



Co-funded by the
Erasmus+ Programme
of the European Union

Name of the project : “Development of the Key Competences of Adults by Innovation
Program of Consumer Education“

Contract number : 2018-1-SK01-KA204-046393

Creating an Educational Program and Verifying it

OUTPUT 5



UNION OF WORKING
CONSUMERS OF GREECE



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Project description

The aim of the project “Development of the Key Competences of Adults by Innovation Program of Consumer Education” is to expand the offer of educational programs adapted to the needs of the unemployed under 29 years of age with low skills or low qualifications and to increase the competences of educators.

Research goal: To verify the development and assessment of key competencies

Sampling: unemployed under 29 with low or low skills or low qualification

Research process: Action research in different regions of partner countries

Research methods: Observation, assessment, data processing methods, method of presentation of results

FIRST VERIFICATION

Date and time: 26.02.2020

Venue: Úrad práce, sociálnych vecí a rodiny, ČSA 7, 974 01 Banská Bystrica

Researchers: Božena Stašenková, Andrea Stašenková

Duration: 90 minutes

Number of respondents: 9

Structure of the respondents		Men	Women
Age	16-19 years		
	20-24 years	5	2
	25-29 years	2	
Level of education	ISCED 1 Primary education		2
	ISCED 2 Lower secondary education	7	
	ISCED 3 Upper secondary education		
Unemployment time	1-4 years	5	2
	5-9 years	2	
	More than 10 years		

Table n. 1 Structure of the respondents in Banská bystrica

THEME: Complaints

Educational objectives:

- Ability to deal with consumer complaints based on democratic rules (Social and Civic Competencies)
- Ability to recognize effective and constructive communication (Communication in Mother Tongue)

Interpretation of research findings

The topic of Complaints was chosen by the unemployed as part of a survey of the focus group's methods in Banská Bystrica, in February 2019. A case study entitled Complaints aroused the active interest of respondents to solve tasks and to develop rules for resolving complaints. Respondents first worked without information sources to resolve complaints, then by the provisions of the law, comparing and discussing their feelings and findings. The use of methods involving roles plays allowed respondents to resolve complaints, express their views and attitudes and develop communication skills.

Assessment the development of key competencies

The development of social and civic competencies was presented by respondents in activities related to the resolution of complaints. During the activities, the respondent acquires the necessary knowledge about consumer protection and critically evaluates the communication of the actors of the role play. After initial barriers to communication, other respondents were gradually involved in the discussion and expressed their views and attitudes in more details. Respondents became part of new teams, not all were willing to share opinions and attitudes. Pupils were also involved in self - evaluation of the development of key competencies. Respondents also filled in structured observation tables in which they agreed or disagreed with these statements graphically in the form of emoticons. He exceptionally records critical evaluations, almost everyone is aware of their abilities and abilities. We can be assumed that they are not enough experience with this form of evaluation.

SECOND VERIFICATION

Date and time: 03.03.2020

Venue: Úrad práce, sociálnych vecí a rodiny, Dr. Alexandra 61, Kežmarok

Researchers: Božena Stašenková, Andrea Stašenková

Duration: 90 minutes

Number of respondents: 11

Structure of the respondents		Men	Women
Age	16-19 years	2	0
	20-24 years	3	0
	25-29 years	1	5
Level of education	ISCED 1 Primary education	4	2
	ISCED 2 Lower secondary education	2	3
	ISCED 3 Upper secondary education	0	0
Unemployment time	1-4 years	5	1
	5-9 years	2	3
	More than 10 years	0	0

Table n. 2 Structure of the respondents in Kežmarok

THEME: Groceries - What Will You Learn at Home

Educational objectives:

1. Ability to practise consumer protection measures at labeling of groceries (Social and Civic Key Competencies).
2. Ability to express opinions, experiences and attitudes by clear and coherent way (Communication in Mother Tongue).

Interpretation of research findings

The selection of the case study corresponded to the preferences of the themes of unemployed during the survey of educational needs in focus group in Kežmarok in February 2019. The topic of food was known to the respondents and interactive methods supported their interest in learning. The case study motivated respondents to focus their attention and be active in solving theoretical and practical tasks. As part of individual and group work, they solved tasks for food labeling, which they demonstrated on specific examples. Applying the EUR method to the development of critical thinking was a challenging task for the participants and required better support of the researcher.

Assessment the development of key competencies

Indicators for monitoring the level of development of key competencies were developed into structured tables and enabled researchers to monitor selected performances of respondents. The researcher compared the specific performance of respondents with individual indicators on a three-point scale. The presentation of the rules by the representatives of the groups and the discussion on food labeling showed that they had acquired the necessary knowledge and practical experience necessary for the life of the consumer. The researchers recorded the development of the competence of communication in the mother tongue in the gradual involvement of the respondents in the discussion and in a more coherent expression of opinions and experiences.

Measuring the development of key competencies by researchers complemented the self-assessment of respondents who assessed the quality of learning with emoticons of agreement or disagreement with the relevant statements in the table. The self-assessment was positively received and expressed only satisfaction with their own performance. It can be assumed that this is a lack of experience with this form of evaluation.

THIRD VERIFICATION

Date and time: 09.07.2020

Venue: Námestie gen. Štefánika 6, Stará Ľubovňa

Researchers: Božena Stašenková, Andrea Stašenková

Duration: 90 minutes

Number of respondents:6

Structure of the respondents		Men	Women
Age	16-19 years	1	
	20-24 years	3	2
	25-29 years	1	
Level of education	ISCED 1 Primary education	3	2
	ISCED 2 Lower secondary education	1	
	ISCED 3 Upper secondary education		
Unemployment time	1-4 years	2	2
	5-9 years	2	
	More than 10 years		

Table n. 3 Structure of the respondents in Stará Ľubovňa

THEME: To Buy or not to Buy? Or Maybe Save a Little and then Buy?

Educational Objectives:

1. Ability to change consumer behavior into a less consuming way (Social and Civic competences)
2. Ability to express and interpret ideas in written and oral form (Communication in the Mother Tongue)

Interpretation of research findings

The content of the training was determined on the basis of the preferences chosen by the participants of the focus groups in Klaipėda, Lithuania. The case study on shopping is motivating,

but the topic of consumer behavior requires prior knowledge and experience from respondents. The tasks from the case study are demanding and more suitable for respondents who have completed the secondary education. The assigned tasks were more demanding and thus required closer explanation of consumer concepts was achieved, so we recommend reducing the number of the tasks and complexity of tasks.

Assessment the development of key competencies

Structured positioning tables with indicators for measuring different quality of performance were a useful tool for measuring conscious consumer behavior. Respondents acquired the knowledge, skills and attitudes needed to compare irresponsible consumer behavior and conscious shopping. At the end of the training, the respondents themselves were involved in the process of evaluating the development of key competencies, presenting an understanding of the learning objectives and a willingness to change consumer behavior.

The degree of development of communication in the mother tongue cannot be determined by three levels due to the fact that researchers do not know the previous level of communication skills of respondents, and so it is not possible to measure different levels of performance, respectively. quality of communication development.

FORTH VERIFICATION

Date and time: 09.07.2020

Venue: Námestie gen. Štefánika 6, Stará Ľubovňa

Researchers: Božena Stašenková, Andrea Stašenková

Duration: 90 minutes

Number of respondents:6

Structure of the respondents		Men	Women
Age	16-19 years	1	
	20-24 years	3	2
	25-29 years	1	
Level of education	ISCED 1 Primary education	3	2
	ISCED 2 Lower secondary education	1	
	ISCED 3 Upper secondary education		
Unemployment time	1-4 years	2	2
	5-9 years	2	
	More than 10 years		

Table n. 4 Structure of the respondents in Stará Ľubovňa

THEME: Do My Food Choices Shape the World?

Educational objectives:

1. Ability to critically evaluate impact of consumption on environment (Social and Civic competences)
2. Ability to communicate with other consumers about protection of environment (Communication in Mother Tongue)

Interpretation of research findings

The content of the education was based on a case study, which was proposed at a focus group meeting in 2019 in Vilnius, Lithuania. The story from the case study stimulated the respondents' interest in learning, but we suggest shortening its duration. This will create more time for solving tasks, the number of which must also be reduced due to the specified time limit. The use of interactive educational methods supported the active interest of respondents towards environmental behavior and environmental protection. The development of conscious consumer behavior requires a more detailed explanation of the concept of consumer behavior in the context of the consumer's everyday life.

Assessment the development of key competencies

Indicators of the development of key competencies in a structured record of the three performance levels allowed researchers to focus their observations on monitoring the specific performance of respondents, thus confirming the development of social and civic competencies. Respondents were involved in measuring the development of key competencies by preparing a television commentary. From the respondents' own observations and from the respondents' comments, the researcher was able to confirm that the respondents had achieved the intended development of social and civic competencies. It is not possible to determine the level of development of communication competence in three different performance levels because researchers do not have input data that would allow them to compare the rate of development.

DISCUSSION

The conclusions from the verification of the educational program cannot be generalized to other subjects and situations, but they allow us to discuss:

1. Motivation is one of the most important prerequisites for learning and a key competence of teachers. Case studies created from the current life of the consumer have supported the

willingness to learn to put effort into different activities, solve tasks and problems, cooperate, communicate and use what has been learned in real life situations. It is important for learners to know their own learning progress. One effective way to achieve this is to enable learners' self-assessment to regularly assess their own learning performance. In this way, they will receive feedback on their activities during education and the evaluation of their own performance will contribute to motivation for further education.

2. The researchers verified that assessment tools created in the form of structured observation schemes make it possible to assess the development of Social and Civic competencies and, to a limited extent, Communication in the Mother Tongue. Indicators in structured observation define the development of key competences as specific knowledge, skills and attitudes and are grouped into three different performance levels. The development of key competences needs that the requirements for knowledge, skills and attitudes that are important for the development of a particular area of key competences be specified. Each level of the scale requires the selection of appropriate statements and statements respecting the taxonomy of educational goals.
3. The verification of the program confirmed the suitability of the chosen educational strategy and the quality of the tools for assessment of development of key competencies. Creating special scales for educators are methodologically demanding activity that needs to be practiced and improved in practice.

CONCLUSION

Experience from the implementation of a consumer education project in all partner countries confirms that the consumer education program supports the development of key competencies of the unemployed under the age of 29 with low skills or low qualifications and increases the competences of educators through the exchange of experience.

Educating the unemployed requires knowing their specific educational needs and adapting the content, forms and methods of education. Unemployed people under the age of 29 with low skills or low qualifications are able to develop their key competences needed for active citizenship and communication in their mother tongue. Selected topics and the content of case studies, interactive forms of education were motivating to such an extent that during the educational process, spontaneous activities of the learners were recorded without disturbing moments.

The challenge for all educators is to assess and measure the development of key competencies, which requires practice and the acquisition of skills with this form of assessment. The development of the competence of educators requires them to constantly acquire new knowledge and skills and learn from experiences and examples of good practice from other countries of the European Union.

Participants expressed an interest in participating in further education with consumer content. In the discussion, the participants stated that this form of education helps them to better express ideas, experiences and present their own attitudes to the presented topics. An informal discussion with the learners after their education confirmed that the selected topics and interactive methods supported their interest in further education. They are aware that they will use Social and Civic competences in everyday life and the development of communication will help them in their personal life, social application and in the labor market. They confirmed that their awareness of the importance of lifelong learning and its impact on life chances had increased.

The presented interest of the unemployed in education shows the possibilities of helping the unemployed with low levels of skills or low qualifications in finding employment in society and in the labor market. The current system of support for the unemployed favors the preparation of the unemployed for specific positions in the labor market. However, in the current educationally oriented economy, state support should also be directed to further education programs for the unemployed. The development of key competencies can help them realize the benefits of gaining a qualification when looking for a job in the labor market.

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August 8, 2020

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