult education in Slovenia and in other countries I believe, we can make progress in those areas of adult education where adult educators work as full time professionals (my colleagues Tanja explained this very clearly in the case of guidance workers). Working in severe conditions in companies is not a part time job with temporary contract with no career prospects. In Slovenia we are not yet there as regards professionalization of basic skills at work, we may be even far away.





# Thank you for your attention!

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Links:

SIAE adult literacy webpage: <https://pismenost.acs.si/en/>

Profi-Train webpage: <https://www.profi-train.de/en/>

OECD E&S Online webpage: <http://www.oecd.org/skills/ESonline-assessment/abouteducationskillsonline/>