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# QUALITY ASSURANCE IN THE MODEL OF BASIC SKILLS PROVISION TESTED IN THE PROJECT “A CHANCE - NEW OPPORTUNITIES FOR ADULTS”

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## BACKGROUND

- Percentage of adults with **basic skills still lower than in the EU** (use of texts and calculation in various situations, digital skills)
- While Polish young people aged 15-19 are among the most educationally active in the EU, **adult Poles aged 25-64 are among the least educationally active**
- Non-formal education organised **as lecture-based forms**, rather than as practical education in various social contacts.
- **Insufficient incentives or opportunities** to develop modern basic skills and other key competences as a foundation for lifelong learning

## POLICY CONTEXT

Only in recent years have innovative initiatives been developed at national level:

- Local Centres of Knowledge and Education (2017-2021)
- **A Chance - new opportunities for adults (2018-2023)**
- Integrated Skills Strategy (ZSU, 2019)
- Digital Competence Development Centres (2022-2030)

# A CHANCE - NEW OPPORTUNITIES FOR ADULTS (1/2)

## PROJECT AIMS:

- ✓ Provide educational support for adults with low basic skills in literacy, numeracy and digital skills as well as social competences
- ✓ Upskilling pathways in three key steps: skills assessment, learning offer, validation
- ✓ Develop and test innovative models of providing educational support to adults with low basic skills.

## A CHANCE - NEW OPPORTUNITIES FOR ADULTS (2/2)

- ✓ **2,000** people who have improved their basic skills
- ✓ **31** educational models of providing educational support to adults with low basic skills
- ✓ **Recommendations** for different stakeholder groups, enabling a more attractive and tailored adult education offer.

## QUALITY FRAMEWORKS AND STANDARDS FOR BASIC SKILLS PROVISION IN THE PROJECT - TWO PERSPECTIVES

### TOP DOWN PERSPECTIVE (Co-ordinating institutions)

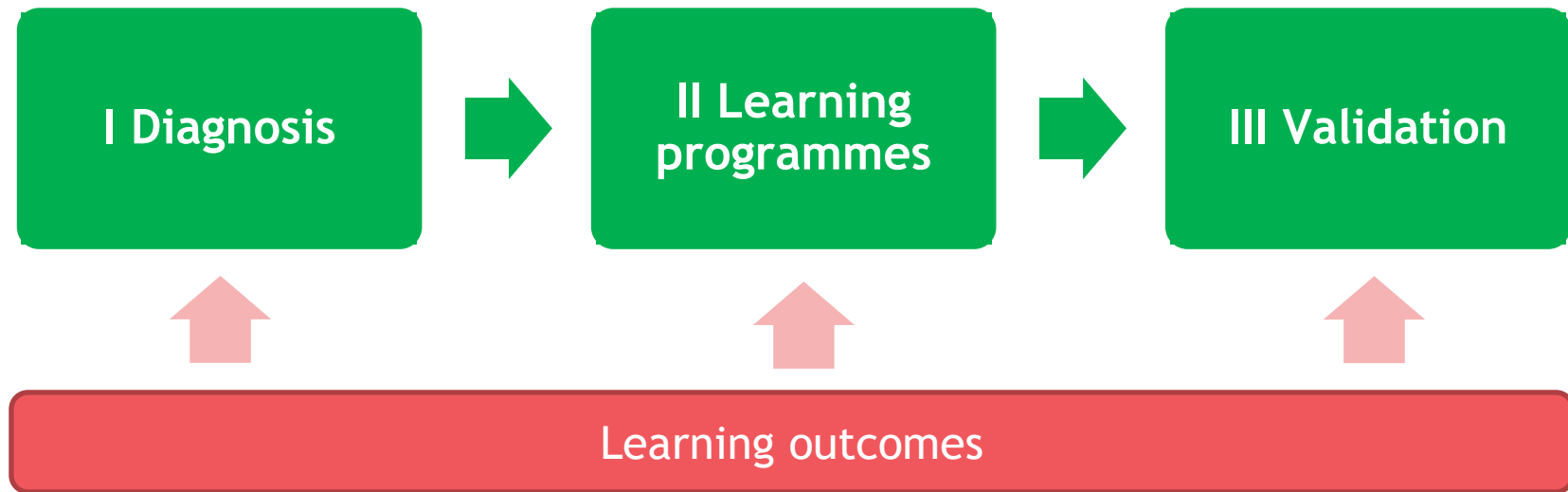
- Project principles
- Ten sets of learning outcomes
- Guidelines for diagnosing the skills and needs
- Guidelines for performing the validation
- Definition of adults with low levels of basic skills
- 2 supervisors
- Monitoring Visits
- Design thinking workshops
- Cyclical meetings around problem topics
- Steering group



### BOTTOM UP PERSPECTIVE (Grant recipients)

- Institutional know how
- Innovative pedagogical approaches
- Qualified and experienced project staff

## THREE STEPS OF THE MODEL





## UNITS OF LEARNING OUTCOMES

ASSUMPTIONS		CONCLUSIONS
Practical and attractive		✓
Related to / including basic skills	➔	✓
Attainable, understandable, measurable	➔	✓
Related to EQF	➔	Levels only as guidelines
Unchangeable		Flexible

## DIAGNOSIS

### ASSUMPTIONS

Broader diagnosis - including needs, barriers, socio-economic situation, motivations etc.

Qualification to a project based on skills level



Diagnostician with professional background



### CONCLUSIONS



Qualification to a project based on the needs

Experience in work with adults/specific groups, high social competences

## EDUCATIONAL PROCESS

### ASSUMPTIONS

Training experience of the educators, professional credentials regarding literacy, numeracy, digital skills



Learning in a classroom



### CONCLUSIONS

The experience of work with adults, specific groups, social skills, empathy, flexibility

Learning in natural context

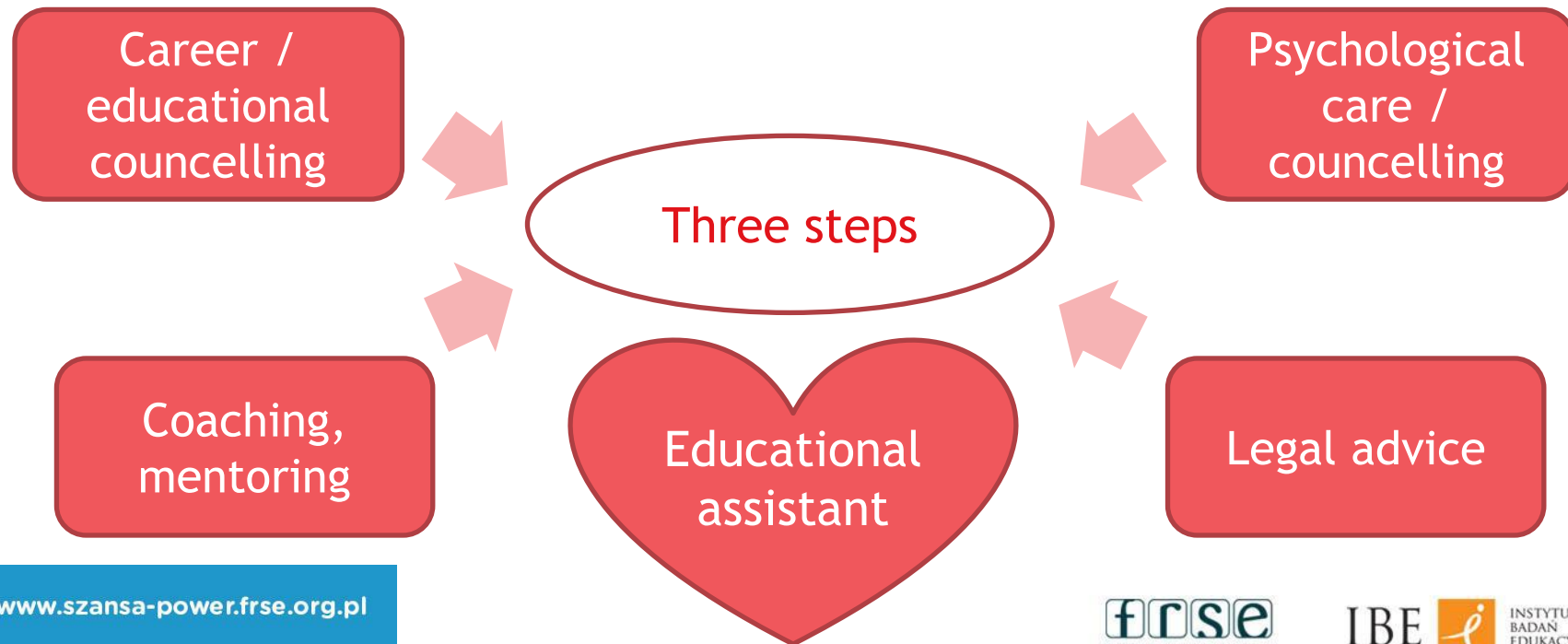
## VALIDATION

ASSUMPTIONS		CONCLUSIONS
Adequate to learning outcomes		✓
Reliable	➔	Adequate to the learners' capabilities and needs, flexible
External verification	➔	Internal verification
Summative	➔	Formative
Voluntary	➔	Part of the model

## GUIDANCE AND SUPPORT



## GUIDANCE AND SUPPORT



LETS HAVE A LOOK AT THE EXAMPLES 😊

# Skills assessment

- Type of institution: foundation
- Target group: homeless people
- Skills assessment consisting of several stages:
  - In-depth interviews
  - real-life observation

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## Project: “School of Social Animation”





## Learning offer

### Project: “Eco-chance in folk high schools”

- Type of institution:  
**Folk high school**
- Target groups:  
**rural communities**
- Educational methods:  
**Grundtvigian style in adult education**





## Learning offer

- Type of institution:  
**Foundation**
- Target group:  
**Unemployed**
- Learning offer:  
**Outdoor Learning and  
competence workshops  
incorporating group  
coaching**

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## Project: “The power of Warmia region”





# Validation

- Type of institution: **social cooperative**
- Target group: **adults with intellectual disabilities**
- Validation methods: **simulation game and real-life observation**

## Project: “Grasping the depths”



## WHAT SHOULD BE THE RESULT?



## HOW TO MEASURE THAT?



## HOW TO CARE ABOUT QUALITY?

Knowledge about basic skills, skills assessment, tools, platform for sharing good practices and stories, financial resource, qualitative criteria



Up to date, practical knowledge about the specific groups, work experience, embedeness in communities, social and human resources



# Thank you very much!

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