

The influence of adult education on the increase of social inclusion

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Stellingen behorende bij het proefschrift van drs. M.P.V.M. de Greef, getiteld:

"The impact of adult education on social inclusion among vulnerable adults"

"De invloed van volwasseneneducatie op de toename in sociale inclusie"

1. Offering transfer possibilities is crucial to increase learning success of vulnerable adults participating in adult education.

Het faciliteren van transfermogelijkheden is cruciaal om leersucces van kwetsbare volwassenen, die deelnemen aan volwassenenonderwijs, te kunnen bevorderen.

2. Without the teachers' support increase of social inclusion is more difficult to reach, because the teacher can facilitate "safety" during learning.

Zonder ondersteuning van de docent is sociale inclusie moeilijk te bereiken, aangezien de docent voor veiligheid tijdens het leren kan zorgen.

3. Participating in adult education affects not only the learner, but also his or her life environment.

Deelname aan volwassenenonderwijs beïnvloedt niet alleen de deelnemer, maar ook zijn of haar leefomgeving.

4. If having transfer possibilities is crucial for adults to increase their social inclusion as a result of participating in adult education programs, schools should implement these possibilities in their curriculum.

Als transfermogelijkheden cruciaal zijn voor volwassenen om hun sociale inclusie te doen laten toenemen, als resultaat van deelname aan programma's volwasseneneducatie, moeten scholen deze mogelijkheden opnemen in hun curriculum.

5. Marital status of adult learners influences learning success of adult education courses in terms of social inclusion.

De burgerlijke status van volwassen deelnemers beïnvloedt het leersucces van cursussen volwasseneneducatie in termen van sociale inclusie.

6. In order to increase social inclusion among adults, a learning process should be based upon a constructivist learning perspective.

Om sociale inclusie te doen laten toenemen onder volwassenen, moet een leerproces gebaseerd zijn op een constructivistisch leerperspectief.

7. Adult education is a crucial lever in increasing social inclusion.

Volwasseneneducatie is een cruciale factor voor toename van sociale inclusie.

8. Adult learning is a transformational process, in which life experiences of the learner are the most important starting point for learning.

Leren voor volwassenen is een transformationeel proces, waarbij de levenservaringen van de deelnemer het meest belangrijke uitgangspunt voor leren zijn.

9. If one would like to stimulate active involvement of adults in their own life environment and prevent social exclusion, policymakers should invest in adult education.

Wil men volwassenen actief betrekken bij hun eigen leefomgeving en sociaal isolement voorkomen, dan moeten beleidsmakers investeren in volwasseneneducatie.

10. Time for stimulating self-directedness during learning will prevent negative learning experiences.

Tijd voor het stimuleren van zelfsturing tijdens leren voorkomt negatieve leerervaringen.