

# WELCOME BACK

## Exploring Supports Needed in Adult Learner's Return to Basic Education



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### INTRODUCTION

Returning to education after a period away can be an overwhelming and or anxiety-inducing event. Understanding supports needed to return to Adult Based Education (ABE) is essential to student persistence in these programs.

### RESEARCH QUESTIONS

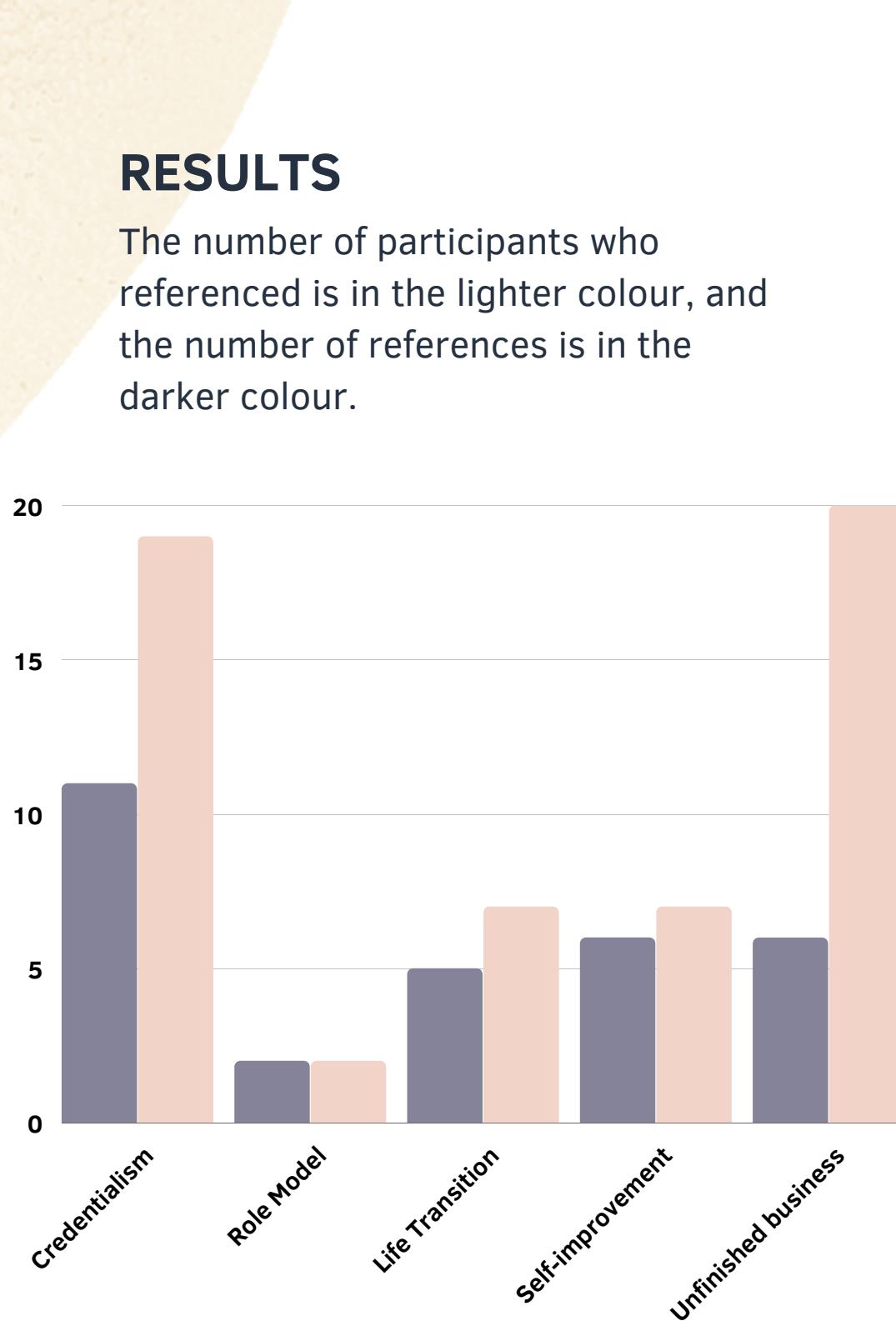
1. How is inclusion experienced in ABE programs?
2. What are supports provided by regional college systems that support success among adult learners with adverse school experiences?

### METHODOLOGY

12 participants were selected through purposive sampling (Gall et al., 2007) in conjunction with snowball sampling from the GPC ABE program. A qualitative constructivist approach was employed (Creswell & Creswell, 2018). Constructivist approaches allowed participants to elaborate on their personal experiences

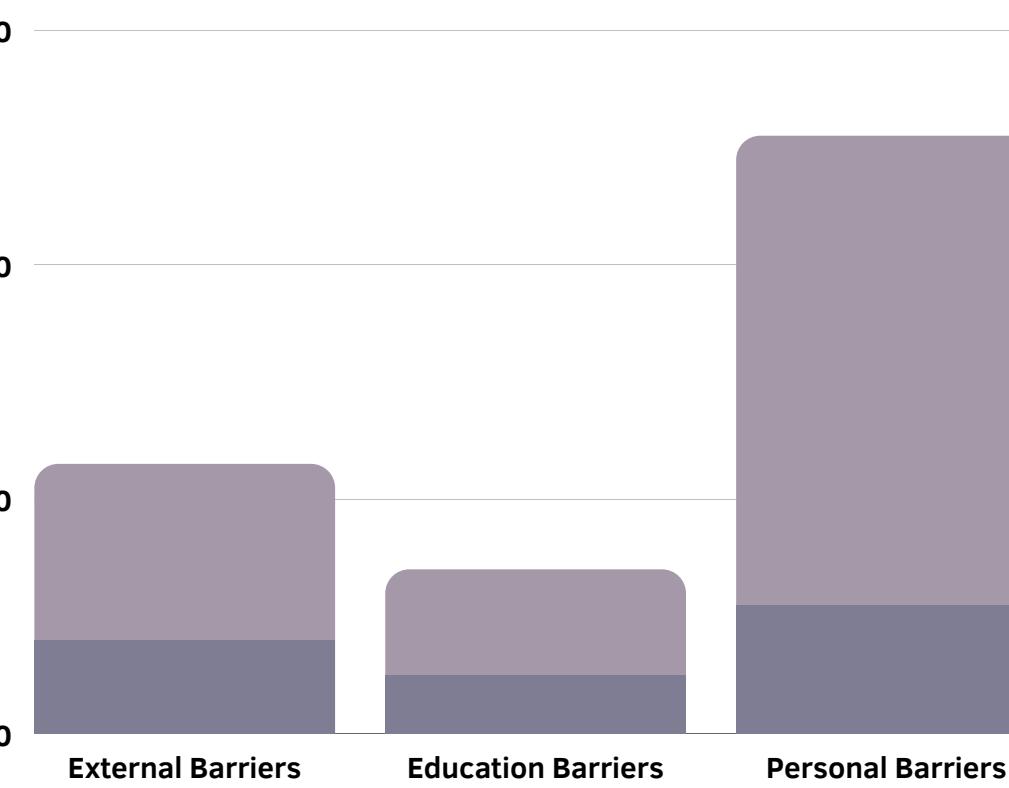
### RESULTS

The number of participants who referenced is in the lighter colour, and the number of references is in the darker colour.



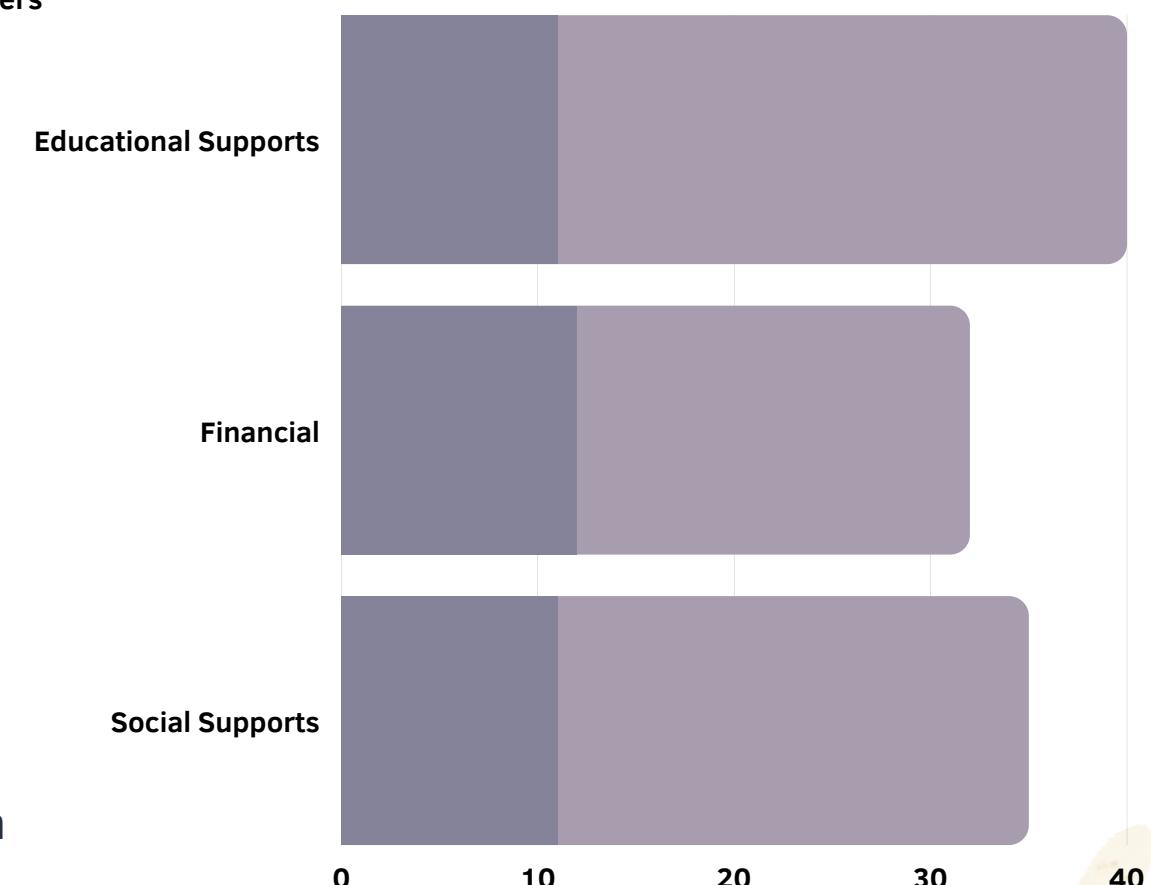
### REASONS FOR RETURN

Understanding the motivating factors in adults' decision to return to ABE is essential to understanding the support needed in aiding their return. It is best to look at reasons for return through a biopsychosocial lens as there are multiple facets to the individual's decision to return.



### ANALYSIS

Adults often enter ABE during a period of change, resulting in a need for more accommodation. Those in ABE are often provided flexibility not allotted to them in K-12. Often these individuals cite that they would have benefited from this flexibility in their K-12. This flexibility must operate with social/emotional support to be entirely successful. Those working within ABE also discussed the lack of need for discipline, which allows educators more time to focus on teaching and build healthy relationships. Much of the barriers or roadblocks participants faced in or around ABE centred on personal challenges.



### SUPPORTS IN ABE

Identifying supports in ABE is essential to the ongoing care of ABE students and the future development of ABE programming. Many participants referenced how supported they felt.

### CONCLUSION

Adults enter ABE during a transition period and need a biopsychosocial approach to support. Understanding that the students need to be able to have access to education while caring for the other facets of their life. Thus we require ABE to be flexible and adaptive to the individual student's needs. It will also be essential to inform future students of the support available in ABE and how it is structured differently than their formal education experience, so they do not expect past experiences to repeat themselves.

### LIMITATIONS

- A small sample size of 12 participants.
- Participants represent a specific population of students - namely, rural Saskatchewan students of Adult Basic Education programs at Great Plains College.
- A similar study with a larger, randomly selected population of Rural students is needed to generalize our results over the broader population of ABE students.
- Further quantitative research is needed to generalize our results over the broader population of ABE students.

### REFERENCES & RELATED LITERATURE

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