



OROS — Online RECI Open Space

# PROMOTING BASIC SKILLS FOR SOCIO-ECONOMICALLY DISADVANTAGED YOUNG PEOPLE AND ADULTS

**24 August 2023**

**3:00pm to 5:00pm CET**

**FoBBIZ**



RECI Working  
Group "Adult  
Education"



**Online**



Interactive  
**webinar**



**In English**  
with French subtitles  
(and other languages)



Schweizerische Eidgenossenschaft  
Confédération suisse  
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Federal Department of Economic Affairs,  
Education and Research EAER  
**State Secretariat for Education,  
Research and Innovation SERI**

Federal Department of Justice and  
Police  
**State Secretariat for Migration SEM**

# Basic skills for socio-economically disadvantaged groups

RECI - FoBBiZ  
24 August 2023

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# Summary

- Definition of basic skills
- Target groups
- Actors involved in facilitating the acquisition of basic skills
- Focus on continuing education
- Focus on integration
- Challenges
- Planned measures at national level





# Definition of basic skills

## Basic skills include:

- reading and writing (literacy);
- speaking in a national language;
- basic math skills (numeracy);
- use of information and communication technologies (ICT).

*(Art. 13 Continuing Education and Training Act)*





# Target groups

- **10%** of adults are unable to **read and write** well enough
- **5%** of adults are unable to perform **simple calculations**
- **19%** of adults have **poor general digital skills**
- **Fewer than 0.5%** of adults who lack basic skills take a course to remedy the situation







# Target groups

8.8 million inhabitants of Switzerland

39.5% of the population have a migration background

4% of the population are working-poor

5% of the population are single-parent households with children under the age of 25

9.8% of the population fall into the category of people aged 25 and up who lack upper-secondary qualifications

2.3% of the population are refugees

2.4% of the population are unemployed (ILO definition)

3.1% of the population are on welfare  
9.3% of whom received financial support before going on welfare

23% of the population speak a language other than a national language



# Actors involved in facilitating the acquisition of basic skills





# Actors involved in facilitating the acquisition of basic skills

## Integration



## Education



## Continuing education



## Unemployment



## Welfare



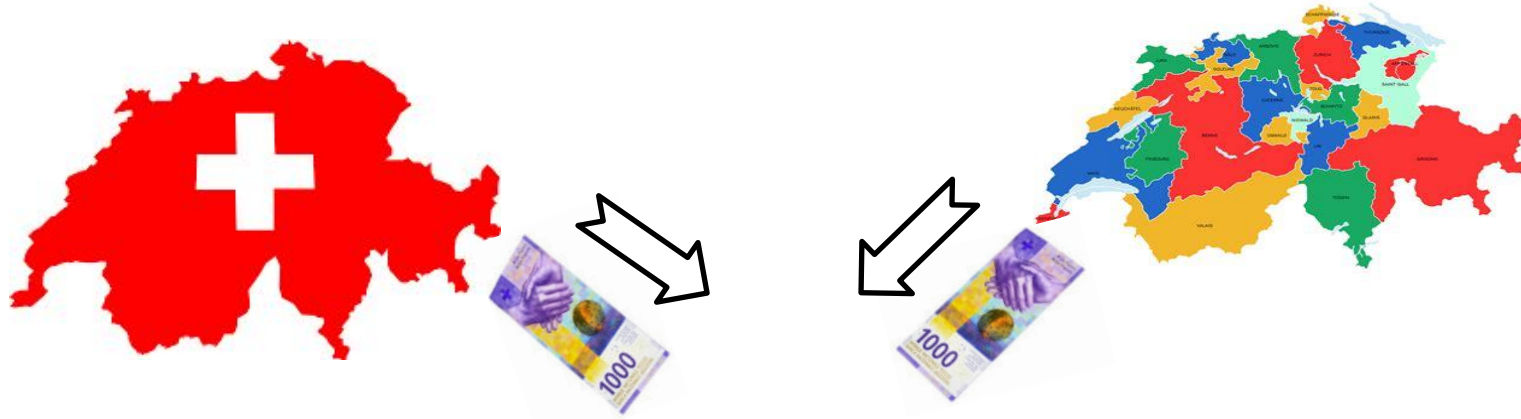
## Disability insurance







# Examples of support measures for continuing education



## Cantonal programmes



- Courses
- Information campaigns
- Measures to improve quality
- Etc.



# Examples of support measures for continuing education

**Ambassadors**  
(people who have already  
attended basic skills courses)



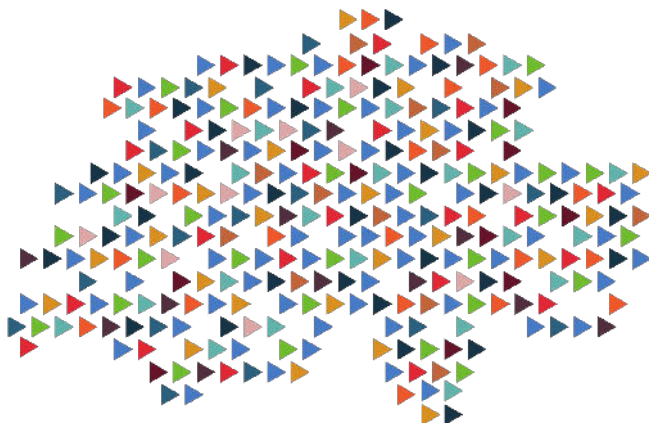
**Free access to  
supervised learning  
spaces**

**Training vouchers**





## Cantonal integration programs 2024-2027 (KIP 3)



**Anchoring within  
standard structures**



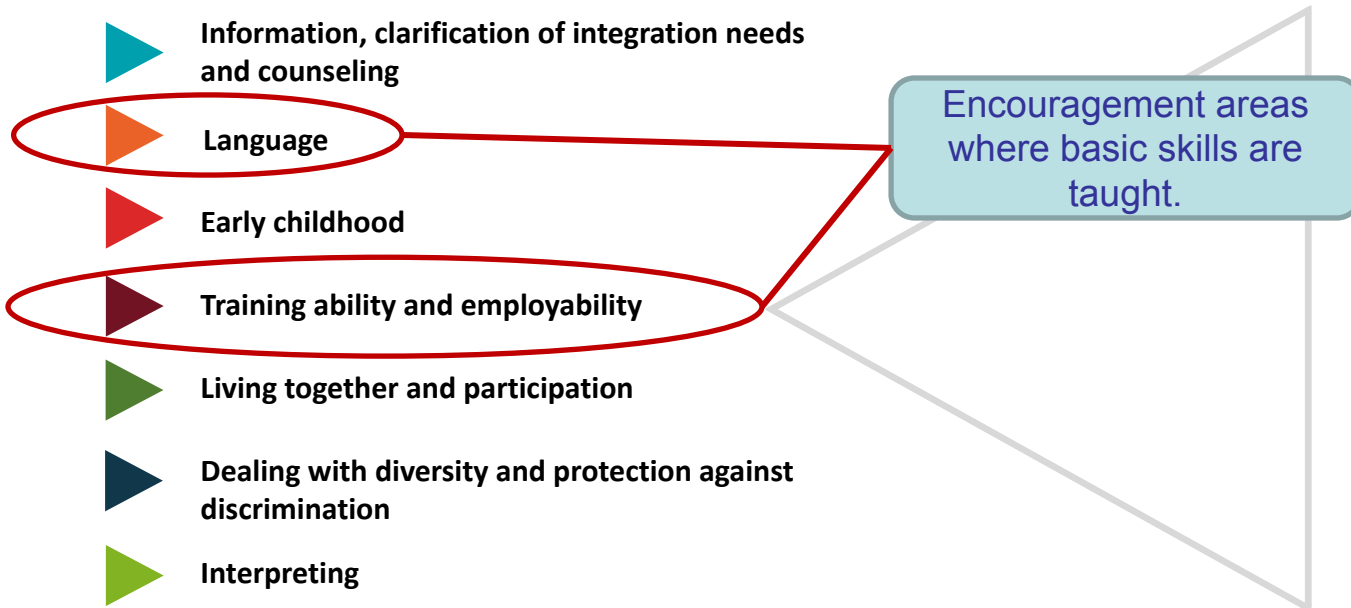
**Field of asylum  
(Integration  
Agenda  
Switzerland)**



**Field of  
foreigners**



## KIP - Seven areas of encouragement





## KIP Example: Canton of Aargau - Language courses for different target groups



Language



- The target group is very heterogeneous, it needs different formats in different places; Various courses offer childcare.
- Depending on the target group, different measures are needed to inform and reach them.

Offer/Course	CEFR-Level	Target group	Location
Literacy course	A0-A1	Primary or secondary functional illiterate and second language learners with literacy needs	Central offer in Aarau and Baden
German and Integration courses	A1	Newly arrived persons with no or little knowledge of German	Central offer in Aarau and Baden
Evening and Saturday courses	A1-B1	Persons with professional activity / persons without a professional activity, who want to integrate the labour market	Regional locations with centre character
Women's German courses with childcare	A1-B1	Women (with childcare)	Communes in the canton Aargau
Mother-child German courses	A1-B1	Women and their children (of pre-school age) who want to learn together	Communes in the canton Aargau





# Challenges

**Recent studies confirmed a lot of challenges:**

- **Obstacles preventing** access to training
- Interfaces: unclear allocation of **responsibilities**
- Need for **coordination**: coordinate measures, sharing of information among specialists
- **Quality**: need to ensure overall quality of training courses
- **Gaps in funding** for certain groups of people





# Planned measures at national level

The following measures are planned at national level in response to recommendations made in various studies

- **Clarification of responsibilities** where there is a lack of clarity
- Creation of a '**Basic Skills**' **working group** at national level
- Creation of a **national conference** to address the issue of **quality** in basic skills training for adults





# Thank you for the attention



**Questions anytime at:**

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# Basic Vocational Training in Tanzania

## *Because*

- a large part of the economy of the country is informal and thus many people work in informal sectors
- many youths have neither the access to, time, means or necessary competencies to complete formal apprenticeships over a long period of time

→.... local trade and businesses, together with educational institutions, came up with the idea of short but specific vocational trainings, teaching one skill at a time.

## *Vocational training guidelines*

An example in Motor Vehicle Mechanics occupation. A task such as repairing tires (tubes and tubeless) the standard becomes tires mended without leakage. Thus when trainees are able to mend the tires without leakage then they have mastered the task i.e. they are competent



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# Combining Life Skills and Literacy - LILSKILLS: The Potential of the MOOC CORE for disadvantaged groups in Egypt

**OROS by RECI on August 24, 2023**

*Promoting basic skills for socio-economically disadvantaged young people and adults*

Samir Boulos

*Department International Project in Education, Zurich University of Teacher Education*

Contact: [samir.boulos@phzh.ch](mailto:samir.boulos@phzh.ch)

# 1. Context

# Context

- 33% of women and 21% of men ages 15 and above and are illiterate in Egypt<sup>1</sup>
- Egypt launched the agenda “Egypt Vision 2030” in 2016 aiming at achieving eight of the major UN-sustainable development goals
  - eradicating illiteracy by 2030 is a priority
- Faculties of Education contribute to the national literacy campaign
- Teacher training students are prepared for to teach adult learners in literacy
  - each student has to teach at least 8 adult learners
  - e.g. students of the faculty of education of Assiut University have taught 18’353 adult learners in 2022

<sup>1</sup> UN Women. *Country Fact Sheet Egypt. December 2020.* (<https://data.unwomen.org/country/egypt>)

# Local NGOs play a key role for the logistics of classes



Source: General Authority of Adult Education eaea.gov.eg

*Literacy classes in the al-Fateh Center in Asyut*



Source: General Authority of Adult Education eaea.gov.eg

*Literacy classes organized by Al-Athar Association in Cairo*

# The General Authority for Adult Education is responsible for the literacy exam and the certificate



Source: General Authority of Adult Education eaea.gov.eg

*Literacy test in Damietta*



Source: General Authority of Adult Education eaea.gov.eg

*Handing over literacy certificate issued by the General Authority for Adult Education*



## 2. The LILSKILLS-Project

# Overview on the project LILSKILLS

## “Combining Life Skills and Literacy: The Potential of the MOOC CORE for disadvantaged groups in Egypt”

- Organizing parties:** Assiut University, Faculty of Education  
Zurich University of Teacher Education, Department for International Projects in Education (IPE) (responsible for overall project management)  
University of Zurich, Institute of Asian and Oriental Studies
- Type of project:** International academic cooperation, collaboration to advance education for disadvantaged groups
- Target groups:** Teacher training students, illiterate adults in the region of Assiut
- Duration:** 1 January 2022 – 30 June 2024
- Support & framework:** swissuniversities, Cluster of Cooperation “Digital Education and Research for MENA” (CLOC DEAR MENA)

## Core idea of LILSKILLS:

To combine the literacy program of the Faculty of Education of Assiut University with life skills and job orientation components of the program CORE\*

### Objectives relevant to basic skills:

- 1) Teacher trainers and students of Assiut's Faculty of Education are trained to use CORE as part of their life skills and job orientation teaching
- 2) Life skills and job orientation skills are fostered through trainings with CORE in the framework of literacy campaigns in the region of Assiut

Transversal objective: Special focus is put on gender aspects and women's/girls' empowerment as part of life skills teaching

*\* CORE is a life skills and job orientation program developed by Zurich University of Teacher Education*

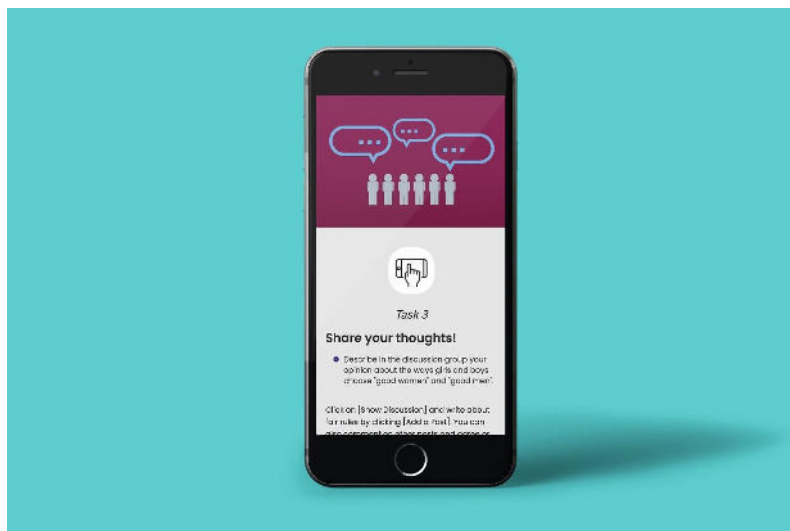
# CORE: A step-by-step program to develop life skills and self-competencies among young people

**Authors:** Wiltrud Weidinger & Samir Boulos

**Technical implementation:** Gregory Turkawka

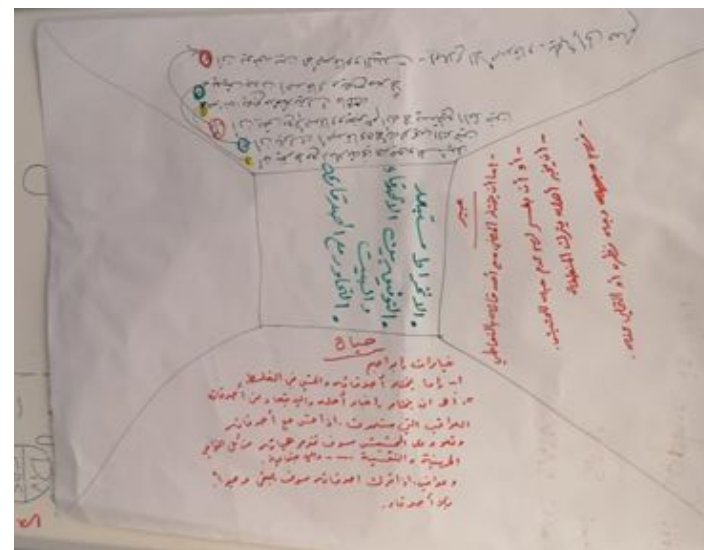
**Project Management:** Doris Kuhn

**Graphic design:** Nadine Hugi



CORE is available at: [Open-ILIAS: CORE Strengthen Your Life Skills: For Teenagers and Young Adults – English \(phzh.ch\)](https://open-iliias.org/CORE-Strengthen-Your-Life-Skills-For-Teenagers-and-Young-Adults-English)

31 (open access)



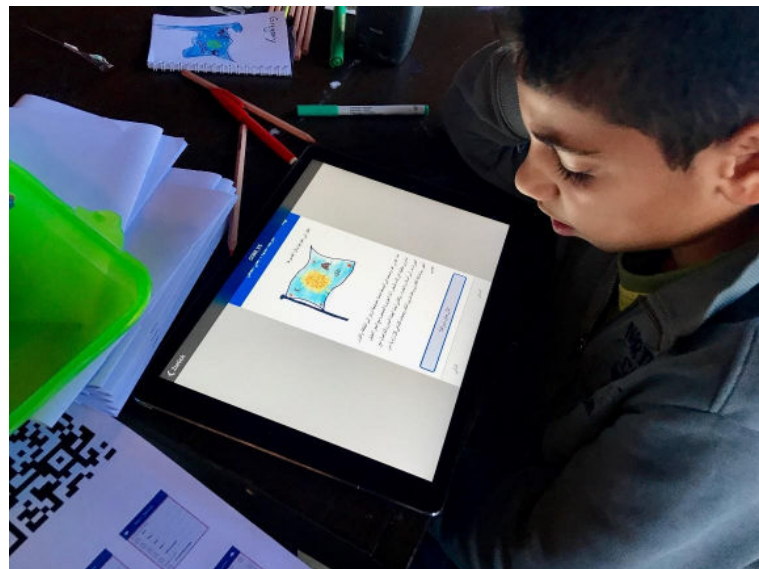
Placemat created by Syrian NGO trainers  
in a CORE Training in November 2020

phzh.ch

# TOPICS of CORE

## 9 topics

1. This is me
2. That's important to me... ☐ **values**
3. This is what I can do
4. Important people in my life
5. My feelings and myself ☐ **emotions & health**
6. I live in a healthy way
7. How I live together with other people
8. My present situation ☐ **orientation**
9. My interests and where I want to go  
☐ **job orientation**



*A boy working with CORE in an early test training in Athens, November 2017*

# Key tasks in the LILSKILLS-project



*LILSKILLS-workshop at the Faculty of Education of Assiut University, March 2023*

- Identify topics of CORE relevant to the adult learners
- Adapt the CORE life skills exercises to respond to the needs of the learners
- Combine the training for literacy with life skills activities
  - Design a teaching program and find suitable teaching methods
- Design a teaching program to prepare the teacher training students

# 3. Questions and discussion



# Questions and open discussion

## **Practical questions:**

- A lot of teaching material is mainly available in written form. How do you make it accessible to people lacking fluent literacy?
- How do you motivate disadvantaged people to train their basic skills?
- Which ways allow a combination income generation and basic skills development?

## **General questions:**

- To what extent are basic skills the actual fundament to acquire further skills?
- Why should development agencies support basic training programs?

THANK YOU!  
Merci!  
Gracias!  
Danke!

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