



METHODS FOR DEVELOPING THE LEARNING TO LEARN COMPETENCE

STATE OF THE ART ANALYSIS

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Imprint

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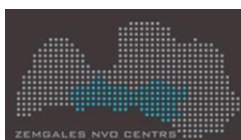


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IHR BILDUNGSPARTNER



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Introduction

The state of the art analysis “Methods for developing the learning to learn competence” is provided by the INTOOL project partners Enaip Toscana Formazione e Lavoro – Italy, Ländliche Erwachsenenbildung Thüringen e.V. – Germany, Soros Educational Center Foundation – Romania, Zemgale NGO Centre - Latvia, Hellenic Adult Education Association – Greece and Iniciativas de Proyectos de Formacion (I.P.F.) – Spain. It has the ambition to give a review of the existing methods for developing the learning to learn competence. Different regions in Europe in Italy, Spain, Latvia, Greece, Romania and Germany with different preconditions but also similarities have been researched for that claim.

To reach that claim and provide a review of existing methods for developing the learning to learn competence several steps are necessary. It is indispensable to have a closer look at the researched regions in general and in detail at their systems and conditions of adult education and the preconditions for supporting and actuate learning to learn. Several questions have to be answered. What theoretical backgrounds and suggestions, guidelines or laws are given as a basis? Which methods are used in the researched regions to support learning to learn competencies, to support learning processes? What are the challenges adult education organizations and institutions as well as educators and trainers have to deal with by implementing and/or trying to realize those methods?

1. Geographic, economic, social situation of the partner’s researched regions

It is necessary to introduce the regions researched by the partners for a better understanding of the situation of adult education institutions. The researched regions are different in several criteria.

The expanse of the researched regions is between 6.639 km² and 131.957 km². Therefore the political meaning of the researched regions ranges from a whole state until a small county. That means their number of inhabitants varies also significant. Furthermore the economical meaning and development is different.

All researched regions share the feature of being an area with a lot of mountain zones, natural areas and forests. They are rural areas. They will be introduced in detail below.



1.1 Zemgale - Latvia

Zemgale is located in the central part of Latvia. Its area includes 10.742 km² and is crossed by five national important roads and important international transport corridors and their intersection.

The high soil fertility and relatively unpolluted agricultural and natural areas are significant advantages of Zemgale, which defines the potential for agricultural development and specialization.

Zemgale has intellectual and scientific potential, especially in agriculture and forestry sectors, which promote high-quality professional training and research development.



http://194.1.207.229/laenderinfos/assets/maps/DE/lva_01.gif

Zemgale has long industrial production and handicraft traditions and advanced processing and manufacturing industry like wood industry, metal industry, chemical industry, mining and textile industry. Zemgale region includes rural and industrial areas. In comparison with other regions in Latvia, Zemgale has comparative advantages in agriculture, a well-developed infrastructure, a flexible labor market and a positive demographic situation, cheaper labor, as well as the access to the educational institutions and scientific institutions for the development of the region's potential.

A business supportive infrastructure has been developed in the region. There are business incubators and business parks, industrial and logistics parks, research institutes and technology transfer centers.

The second highest density of the population is in Zemgale, as well as the lowest demographic load among the regions of Latvia. The number of population at the beginning of 2011 was 277.265. At the beginning of 2011 the population density in Zemgale was 25,8 people/km² on average. During the period from the beginning of 2006 till the beginning of 2011 the number of population in Zemgale decreased importantly.

In Zemgale economic crisis has increased unemployment as in all regions of Latvia. 2011 the unemployment rate was 15,8%. The highest unemployment rate is among young people between 15 and 24 years and was 29,1% in 2011.

Most people who have lost their job have secondary and vocational secondary education. The number of economically inactive people who are no longer looking for work has increased.

Zemgale is second level regional authority and covers 22 local governments including 2 cities and 20 municipalities. Zemgale is one of 5 regional authorities in Latvia. Politically regional authorities in Latvia have no big political importance by itself. But as Zemgale represents 22 local governments, political importance focuses directly on authorities.

1.2 Greece



http://www.lonelyplanet.com/maps/europe/greece/map_of_greece.jpg

Greece is located in south-eastern Europe, on the southern end of the Balkan Peninsula. It lies at the meeting point of three continents – Europe, Asia and Africa. The total area of Greece is 131.957 km² and eighty percent of the country consists of mountains or hills, making Greece one of the most mountainous countries of Europe.

Greece's total population in 2001 was 10.964.020. The preliminary results of the 2011 census show a decrease in the country's population to 10.787.690, a drop of 1.6%.

The Greek population has been aging the past several decades. Almost two-thirds of the Greek people live in urban areas. Greece's largest metropolitan centers and most influential urban areas are those of Athens and Thessaloniki, with metropolitan populations of approximately 4 million and 1 million inhabitants respectively.

Greece is mainly depended on both tourism and shipping industry and agriculture.

The Greek labor force totals 4,9 million. The tourism industry is a major source of foreign exchange earnings and revenue accounting for 15% of Greece's total GDP and employing, directly or indirectly, 16.5% of the total workforce. Finally, the shipping industry is also a key element of Greek economic activity dating back to ancient times. Today, shipping is one of the country's most important industries. It accounts for 4.5% of GDP, employs about 160,000 people (4% of the workforce), and represents 1/3 of the country's trade deficit.

Greece is one of the smallest EU countries. It is a parliamentary republic. The capital is Athens where almost half of the Greek population lives and works. Greece consists of thirteen regions subdivided into a total of 325 municipalities.



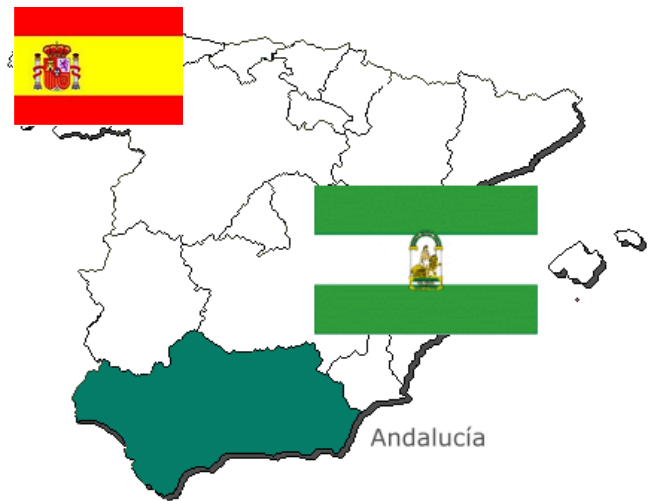
1.3 Andalusia – Spain

Andalusia is at the south of the Iberian Peninsula and is the southernmost point of Europe. It is the most populous and the second largest area of the autonomous communities in Spain.

The area of Andalusia covers 87.268 km² and 50% is mountainous terrain.

Andalusia had 8.424.102 inhabitants in January 2011.

In the past it has been an economically poor region in comparison with the rest of Spain and the European Union at large.



<http://www.lehrer.uni-karlsruhe.de/~za627/webquests/imagenes/andalucia.gif>

However, the growth of the community especially in the industry and services sectors was above average in Spain and higher than many communities in the Eurozone. The region has a rich culture and a strong cultural identity with many customs which have an international impact.

The economy of Andalusia is distributed among the three sectors of activity: Primary Sector, Secondary Sector and Tertiary Sector.

Around 24% of Andalusian workers develop their activity in the Primary Sector, so this sector is very important for the economy of this region. Andalusia is the first agricultural region in Spain thanks to the good weather and the fertile lands and the second fishing region in Spain, due to the wide length of the coast.

21% of workers in Andalusia belong to the Secondary Sector. So as it can be observed, the industry is not the most powerful sector in our economy.

Regarding at the Tertiary Sector, it can be seen that 54% of people working in Andalusia are included inside this sector because tourism has a very strong influence in the economy of the region.

Andalusia is one of the 17 autonomous communities in Spain. The Andalusian Autonomous Government includes the Parliament, a President, a Consultative Council and other bodies.



1.4 Thuringia - Germany



Thuringia is located in the middle of Germany and in the middle of Europe. 90% of Thuringia is rural area and is divided into small urban settlement sections.

Thuringia consists of small towns, medium sized towns and some cities. 80% of the Thuringian population lives in the country side. It is representative for regional specific characters and specialties as well as cultural diversity.

Thuringia is called the green heart of Germany. Thuringia extends over an area of 16.172,50 km².

<http://www.deutschland-auf-einen-blick.de/thuringen/images/karte1.jpg>

One third of the Thuringian area is covered with forest. There are numerous reserves.

Thuringia is a traditional industrial location. The numerous medium-sized companies and a big industrial diversity are the strength of Thuringia. The main industrial areas are electrical industry with optics, solar industry, medical technology, metalworking industry, car industry, machine building industry and nutrition industry.

2.220.000 inhabitants live in Thuringia with a density of 138/km². But Thuringia is faced with a demographic change and depopulation. Young people migrate. The results are skills shortage, the birthrate is dropping and the proportion of the elderly population is increasing. The unemployment rate is approximately 8,2 %.

It is a federal state of Germany and is subdivided into 17 administrative districts and 6 Cities that do not belong to any administrative district. Erfurt is its capital City.



1.5 Tuscany Region- Italy

Tuscany is situated in the center of the Peninsula. Today Tuscany is one of the hubs of the Italian Republic, for his beauty, history, culture and economy.

Its territory is dominated by the hills and the sea. It has a triangular shape and expands his borders approximately for 22,993 km².

The countryside plays an important role, first of all because of the wineries. Those are famous around the world.



<http://www.organictuscany.org/images/tuscany-italy/tuscany-map.gif>

The Toscanini industries are developed mainly in the outskirts of the city. The industrial district is a local system of production, characterized by the simultaneous presence of the a living community and a pulling industrial sector, constituted by a lot of small enterprises, independent from each other and at the same time integrated, specialized in different phases of the same productive process. At the same time in the industrial district is animated by values of the social contest typical and adequate to the economic enterprise.

In Tuscany are 12 main industrial districts: leather, shoes, textile, garments, wood and furniture, paper, marble and gold. Lastly but not least in importance is tourism.

With regard to industrial development, now there is a revolution taking place at regional level regarding the new regional project development which takes as its overall objective and priority boosting economic development of the region through the growth of all sectors of the productive system.

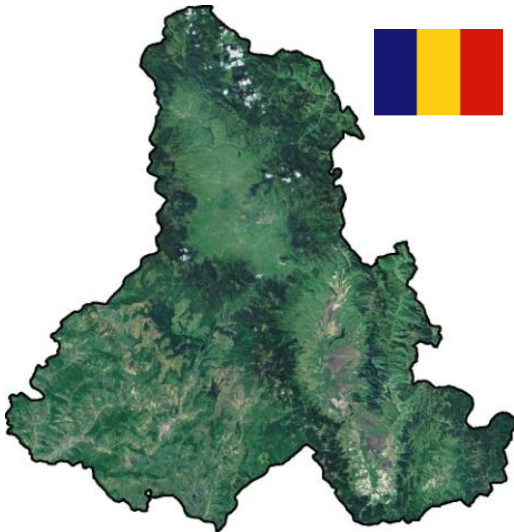
In Tuscany live about 3.750.000 inhabitants with a density of 160/km². This region can be defined as a little melting pot of Italy, because a lot of cultures and different ethnic groups are living here. In this context, the Region of Tuscany continues to make its contribution through measures to support young people and businesses. The country should seek to recover the capacity that is behind the growth of our economy: only encouraging this by providing infrastructure, services and competitiveness of businesses it is possible to increase the level of employment and stabilize it.

The data on employment from 2011 showed that the positive balance was of 23 000 occupied, while the unemployed were down five thousand units.

The provinces of the Tuscan Region are: Arezzo, Firenze, Grosseto, Livorno, Lucca, Massa e Carrara, Pisa, Pistoia, Prato, Siena.

In 1861 Tuscany became part of the new born Italian Reign and between 1870 and 1975 Florence was elected as Capital city of the Reign. Tuscany is located in the center of Italy consists of 10 provinces. The provinces are Arezzo, Firenze, Grosseto, Livorno, Lucca, Massa e Carrara, Pisa, Pistoia, Prato, and Siena. Tuscany is politically influenced by the policy of other regions. We can define Tuscany politically neutral, but it remains a crucial point in politics and in the national economy.

1.6 Harghita County – Romania



Harghita County lies in the central part of Romania. The geography of the county includes a big part of the central part of the Eastern Carpathians, a little fragment of the Curvature Carpathians, as well as the south-east extremity of the Transylvanian Sub-Carpathians. The area of the county is 6 639 km². The mountain zone covers over 60% of the territory.

Harghita County has important natural resources like wood, iron ore, pyrite, copper, salt, China clay, basalt, andesite and coal. A main category of the soil resources is represented by numerous mineral water springs spread over the whole territory of the County.

http://upload.wikimedia.org/wikipedia/commons/3/38/Blank_Romania_Harghita_Location_map.jpg

The natural resources represent the natural capital of the county. The exploitation of the raw materials and their processing determines the future economic and social development and the environmental condition.

Harghita County is a medium developed region, with a high share of the inhabitants living and working in rural areas. The economic profile presents a strong dependency on forestry and wood processing. The most meaningful importance of the industrial production of the county belongs to the wood processing and exploiting industry relied on the resources of raw materials existing in the territory. There are important resources of forest fruit (mushrooms and medicine plants, blueberry, raspberry, gooseberry, etc.).

Harghita County has settled as main priorities in the field of regional development:

- of the infrastructure of the places and that of the social services;
- of the rural areas (the development of the micro-regions);
- of the industry, of SMEs and the conditions of business;
- of the human resources;
- of the tourism, the conservation of the environment and of the national heritage.

In 2011 Harghita County had a population of 304.969 inhabitants and a population density of 52/km². Its structure is: 85% Hungarians, 13% Romanians and 2% Roma and others. It has the highest percentage of Hungarians in Romania.

According to the data of Romanian National Institute of Statistics the employment situation of Harghita County was the following in 2010. 12.777 (5489 women) unemployed persons have been registered by the Employment Agency 12.777. The unemployment rate was 8,9% (8,4% women) at that time.

Persons with a low income have to go for extra jobs. The need for a better life and income force many adults to go for a second or even third job. That limits their free time and leaves less time for learning.

The administrative organization of the county's territory consists of 9 towns and 4 municipalities, 58 communes and 236 villages. The county's capital city is Miercurea Ciuc.

The researched region is representing a less relevant political importance.

Adult education centers founded by local government

Adult education centers in Zemgale are located in the biggest municipalities or cities of the region: Jelgava, Jēkabpils, Aizkraukle, Dobele. There are actual 6 institutions. Some branches of the biggest centers are located in smaller municipalities, but their supply is insufficient. The centers are founded on principles of schools and other education institutions and work with their principles. Mostly trainings are based on theoretical approach. Practical approaches are used occasionally. Trainings are quite general and not always focused on target group needs. Not always trainings are accessible for people because of costs. As centers are located mainly in the region's biggest municipalities or cities, people from rural areas, located distant from centers have difficulties to attend courses because of distance, poor, uneasy and expensive transport provision in the region.

The size of the centers depends on their location. Institutions located in bigger cities like Jelgava, Dobele and Jekabpils, have centers with 10 to 20 full-time education and administration staff. The average number of learners per year varies from 5.000 till 500. The centers have their own buildings with all facilities, needed equipment and other resources.

Those centers located in smaller municipalities are working with less capacity and less full-time staff of about 5 persons. The average learners per year are a few hundred. There is cooperation with other institutions to provide facilities, equipment and other.

The provided offers of the centers are multifaceted. On offer are entrepreneurship courses for startups, language courses, course for information technologies, psychology courses, creative courses, safety courses (work, fire, hygiene).

Private adult education centers

Private adult education centers provide corporate courses for employees of companies. They offer courses located advantageous for the customer. The focus on profit is obvious, thus these centers respond only on solvent target group needs. Private adult education institutions also define a tuition fee.

If an education center wins procurement procedure and gets the right to provide trainings in the frame of a EU project or receives governmental funding, it provides trainings without fee and learners should follow the program's/project's conditions.

There are 30 private adult education centers in Zemgale. Their size is varies between a few and above 20 full-time educators. The average number of learners per year varies between a few hundred and some thousand.

Private adult education centers offer the following educational opportunities. On offer are driving lessons, safety courses (work, fire, hygiene), economics, marketing and sales, quality management, project management, communication, pedagogy, information technologies, self-development/creativity courses, languages and other.



NGOs

NGOs in Latvia include associations and foundations. Zemgale has more than 1.500 NGOs, both associations and foundations which are non-profit organizations. One third of the 1.500 NGOs are actively and regularly working. It is easy to establish an NGO since it takes 2 weeks and there are only 2 persons needed. Therefore Latvia has a fast growing non-profit sector. But the resources for civic society establishments are limited. Most of the organizations are established with the aim to make specific groups' situation better. But some of the organizations are also offering adult education. Those offering adult education are doing it for their members and resource users.

About 200 organizations are involved in adult education in Zemgale. But their main aim is not adult education. Zemgale NGO Centre as an umbrella and resource center for Zemgale NGOs has recognized around 40 organizations in the region who are directly involved in adult education. Those are community centers, senior organizations and organizations with the aim to promote adult education methods.

NGOs are mostly offering non-formal education for adult learners. This is due to the fact that target audiences are specific and related to the aim of the organization. For example, if an NGO works with disabled persons, trainings will be non-formal and related to the topics based on the needs of the target audience. It can be health issues, rehabilitation workshops or simply English language clubs or courses if members and resource users of the organization are requiring it. Offer of non-formal education courses can be for youth workers, seniors, disabled persons, members of national minority organizations, persons working in the field of adult education, etc.

Basically NGOs are very diverse due to the sectors represented in field of NGOs and most unifying is the fact that adult education is non-formal within the NGO sector.

Universities

The role of higher education institutions is becoming more and more important in offering non-formal education opportunities for adults. The only active lifelong learning center in University is in Jelgava (Latvia University of agriculture). It functions like adult education centers founded by local governments.

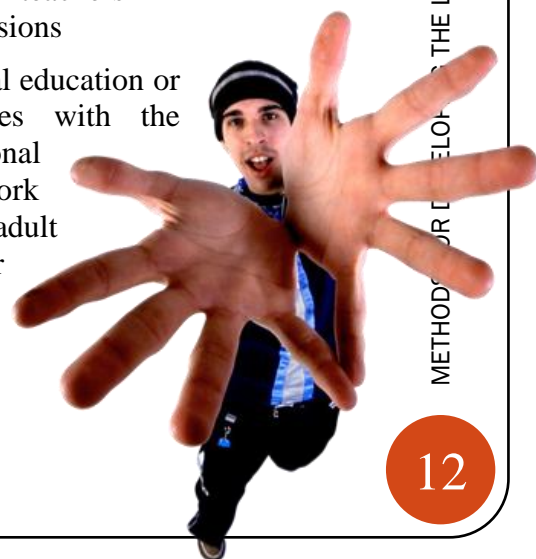
Universities offer thematic trainings, connected with university offer like agriculture, technical qualifications, veterinary, IT and other.

Qualification of educators and trainers

There are two main categories of those working in adult education as teachers and trainers in the framework of different programs/provisions of continuing adult education in Latvia:

1. Formal education – general/vocational/higher education – teachers
2. Educators of non-formal adult education programs/provisions

According to the educational laws a person who has pedagogical education or who is acquiring pedagogical education which complies with the requirements for pedagogical education and professional qualifications set by the Cabinet of Ministers has the right to work as an educator. These requirements do not apply to non-formal adult education. There are also no special additional requirements for being a teacher in an evening school or evening classes.



Lately, the preparing of multipliers as trainers in continuing education is becoming popular. There are no regulations at national level stating the training and qualification of multipliers. They are prepared in in-service courses, and a certificate is handed out after their completion. It is a part of adult education.

There are furthermore requirements for continuing professional development for teachers and trainers working only in the framework of formal programs/provisions of adult education. The Cabinet of Ministers has defined that a teacher has responsibility of his/her own professional development. He or she has to acquire 36 hours professional qualification development program during a three years period. The organizational features are also defined by the Cabinet of Ministers. This requirement does not apply to the teachers working in the framework of non-formal programs and provisions.

Since October 2009 a differentiated career structure model has been developed further as a new EU Structural Funds' project "Promotion of competitive capacity of pedagogues in optimized education system". By teachers' professional quality evaluation it is expected to promote the development of professional competencies and professional career opportunities for every teacher. Teachers' responsibility on results of their pedagogical work will increase also due to revolving evaluation of their professional quality. As planned, five teacher categories will be linked with salaries after the development of the project, i.e. after 2012, most probably in 2013. One of the results of the project will be a development of regulations of the Cabinet of Ministers defining the coordination of the salaries of pedagogues and the five categories. According to the project, after its completion in March 2012 the above mentioned system of teachers' professional evaluation might be introduced at national level.

Most of the adult educators in NGO sector have higher education and experience in the sector where they are specialized. There are used methods to promote the learning process and cooperation between adult learners.

Cooperation

Cooperation between organizations is poor. Private and local government adult education centers focus on competition and does not use benefits from cooperation. Some cooperation initiatives are discovered. There are following international and national networks for adult education organizations. But they are participated poorly.

One partnership among many others is Latvia's membership in the European Association of Regional and Local Authorities for Lifelong Learning (EARLALL). The association currently includes the cooperation of 23 regional and local authorities aiming to influence European policy and to co-operate in projects in the field of lifelong learning. EARLALL aims to reach a high degree of collaboration among its members in the field of the Lifelong Learning policies and establish a close cooperation with the European Union institutions.

Latvian Adult Education Association (Latvijas Pieaugušo izglītības apvienība) - LAEA, is a non-governmental, non-profit organization, which unites adult education providers in. The aim of LAEA is to promote the development of non-formal adult education and to advice the national body for lifelong learning policy and thereby promoting the development of a civic, democratic and open society. Organization's activity in past years was quite passive.



2.2 Adult education in Greece

In Greece the governing bodies of Life Long Learning include:

- the General Secretariat for Lifelong Learning
- the units of the Regions, exercising powers on Lifelong Learning
- the units of Municipalities, who are acting on Lifelong Learning
- the National Certification Qualifications and Vocational Guidance
- the National Centre for Public Administration and Local Government

On the other hand providers of Life Long Learning services include:

- the Vocational Training Institutes
- the Vocational Training Centers
- Post-secondary Education Centers and Laboratories of Liberal Studies
- other public and private vocational schools,
- the Foundation for Youth and Lifelong Learning,
- the general service providers (formal and non-formal) adult education, including social, religious and cultural institutions and structures providing general education services, as the Second Chance Schools and Parents Schools,
- providers or consultancy services and guidance,
- the Employment Promotion Centers in part providing lifelong counseling and guidance,
- operators of public and broader public sector that provide non-formal education in human resources from the public and broader public sector and bodies set up by the professional associations and chambers and provide non-formal education to their members,
- the providers of lifelong learning, which constitute the higher education trade unions and employers who are parties to the national collective agreement, such as the Institute for Work and Development Centre for Educational Policy of the General Confederation of Greek Workers, the Institute of Small Business of the General Confederation of Professionals, Craftsmen and Merchants, the Social Multicenter and Balkan Institute of Public Administration of Higher Civil Servants Associations

Finally, there are various organizations providing informal learning. More specifically, these organizations may be operating at national, regional or local level and they are classified into the following categories:

- services and public sector bodies (or administrations), operating as a legal entity under public or private,
- entities of the social sector (or social actors) that operate in the form of association, institution or non-profit company or association,
- private sector (or private) in any legal form. These may include schools, museums, libraries, social, educational and cultural organizations implementing programs and providing lifelong learning to young or adults or the elderly, such as conducting workshops and seminars, the organization of study visits, the provision of systematic information and knowledge and skills of individuals who contribute to education or training and spiritual development.



From the discussion above it is obvious that the number of adult education organizations is difficult to be estimated, since there is a great variety in their type, seize and target groups. It is indicative that the public vocational training institutes which provide professional training of any kind, original or supplemental, are more than 120 all over the country. These institutes accept high school graduates offer training programs lasting up to 4 semesters. Trainees attend compulsory theoretical, laboratory and mixed classes. Trainees, who successfully complete their training in public and private vocational training institutes, receive a confirmation.

The number of trainees in public vocational training institutes is approximately 20.000, while in private to 11.000 a year. Instructors of the vocational training institutes come from the labor market and/or higher and secondary education. The number of instructors in public vocational training institutes is approximately 9.500. Finally, the courses offered by these institutes are specific and focused on subjects related to the following: informatics, telecommunications, network, financial and administrative services, tourism, food and beverage, engineering, electrical, electronic, building and construction, applied arts, chemical industry, energy, environment, health, beauty, social services, communication and mass media, culture and sports.

Another example of adult education organizations is given by the work of almost 60 second chance schools all over Greece who accept adults 18 years and over who have not completed compulsory lower secondary education. The total duration of the program is 18 months, namely two years training. The weekly program is 25 hours and courses include Greek language, mathematics, English language, computers, social education, environmental education, natural sciences, cultural – cosmetic treatment, career counseling.

The educational content meets current social and economic priorities and labor market needs. The program content includes basic skills (reading, writing, math calculus), social skills (teamwork, communication), social and cultural education and preparation for professional life.

In Greece, the Adult Educator professional profile has been designed and certified by the National Accreditation Centre for Vocational Training (already merged in the new National Organization for Accreditation of Qualifications and Vocational Guidance). According to this professional profile, everyone who wishes to work as an adult educator must follow one of various proposed (educational and professional) routes.

At this point we must emphasize that the proposed routes do not only include routes through formal and non-formal education and training system, but also every route that can be captured in a certification system for knowledge, skills and competences. The five proposed routes are described below.

15.08.2012

METHODS FOR DEVELOPING THE LEARNING



5 proposed educational and professional routes for adult educators

Routes	Studies	Training	Work Experience	Teaching Experience
1 st	B.A., M.A., PhD in: -Adult Education -Distance Learning -Training	not necessary	2 years in the same field	Not necessary
2 nd	any University degree	Participation in a certified Training for Trainers Program	2 years in the field related to the studies	150 teaching hours during the 5 last years
3 rd	Vocational Training Institute	Participation in a certified Training for Trainers Program	3 years in the field related to the studies	150 teaching hours during the 5 last years
4 th	Secondary education qualification	Participation in a certified Training for Trainers Program	5 years in the field related to the studies	150 teaching hours during the 5 last years
5 th	Compulsory education	Participation in a certified Training for Trainers Program	6 years	150 teaching hours during the 5 last years

Finally, with the exception of the public adult educational organizations, such as the vocational training institutes or second chance schools already mentioned, which are all guided and monitored by the Ministry of Education in Greece, all the other private adult educational organizations function in an autonomous way, determining the selection criteria for their trainees and adjusting their courses and curricula to their needs.

The only one recognized association for adult education in Greece is the Hellenic Adult Education Association (HAEA), which is a scientific non-profit association and is seated in the city of Athens, Greece. HAEA today has approximately 500 members, mainly adult trainers, students of postgraduate diplomas in adult education and high school teachers.

2.3 Adult education in Andalusia – Spain

At present, adult education in Andalusia is in a period of great development and consolidation in a context characterized, as elsewhere, by the explosion of demand in the information society. Since the later eighties the number and variety of organizations having adult education as its main objective or as a part of their objectives has increased considerably.

The Spanish Federation of Adult Education organizations gather about 50 member organizations: voluntary adult education organizations, popular schools, peasant schools, associations of participants, associations of professionals, etc. cooperates with the Spanish Federation of Popular Universities, trade unions and other organizations concerned with adult education.

The fields of activity are varied and they are increasing according to the new emerging needs of society as a whole and of specific groups. The classical fields of adult education in Spain are: adult basic education, job-related training and sociocultural education.

Vocational training covers all training initiatives that equip people for the qualified performance of the various professions, access to employment and active participation in social, cultural and economic life. It includes the teachings provided by initial vocational training, initiatives aimed at inserting and reinserting workers in employment, as well as others aimed at ongoing training in companies, which allow workers to acquire and continually update their professional skills.

The organization's main activity does actually provide adult education in specific areas or for specific target groups. These are complement areas which are not always covered by adult education organizations. This is the case for example of organizations dealing with groups with specific needs, migrant and ethnic minorities, health education or organizations and bodies involved in the promotion of equal opportunities between men and women, etc.

Here it should be mentioned that some of these organizations do not consider themselves as adult education providers but the overview would remain reduced without including such organizations.

Adult education in Andalusia is a responsibility of the central government. Local administration bodies are also responsible for adult education, mostly concerning non-formal provision, mainly cultural, artistic and sports activities.

Public adult education centers on the one hand are run either by the central or autonomous governments or by municipalities or local authorities and include both formal and non-formal education. On the other hand there are many varied private centers run on a profit making basis.

Popular universities reappeared in the seventies as cultural centers. Now they provide both formal and non-formal education activities.

Also voluntary organizations provide adult education. They are collectively run and include both formal and non-formal education. They are often based on volunteer work. Voluntary adult education organizations coordinate themselves in the region and at state level and usually constitute the vanguard and motor for innovation.

There is a great variety of organizations here. Popular schools came into being in the seventies as an alternative to the educational model of the dictatorship. Later they strived to maintain their independence from State.

Peasant schools and “colectivos de acción solidaria” (solidarity action groups) were founded in the early seventies promoting cultural centers and community development activities. Projects combine cultural activities with economic development and social participation.

Again, if we go back to the difficult situation we are living nowadays in our country, we must consider that there is no a specific target group or specific profile of people who wants the access to some training for adults. We must consider that both the majority of people who have an employment and the majority of unemployed people are interested in obtaining some training which allows them to improve their skills as well as to learn the activities and tasks of new jobs.

Each trainer working both in the area of adult education and in other areas will have a specific knowledge concerning his/her specific area of dedication. They receive a specific training to obtain the needed competences to become a trainer.

The first thing that a trainer in every educational area must obey is the execution of some training related to the training field. There are some training courses for people who want to work in training, both for children and adults, and these courses are very important to develop the competences that we talked about before. They are, for example, Master on Teacher training course, Training the trainers and Occupational trainer. This kind of training is primarily aimed at providing to the trainer everything which is needed to play a role as trainer in a training center, whether public or private. Some of the main aims of this training are the management of training plans in companies, the management of teaching of actions, both of formal and non-formal actions, and the design and planning of all kind of training actions and training plans.

It is not so difficult to work in adult education organizations as it is in the University, since fewer requirements are demanded. You need to finish a degree and a Master. Then you can apply for a job as a teacher after passing some exams.



2.4 Adult education in Thuringia – Germany

Adult education is the fourth sector of education next to school education, vocational education and university education. It is characterized by its less institutional structure. The federal state Thuringia is obligated to support organizations that main task is to provide adult education. It is laid down in article 29 of the constitution of the Thuringian free state. Thuringia is legally obligated to support a minimum offer of adult education to guarantee an area-wide basic service of adult education.

Adult education organizations that are accredited by the adult educational laws have the chance to co-determine adult education in Thuringia. There is a curatorship including members of accredited adult education organization. The members of the curatorship are appointed by the minister of education. The curatorship advises the Thuringian Parliament relating to adult education 4 times a year. Furthermore they give recommendations to the educational laws. Two members of the LEB are members of that curatorship.

Although the institutional structure of adult education is diffuse. The regulatory framework is heterogeneous, financing is uncertain and professional approaches of educators and trainers are vague. Therefore it is difficult to describe institutions and organizations of adult education. There are public adult education institutions like adult education center. There are private institutions like associations, unions, churches or employer associations. A third group are private commercial adult education companies which sell education gainful.

The Thuringian federal state supports adult education institutions that are accredited by the adult educational laws. Accredited means, these organizations guarantee an area-wide basic service of adult education. Organizations are divided into three groups:

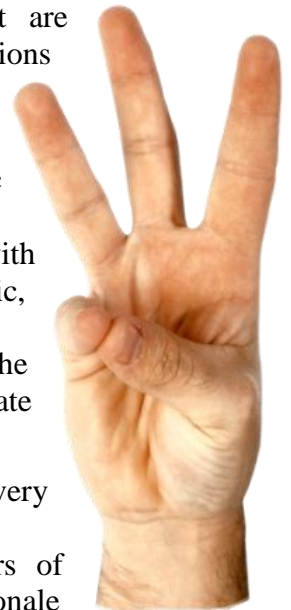
1. 23 adult education centers – folk high schools as public organizations
2. 3 adult education institutions offering education in combination with accommodation – consolidated living and learning as non-public, private and non-profit institutions
3. 13 so called other independent institutions like the Ländliche Erwachsenenbildung Thüringen e.V. which are non-public, private and non-profit organizations

Furthermore there are a lot of associations and learning groups for nearly every subject in Thuringia well-organized.

Such organizations, associations and learning groups are often members of working partnerships and for instance supported by the LEB, the AG Regionale Bildung and other umbrella organizations with reference to the realization of their learning opportunities.

Because of the diffuse structure of adult education and the different types and sizes of institutions it is not possible to define how many adult education institutions, organizations associations and learning groups exist. They are not centrally registered except the 49 mentioned above that are accredited by the Thuringian adult education law.

Target groups of adult education are different, too. One target group includes persons who are interested in learning activities beyond vocational ambitions. Other target groups are young persons, unemployed and job seeking persons and disabled and disadvantaged people.



The reduction of financial support of adult education by the federal state and municipalities forces adult education institutions to raise the participation fees. That results in less participation of social disadvantaged people.

According to the learning groups and associations supported by the LEB and AG Regionale Bildung approximately 75% of the participants are senior citizens. Another group of participants are women. A third group are self-help-groups and groups of disabled persons. The group of participants reflects the actual demographic situation, the demographic change in Thuringia.

On the one hand learning opportunities for the existing groups of participants must be developed. On the other hand learning opportunities must also be developed for those persons who are actually not involved. On the whole more participants have to be gained to maintain and develop the educational work of the learning groups and associations on a long term basis and secure its existence.

With reference to staff there are three types of staff working in adult education institutions. These are the management, the full-time educational staff and the administration. There are furthermore several freelance instructors working for adult education institutions. Each of them has to perform several tasks.

The management has to attend to:

- representation of the institution,
- personnel management,
- marketing,
- public relation
- controlling.

The full-time educational staff has to attend to:

- plan and organize learning opportunities,
- ensure and evaluate learning programs and opportunities,
- engage and supervise freelance instructors.

The administration is responsible for administration, organization, accountancy and office.

The freelance instructors have to implement courses and trainings.

The work of associations and learning/educational groups and the regional cooperation is possible just because of the voluntary work of a lot of persons.

The qualifications of staff are different. Some institutions employ educational staff with educational qualification.

Adult education centers folk high schools

Adult education centers (folk high schools) do not usually employ educators. Educational staff does not mean automatically pedagogic qualification.

Die freien Träger vor der Zerreiprobe



Some educational staff has a university degree. Others entered adult education out of other professions. Many of them are working as trainers as their second job for extra income. Most of their professions have nothing in common with education. There are not just little educational qualifications but also little adult educational qualifications. But trainers are interested in learning methods to improve their teaching skills.

Independent institutions

Also independent institutions have problems to find qualified staff. Full-time educational staff includes primarily persons with a university degree, e.g. educationalists, social education workers, business economists and with extra qualifications to some extent. That is by now a precondition for financial support by the Thuringian federal state.

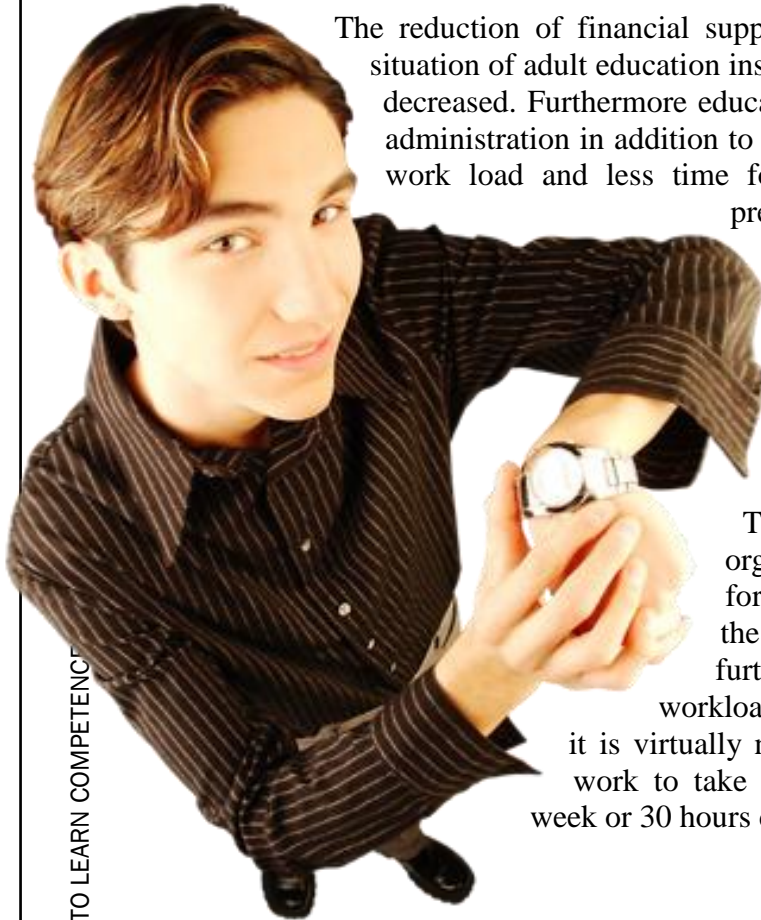
The reduction of financial support also influenced and influences the staff situation of adult education institutions. Educational and administration staff decreased. Furthermore educational staff had to undertake the tasks of the administration in addition to their educational work. That leads to an extra work load and less time for educational tasks. And mainly therefore predominant teaching educational jobs do not exist in Thuringia virtually. Teaching activities are adduced by freelance professional instructors with the same conditions, problems and challenges as described for the trainers of folk high schools.

The Ländliche Erwachsenenbildung Thüringen is exemplarily for those organizations faced with that problem. Not just for us it is furthermore nearly impossible to give the educational staff the opportunity and time for further education because of the immense workload they have to deal with every day. Therefore it is virtually not possible to release them from their daily work to take part on a further education workshop for a week or 30 hours continuous.

Profession/qualification of educators of learning groups and associations supported by the LEB and AG Regionale Bildung

The majority of the employees has a lot of experiences, is working for a long time in the educational sector, and partly participates in further education in the field of adult education. Most of the educators are acting on the basis of many years of experience and acquired competencies. One third of the educators have got a university degree.

The educators are very open and motivated for their work in their association or educational group as well as for the cooperation within the regional network.



Cooperation

There is a growing necessity of cooperation of organization on the regional level referring to the structure of offer and programming.

Examples for the importance and the potential of regional cooperation are regional networks, learning region or learning on the spot.

On the one hand a regional requirement can be established by a corporate exchange. As a result common development targets for the region can be determined as well as target agreements. On the other hand the interests of the several organizations can be supported together. On the whole regional cooperation supports an effective and thrifty use of resources as well as a covering basic service of learning opportunities.

Cooperation appears in different ways. There is an exchange of experiences, knowledge, educators and trainers as far as participants. The cooperation is rational, communicative relationships between the learning groups which exchange of information. They are mutual relations. Cooperation is perceived as enrichment and not as a competition.

The cooperation of the associations and educational groups within working partnerships exists for a long time, partly for 20 years. They are interested in going on and supporting and developing the process of regionalization.

But there is a lack of resources which is seen as hindering for the cooperation. That means especially a lack of financial resources to support the networks, to provide educators with the adequate qualifications and time to do the time-consuming work. Another hindrance is bureaucracy, especially for the smaller learning groups. Bureaucracy requires staff and time and also experiences and routine for bureaucratic tasks and hindrances.

Further attractive partners for further regional cooperation are public authorities, urban administration, and administrative offices. They have access to further resources.

Other interesting partners for a network can be other associations and organizations, organizations of adult education and also medical institutions.

Cooperation via an internet platform, new media appears to be a possible way to develop and improve the cooperation. It appears to be a good way to find agreements fast and straightforward.



2.5 Adult education in Tuscany Region – Italy

Each Italian region has its own rules on adult education and vocational training. Adult education, meaning the educational activities addressed to citizens (or immigrants) who have accomplished the compulsory education. In general these activities refer to education actions aimed at developing the “key competences” and/or “vocational skills” in order to increase the employability of individuals, supporting the social and labor inclusion of immigrants, strengthening the “formal education” of adults at secondary level.

Adult education is carried out by each regional administration on the bases of the national provisions and the European Policy on Education.

The Tuscany Region, in order to stimulate and foster the development of the adult education has created a network between actors traditionally or non-traditionally involved in the education process. Institutions and organizations of adult education are:

- Centri Territoriali Permanenti offer the possibility to gain a secondary education title – high school degree – to those people that have left school after completed the compulsory education. There is a CTP in every municipality.
- University of Third age
- Vocational Training Agencies, public or private
- Associations – Social cooperatives – EDA (Educazione Degli Adulti) agencies

The public bodies involved in this process are:

1. Municipalities as institutions are closer to citizens. They represent the best observatory of the educational needs. Therefore they elaborate educational actions for adults. They are also responsible for the planning of activities referred to compulsory education. Any proposal has to be submitted to the competent Provincial Administration.
2. Provincial Administrations are in charge with the intermediate programming, adopting the long-term plan as far as the education sector in general. Moreover they are responsible for the allocation of public funds, such as ministerial funds or European funds, therefore managing any single step of the educational offer realized through these funds. By doing so the Provincial Administrations guarantee the integration among the labor policies and those addressed to education and training.
3. Tuscany Region Administration has created a system of accreditation to which any entity is willing to offer Adult Education in the frame of the law 32/2002. Besides it gives the general provisions as far as the education field. Moreover the Tuscany Region, in order to guarantee to the adult population a 3 and 4 EQF (European Qualification Framework) degree is committed in realizing integrated system among the educational, training and labor systems.



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The structures of adult education also include any action aimed at the development of the key competences, as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment.

In Tuscany there are about 500 vocational training agencies, involved in adult education, entitled by the Administration of the Tuscany Region to offer vocational training courses financed by the European Social Fund or privately by companies or individuals. The vocational training agencies can be grouped as follow.

Private organizations

Their mission is especially the in-company professional updating. Thus their profit mainly derives by relationship with big companies. They may use specific funds gathered through the tax system or through the national trade or professional association to which a company is linked. Whether private organizations supply training without using public funds, such as the European Social Fund or Ministerial Funds, they do not need to be entitled by the Tuscany Region and listed in the proper list of appointed agencies.

Non-profit private organizations

Generally their main activity is linked to the European Social Fund. As they cannot receive profit on their activity, they use public funds to finance the offer of training courses, thus responding to public calls in any field (health care, administration, languages, etc.).

Social cooperatives

They work especially in the social or health care field, providing training both to improve the competencies of professionals working in the sector and to enhance the participation of disadvantage people in the labor market and to foster their social inclusion. Generally they use public funds.

Agencies belonging to trade or industrial associations

They offer continuous training to their associates as well as vocational training courses financed by the European Social Fund. Their strength is their special relationship with the association to whom the agencies refer.

Agencies belonging to union trades

They offer continuous training to their associations as well as vocational training courses financed by the European Social Fund, projecting training courses in any field. Their strength is their special relationship with the association to whom the agencies belong.

Schools and universities

Some high schools are entitled by the Tuscany Region to offer vocational training course. At the beginning their involvement was due to the necessity to help drop outs to complete their compulsory education. Later high school extended their interests to any call financed by the European Social Fund, in order to have other sources of income. As to university, they participate to European Projects coordinated directly by the European Commission (EACEA)

Educazione Degli Adulti - agencies for the adult education

It includes any educative opportunity at formal level (provided by recognized Educational subjects, for instance schools, or vocational training agencies) and at non-formal (social and cultural initiatives or initiatives promoted by associations of volunteers) or in-formal, addressed to adult people of any age, aiming to guarantee the right to the lifelong learning, the proper acquisition of the key competences as defined by the European Commission and Parliament (18/12/2006), the social inclusion of immigrants, the equal access to the labor market. This kind of educative opportunity doesn't release a specific certificate, but only a frequency certificate.

The size of the Vocational Training Organization can vary according to the specialization and kind of business from 2 to 20-30 people. For example, companies which provide professional updating can be bigger than no-profit organization or small cooperative involved in social issue, as well as social cooperative can be associated to bigger business realities and work in networks. Schools and Universities can be huge, but the office involved in vocational training generally is very small (3-4 people). Medium size includes agencies in which about 10 people work constantly for educational projects.

The target groups of adult education organizations depend on the kind and mission of the organization, more or less as follow:

- private organization: employees
- no-profit-private organization: disadvantage people, unemployed, adult/elder people
- social cooperatives: employee/professional of the social and health care sectors; disadvantage people
- vocational training agencies belonging to Trade or Industrial Association: mainly employees
- vocational training agencies belonging to Union Trades: employees, unemployed, people who need to re-qualified their skills in order to enter again the labor market
- schools: drop outs, adults
- public administration: adults, unemployed

Educators

The Tuscany Region system of vocational training and education requires specific qualification for educators and trainers. If these requirements are not respect the organization to whom an educator and trainer belongs risks that the regional administration cancel its license as vocational training agency.

Generally a University degree is preferred, but what is most important is the experience in the referred field. Educators/Trainers are divided into 2 groups. If they are senior or junior depends on their education and professional experience.



Cooperation

Generally vocational training agencies, as well as EDA entities, especially those not belonging to a particular Trade or Business Association, whether they answer to a public call for the allocation of European funds, need to ally to each other in order to strengthen their skills in the specific field of training described by the call itself.

So alliances are frequent, but at the same time each agency can choose to cooperate with different partners in different occasions depending on the kind of training course it wants to develop and offer.

Of course there are special relationships between historical partners, but there are not specific agreements that link an organization to the other.

2.6 Adult education in Harghita County – Romania

Adult education, as part of the world of business is supported by the market, its dynamics is defined by the economic situation and the labor market. In Romania most of the training institutions are private companies, NGOs or state organizations (public institution).

The first movers adopting new methodology and practices in adult education are often the NGOs who benefits from a more flexible structure and fewer constraints in terms of budgetary and administrative obligations.

The market for language and IT courses is dominated by private providers. Cultural activities are mostly provided by semi-public institutions, popular universities and cultural centers.

The NGOs are dynamic and innovative actors and often the first to adopt practices and projects ideas from other countries.

Popular universities and houses of culture are sometimes receiving regional or local support, or support from trusts/ foundations. Most courses however are paid by the participants' contribution.

Organizations

In Harghita County are approximately 35 institutions and organizations of adult education.

They are mostly small NGOs, associations, companies, cultural centers, employment agencies or technical/professional schools. One half of these organizations work with less than 10 employees. The other half of organizations work with a staff between 10-30 persons. One organization has more than 50 employees.

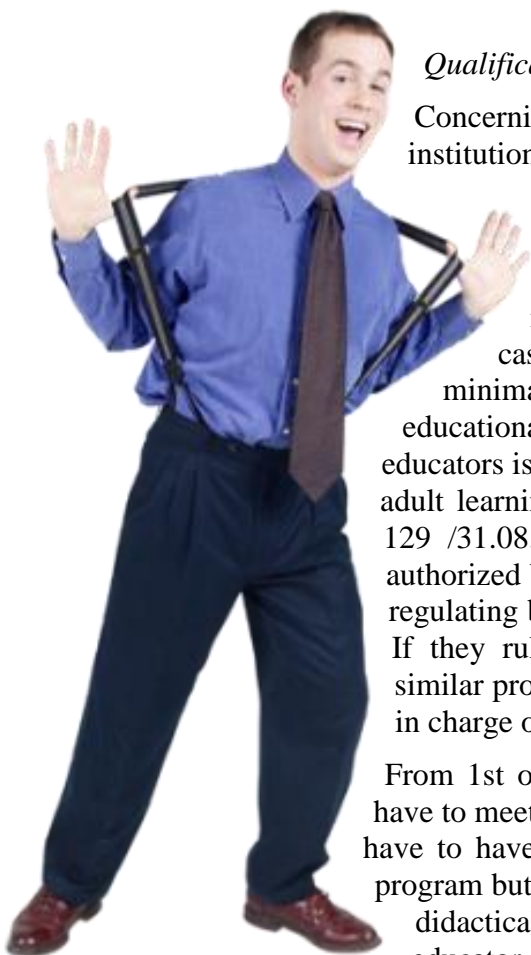
Most of the organizations in Harghita county, are located in the county-town of Harghita county Miercurea Ciuc. The rest is located in smaller towns or in rural area.

These organizations have various profiles: association, foundation, state institution, company, charity organization. Similarly, they have a wide range of activities like teaching traditional handicraft, organizing cultural programs, networking, communication development, professional know-how development, healthy living and prevention, social work, local and regional development, social and medical services, home care, adult education, teambuilding trainings, communication trainings, leadership development, trainings for creativity development trainings for teachers and teacher assistants (provided on county level), teaching services, teaching related information and documentation center, innovation center job placement, human resource management, carrier guidance general adult education services (language and IT courses, tailor made courses for professional and personal competencies development for different target groups) and educational projects (LLP and other.

The types of courses provided by the organizations are of a large scale.

They offer handicraft courses, entrepreneurial competences development course, photography course, train the trainer course, participatory community development, first aid course, entrepreneurial development, pomology courses, project management, teacher training, Grundtvig in-service trainings and workshops, language and IT courses, teambuilding, professional trainings, communication and leadership trainings, creativity development course, human resource professional course, carrier guide professional training.

The target groups the Harghitan adult education organizations focuses on are adults in general (majority), young people, unemployed, women, seniors, people disadvantaged for health reasons, small NGOs and teachers.



Qualification of educators

Concerning staff qualification, the majority of the above institutions prefer working with employees with higher degree, trainer diploma or professional experience.

As in other education sectors, teachers, facilitators and trainers constitute the most important quality input factor in adult education. However, in too many cases, adult educators are inappropriately trained, hold minimal qualifications, are under-paid and work in educationally unfavorable conditions. As the quality of adult educators is an important premise when discussing the quality of an adult learning offer, it was set up by law (Govern Ordinance no. 129 /31.08.2000) that the vocational training providers will be authorized by the National Adult Training Board. This entity is the regulating body for the professional training of adults in Romania. If they rule vocational training programs with trainers having similar profile or specialization with the training program they are in charge of.

From 1st of January 2010, the vocational training providers will have to meet another requirement in order to be authorized. Trainers have to have not only this similar specialization with the training program but also certified skills specific for dealing with adults in a didactical way (VINEPAC, 2007). The largest category of adult educator is that of teacher or trainer. These positions range from full-time Adult Basic Education teachers, to teachers of noncredit evening classes such as quilting, oil painting, or wills and estate planning, to vocational teachers in a trade or private school, to trainer in a large company.

In Romania exist three main professionalization and training pathways although there are no formal requirements for adult educators to enter the labor market.

1. the academic one (higher education)
2. through the professional training system (professional accreditation)
3. the validation of prior learning and experiences (assessment centers)

There is a legal and procedural national framework put in place for several years now for the continuing professional training which is realized through training programs (initiation, qualification/ re-qualification, improvement/ updating, specialization) and ensures the acquirement of all or some of the competences included in the nationally recognized occupational standards or vocational training standards. The programs are organized for occupations included in the Romanian Classification of Occupations or for qualifications included in the List of Qualifications.

The continuing professional system is offering qualification routes for adult learning professionals. More exactly, it is the case of five occupations:

- trainer (trainer of trainers)
- evaluator of professional competences
- project manager
- training instructor
- training designer

In July 2011, there were over 400 authorized training providers developing training programs for the occupation of trainer and trainer of trainers.

Professionalization of adult educator through validation of prior learning and experiences recognition and validation of vocational competencies acquired in non-formal and informal contexts are performed by the assessment centers authorized by the National Adult Training Board (NATB) in accordance with the Procedure of the assessment and certification of the competences acquired in non-formal and informal contexts (Procedure), approved through the Joint Order no. 4543/468/2004 of the Minister of Education and Research and of the Minister of Labor, Social Solidarity and Family, with subsequent modifications and completions.

The individuals who would like to be assessed in the view of recognizing of vocational competencies acquired through non-formal and informal ways should address to an assessment center authorized for such occupation/qualification

Assessment can be done for all the competences units from the occupational standard/vocational training standard or for one or more competences units, depending on the candidate's request.

Cooperation

In terms of cooperation, these organizations are active on different levels, they build up partnerships and are members of networks to a larger extent on European level, and they also cooperate with similar organizations and/or companies on local and regional level. The cooperation on national level is not so characteristic to these institutions.

The cooperation on European level is preferred by these organizations as European partners usually bring strong professional expertise, good practices, dynamism and know how into the partnership. These collaborations mostly take place in form of European projects and organizations from Harghita County are satisfied with their results in most of the cases.

As for the collaborations on local and regional level, some of the organizations from Harghita County consider these easier to be built due to existing personal local contacts. On the other hand such partnerships are not totally satisfactory, they say.



Consequently it is necessary that educators and trainers take the cognitive and emotional aspects into consideration. It is not only to teach certain resources to help planning and developing strategic tasks but to accompany the learners from the beginning of the learning process and to allow them to recognize themselves as apprentices.

Teaching how to learn means to ensure that learners experience understanding something that was not previously. They learn to solve a problem. And during that process they develop their social skills, too. That means the definition of learning to learn also points out that the learners need to be in the condition to make autonomous choices, as a result of a continuous confrontation of personal projects with the values guiding the society.

To help teachers to teach learning to learn specially involves to be conscious of the learner's skills and to modify conceptions if they are too simple. It also includes talking explicitly to learners about what is to learn and discuss what they think to make the goals explicit.

Teaching to learn how to learn is based on third place in helping learners to make appropriate attributions of their successes or failures and to pay attention to the emotional dimension.

There are theoretical approaches that support the practical view on learning to learn or provide a background for it. Exemplarily some theoretical approaches will be introduced before having a look at practical methods that support the development of learning to learn competencies.

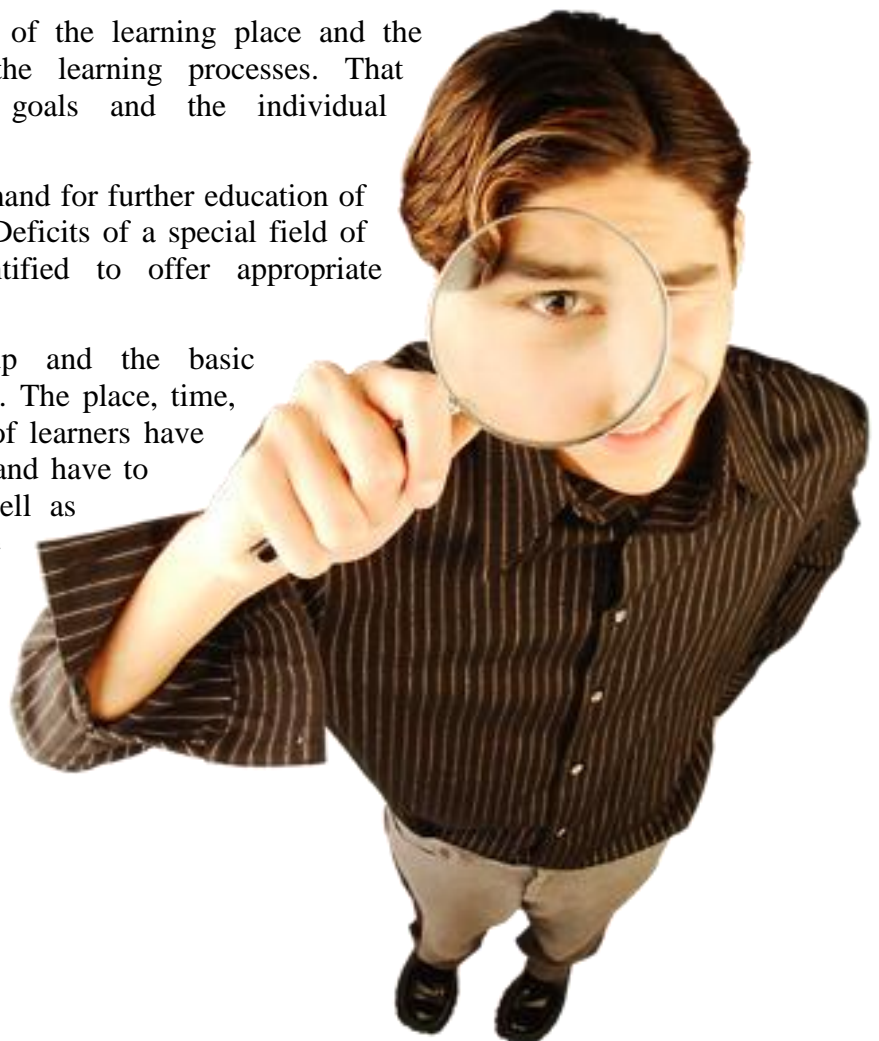
3.1. Theoretical background

3.1.1 The instructional design approach – cognitive theory

The systematical development of the learning place and the learning materials supports the learning processes. That includes also the learning goals and the individual requirements of the learner.

The individual and specific demand for further education of a learner has to be identified. Deficits of a special field of knowledge have to be identified to offer appropriate education.

Furthermore the target group and the basic conditions have to be analyzed. The place, time, subject, methods and number of learners have to be taken into consideration and have to be defined and selected as well as evaluated to proof if they were selected properly.



3.1.2 Instructional approach of situational learning

Situational approaches emphasize on the context of learning. The basic assumption is that knowledge cannot be handed on one-to-one from one person to another but has to be acquired independently and active within an acting context. The process of learning is the center of attention.

There are 6 main process features.

1. Learning is an active independent process of construction.
2. New knowledge has to be embedded in existing knowledge structures to keep it and use it.
3. Learning is an emotional process. Positive emotions support learning.
4. Learning is a self-directed process. The learner controls the subject matter and the learning process.
5. Learning is a social process. Knowledge acquisition happens through interaction.
6. Learning is a situational process. Learning happens in a certain context in a certain situation within a certain environment that is crucial to acquire essential competencies.

3.2. Methods to promote Learning to Learn

The partners, states and regions included into the project discovered different methods that are used to promote learning to learn competence. Some of those methods seem to be common, some are similar and some complement each other.

Altogether they nearly pursue the same objectives. That will be elaborated in the following.

3.2.1 Workshop

The workshop is one of the methods that are considered to promote learning to learn competence by the project partners.

Ideally in a workshop the participants work aim oriented together in groups to solve tasks to gain hands-on experience referring to a common issue. They have to develop, conceive and work out something together.

Conclusions and knowledge are results of interactive group work. The participants exchange and communicate knowledge to each other. Each learner has specific knowledge and skills. The learners are supported by a moderator (the trainer, adult educator) and learn from each other.

Such a learning situation is an appropriate pre-condition to promote peer learning and cooperative learning.



3.2.2 Peer learning and cooperative learning

Peer learning and cooperative learning encourage fast learners to help other learners, which can be useful for both, those who receive assistance and those who help. That kind of cooperative learning is a successful teaching strategy in which small teams, each with learners of different levels of ability use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates to learn and to create an atmosphere of achievement. Learners work through the assignment until all group members successfully understand and complete it.

Cooperative learning generates lots of new ideas, different points of view and different knowledge. Furthermore adult learners develop higher thinking skills and learn to evaluate, to analyze, and to synthesize the information that they need to learn and retain information much longer. They improve their reasoning and logic skills. Learners reflect on their own learning.

Adult learners develop responsibility as each individual has specific responsibilities. They learn that they need to fulfill those responsibilities because the other learners depend on them. The success of the group depends on each group member.

The learners develop their social competencies and skills, too. They can enhance their self-confidence and self-esteem. They learn how to listen politely and how to speak politely. They learn how to see things from other people's point of view. Further cooperative learning fosters developing oral communication skills.

But there are some aspects that have to be taken into consideration.

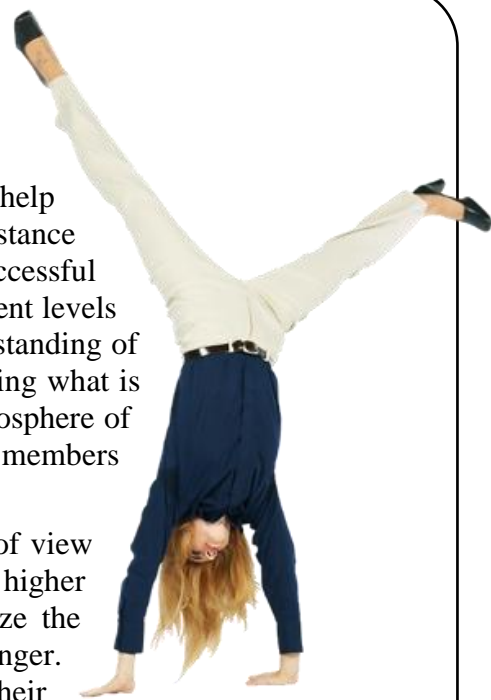
Cooperative learning works less efficient in a larger group or when the topic of the discussion is not inspiring enough for the whole group. It also works less efficient in case of a less skillful moderator. Furthermore a learner with a lack of social skills would not know how to work in groups and this could result in task or social conflict.

An example for implementing cooperative learning technique would be the think, pair, share strategy, very widely used in language classes or language teacher trainings.

The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Learners think through questions using three consecutive steps:

1. Think: Learners think independently about the question that has been stated and form ideas of their own.
2. Pair: Learners are grouped in pairs to discuss their thoughts. This step allows adult learners to articulate their ideas and to consider those of others.
3. Share: Pairs of learners share their ideas with a larger group. Often learners feel more comfortable about presenting ideas to a group with the support of a partner. It has to be admitted that learners' ideas have become more refined through this three-step process.

Within the methods of workshop and cooperative learning other methods and methodical approaches are embedded and/or supporting them. The following methods and approaches have been worked out by the project partners.



3.2.3 Methods Mix

Learning needs time. The learning success depends on appropriate methods and strategies of learning and on the types of learners. Different types of learners exist and everybody has his/her strong points.

The use of different methods simply means that the teacher as a moderator stays in the background while learners with different knowledge and competencies learn from each other. The aim is to fulfill different learning demands, to receive new competencies and strengthen as many competencies as possible to reach and include every participant and to take each way of learning into consideration. The competencies of each participant are taken up and used. The participants strengthen their competencies in terms of content and social aspects and gain new competencies.

Using a method mix means for example to 1. create a press team, 2. do some group work or workshops in a cooperative way and 3. include moving games and role plays.

Ice breaker

The use of ice-breaker is helpful to create a relaxed and familiar climate and a pleasing learning environment. Ice breakers are exercises and games for helping groups of people to get to know each other better.

One exercise is the press team. A press team is formed at the beginning of a course. They have the task to document the processes of the course. The press team should take photos and make interviews during the course to get an impression of the processes, the atmosphere and the learning processes within the group. The results of the press team can also serve as a memory of the common learning.

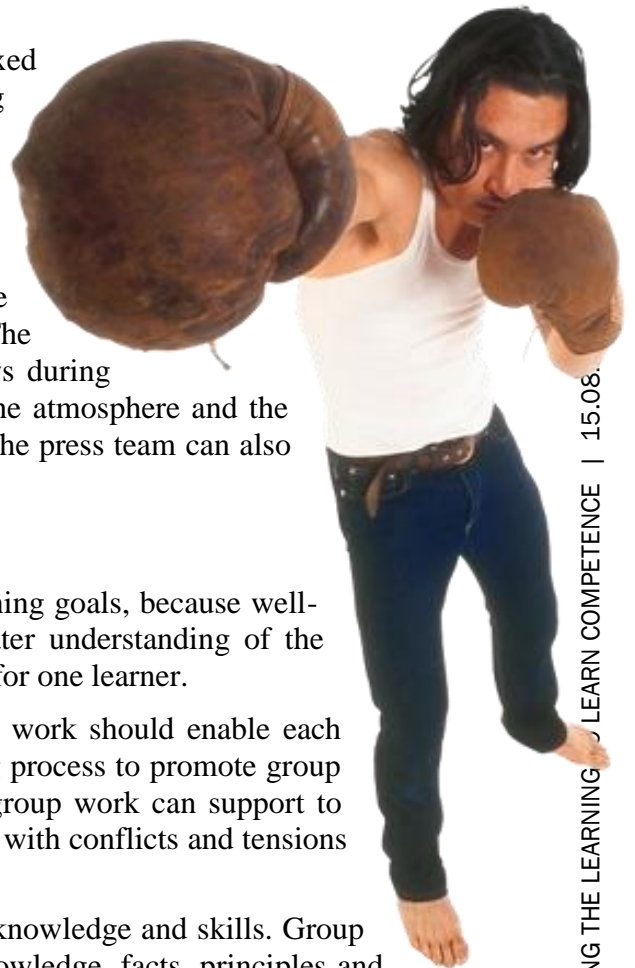
Group work

Group work can be used to achieve a range of learning goals, because well-designed and conducted group work leads to greater understanding of the thought issues especially if the issue is too complex for one learner.

The intentions of group work are manifold. Group work should enable each learner to take an active role in the problem-solving process to promote group based problem-solving abilities. Referring to this group work can support to create an open, correct and objective way of dealing with conflicts and tensions within a group.

Each learner should practice, strengthen and apply knowledge and skills. Group interaction is used to discover and analyze new knowledge, facts, principles and structures. Learners can present new subject matter within the group work and stimulate and improve their oral expression and interaction and communicative skills.

Group work enables participants to move from a passive-receptive attitude to an active and productive participation in group activities. It stimulates people to work together and includes also those learners who would otherwise feel isolated. Moreover it encourages the learners to develop several skills like e.g. communication skills, planning and problem solving skills and social skills like co-operation skill.



Role play

Role-playing is a method where social conflicts and group interest decision making are simulated. The subject, conflict, situations and roles are pre-set and the outcome is left open. During the role play learners have to take decisions based on real or hypothetical model situations, defined by a set of rules that govern their fictitious reality.

This strategy is especially valid for social learning centered around not only knowledge acquirement but also on the development of skills and attitudes that can enable learners to make the step from theory to practice through real life application of the simulated situations. Learners have to learn in a cooperative way. They have to take different perspectives to gain empathy and understanding.

The intentions of role-playing are to visualize and to consider the wider implications of decision-making and to promote decision making abilities. Furthermore learners should be able to represent a group and feel encouraged to discuss presented arguments and to select the most important points and information. Learner should learn to interpret roles and to reflect their own and those of group members because they are representing and experiencing different characters.

Role play improves interpersonal skills, communication skills and enhances communication. It can be used to introduce a topic and raise interest in the topic. It encourages individuals, while in role, to reflect upon their knowledge of a subject. As such, role-play is an excellent teaching method for reviewing material at the end of a course. It gives life and immediacy to topics that can be largely descriptive and/or theoretical.

One variation of role play is the forum theatre or improvisation theatre.

Forum theatre scenarios are designed to stimulate audience participation through discussion, interactive role-playing and shared experiences. Forum theatre is a way through which adults explore their needs and possible solutions by acting the situation (oppression) they feel and face. It helps people to be more involved in community life and in influencing public policies.

Effective methods which develop learning to learn competency come from improvisation theatre. Basic principles in improvisation theatre are very similar to learning to learn competencies, like active listening, motivation, interacting, proactivity and other.

Case study

Case studies normally can have two forms. The first is problem specific in that it tends to use very short and specific kinds of cases in which the problem is transparent. With this kind of case study, the learners can demonstrate their problem solving ability using theories that have been previous taught.

The second method uses cases that allow the learners to apply their knowledge and skills. This type of case study uses complex and lengthy information which must be deeply analyzed. The problems may not easily be defined. In addition, the case may not be about a problem needing a solution, but rather about engaging various perspectives on an issue.

The purpose of this method is about helping learners to identify problems, issues, and opportunities, as well as about fitting solutions and developing the logic that supports both problem identification and proposed solution or actions.

The Living Library

The Living Library method is an innovative method designed to promote dialogue, reduce prejudices and encourage understanding. The basic concept is to check out people rather than books.

It is set up as a space for dialogue and interaction. Visitors to the Living Library are given the opportunity to speak informally with people on loan. This latter group is extremely varied in age, sex and cultural background.

In this library books cannot only speak but they are able to reply to the readers' questions and the books can even ask questions and learn themselves.

The Living Library enables groups to break stereotypes by challenging the most common prejudices in a positive and humorous manner. It is a concrete, easily transferable and affordable way of promoting tolerance and understanding.

World Café

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. It can be used in many different settings. It is good at generating ideas, sharing knowledge; stimulate innovative thinking, and exploring action in real life situations.

The informal and deep conversations that the World Cafe encourages can lead to improved relationships between participants and between wider groups.

The cost of a World Cafe event varies widely. If the venue is an existing cafe and the process only involves a few dozen participants the cost can be very modest. For large events involving hundreds of participants and a special venue costs can quickly rise. As the World Cafe does not require a large number of trained facilitators it can be a cheap way of running creative meetings.

When to use it:

- to engage large groups in an authentic dialogue process,
- to generate input,
- to share knowledge, and stimulate innovative thinking
- to explore action possibilities around real life issues and questions
- to conduct in-depth exploration of key strategic challenges or opportunities

When do not use it:

- having a predetermined solution or answer you want to reach
- inform your participants rather than have a two way conversation
- looking for detailed and focused discussions about a particular plan



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METHODS FOR DEVELOPING THE LEARNING TO LEARN CC

3.2.4 The learning place

To reach teaching aims and the demands of learners the learning place is closely connected to other methods.

The learning place and its organization can support learning processes and the learning to learn competence a lot. A supportive learning place is knowledge and learner centered organized. That means 1st the place of learning is connected with the objectives and the content of learning on the one hand and considers the previous knowledge, the skills and characteristics of the learners on the other hand. The 2nd characteristic of a knowledge and learner centered learning place is the creation of authentic situations, real problems, authentic tasks.

Authentic and meaningful problems support learning processes in different ways. First of all they boost the motivation of the learners. During learning in a well-organized learning environment the learner learns:

- how and where to get the required information and knowledge
- how to assimilate knowledge
- how to use previous and the new knowledge to solve the given problem

Furthermore learning and interacting in a social community where everyone has different knowledge and skills not just the knowledge acquisition is supported but the development of social skills like cooperation skill, communication skill and self-monitoring, too.

The educator/trainer as a coach and adviser has to offer constructive feedback and sufficient possibilities for reflection.

An example for a supporting learning place is on-the-job learning. The workplace is a learning place with potential. Use-oriented knowledge is gained and social skills are developed. The workplace as learning place can be supported by different methods of teach and learn. One method is project based learning which will be introduced in 3.2.6. Another method is role play already introduced.

The essence is that the solving of simulated real problems offers the learner the possibility to learn hands-on and gain experiences without being afraid of making mistakes and without any consequences if they make mistakes.

On-the-job learning is also an example for non-formal learning introduced below.

3.2.5 Non-formal learning

Knowledge that is acquired through traditional instruction quite often cannot be transferred into practice. That directs the attention to non-formal learning.

For a better understanding of the meaning of non-formal learning a definition will be given of formal, non-formal and informal learning.



Formal learning

Formal learning is always organized and structured and has learning objectives. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner's perspective. That means the learner's explicit objective is to gain knowledge, skills and/or competences.

Typical examples are learning that takes place within the initial education and training system or workplace training arranged by the employer. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting. This definition is rather consensual.

Informal learning

Informal learning is defined as learning resulting from daily life activities related to work, family, or leisure. It is never organized and structured and has no set of learning objective in terms of learning outcomes, learning time or learning support and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home or during leisure time for instance. Informal learning can to a certain degree be understood as accidental learning. Typically, it does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional.

Non-formal learning

Non-formal learning is rather organized and can have learning objectives. The advantage of the intermediate concept lies in the fact that such learning may occur at the initiative of the individual but also happens as a by-product of more organized activities, whether or not the activities themselves have learning objectives.

In some countries the entire sector of adult learning falls under non-formal learning. In others most adult learning is formal.

Non-formal learning therefore gives some flexibility between formal and informal learning, which must be strictly defined to be operational by being mutually exclusive and avoid overlap.

Adults are involved in non-formal education environments, such as the "I circoli di studio". They refer to educational offers for small self-managed groups, which answer to a request coming directly from groups of citizens, willing to update and upgrade their knowledge, organizing themselves and generally involving experts who act as mentors, moderators or tutors.

Non-formal learning is closely connected to project based learning.

3.2.6 Project based learning

Projects grow out of challenging questions that cannot be answered by rote learning. They put learners in an active role such as problem solver, decision maker or investigator.

Project based learning serves specific significant educational goals and is built upon authentic and self-directed learning activities and the authentic of experiences which engage interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the training room.

There are several advantages resulting from project based learning.

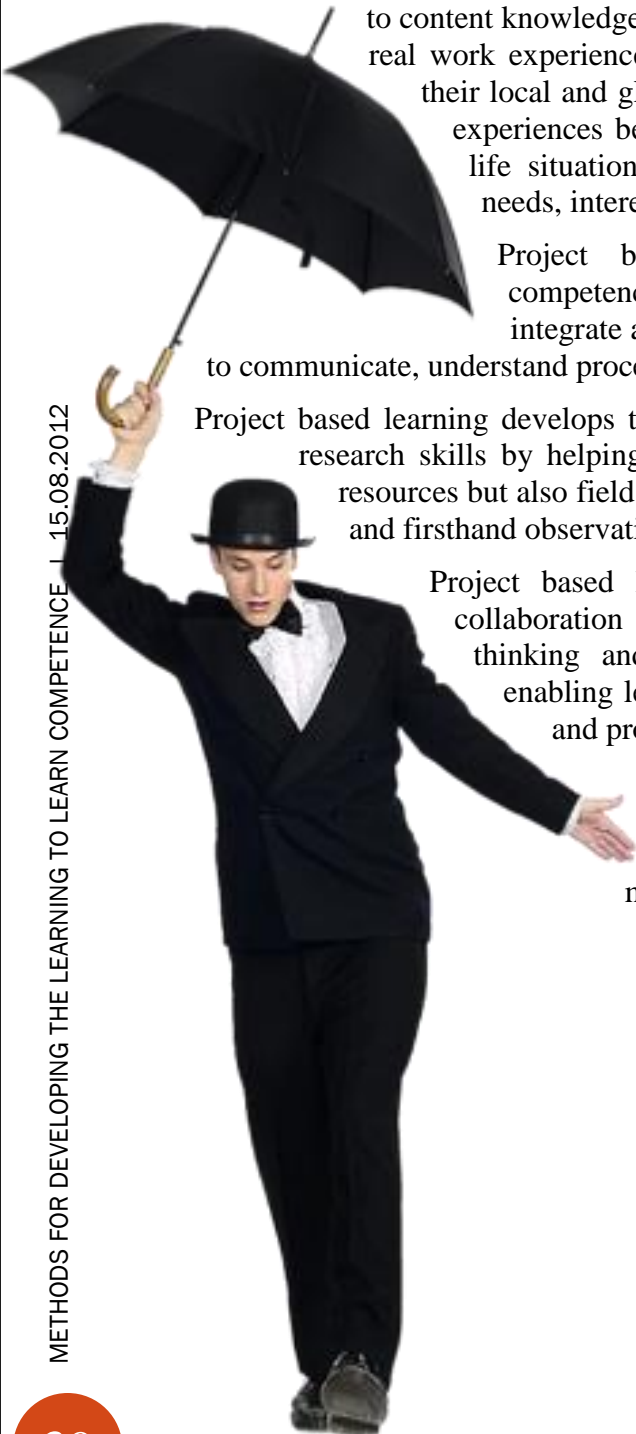
It is a learner centered and activity based learning method. Adult learners are involved in the learning process according to their needs, attitudes, interests, abilities and real life. In addition to content knowledge and skills from a variety of disciplines it provides the real work experience to the adult learner and connects adult learners to their local and global communities and provides them with real-world experiences beyond the classroom. Furthermore it is related to the life situation of the adult learner and builds on the individual needs, interests, and strengths of all adult learners.

Project based learning also boosts several skills and competencies of learners. Learners have to discover, discuss, integrate and present while learning in a project. They also have to communicate, understand processes and take responsibility.

Project based learning develops the problem solving ability. Furthermore it improves research skills by helping adult learners not only to use print and electronic resources but also field work, surveys, interviews, consultations with experts, and firsthand observations and experiences.

Project based learning fosters critical thinking, cooperation and collaboration amongst the learners. It also supports creativity in thinking and develops literacy and communication skills by enabling learners to use a variety of media to share the process and product of their project work with authentic audiences.

There are also some challenges about project based learning. It requires a lot of time and is cost-intensive. Furthermore it should be clear in one's mind that not all topics can be taught by this method.



3.2.7 Experiential learning

On one hand experiential learning is education that occurs as a direct participation in daily life. Learning is not organized formal by an educational institution by persons themselves. It is learning achieved through reflection upon everyday experience. It is the way that people learn most.

On the other hand experiential learning is organized by an institution and is similar and closely connected to project based learning and offers learners the possibility to acquire and apply knowledge and skills in an immediate and relevant setting.

Based on the Experiential Learning Cycle, experiential learning explicitly leads trainees through the cycle of action-reflection and observation-generalization/theorizing-application to enable those to not only grasps the practical and theoretical aspects of the intended objectives, but also to experience it in practice.

Participants participate in some relevant experience for the training in question. Then the trainer leads the group through certain sets of questions broadly as follows. These would be developed into a series of more specific questions depending on the experience in question:

- What happened?
- What other observations do I have?
- What possible explanations might there be for this?
- Which of these explanations is likely to be the real one?
- What generalizations can we draw from this?
- How will I act in the future as a result of this experience?

Experiential learning is increasing our reserve of reliable experiences that can help us to adapt any challenging situation we come across. It is about awareness. If we can become aware of what it is that we are doing, we easily are able to differentiate between what is effective and what is not.

The most important educational tool that helps in the acquisition process and assimilation of new knowledge is the experiment.

3.2.8 Participative learner centered Learning

Some of the methods mentioned above come together for participative learning. It is interactive and learner centered. Furthermore it is centered on group activities, practical exercises, simulated cases and involves all members of a group. It includes activities as role-plays, project work, case studies, and etcetera. It is a model that enables group members to gain confidence in their own knowledge and participate more fully in the life and development of their communities.

Advantages of that method are:

- It can be used for a wide range of target groups, even in case of low educated or marginalized groups.
- It does not need any prior training.
- It helps adults to become more responsive and focused of development processes in their personal and community life and become more confident and empowered.
- It helps to develop existing capacities and skills of the participants at personal and community level and form new skills in the fields of needs assessment, community mobilization and involvement, staff and volunteer recruitment and management, planning, lobbying, advocacy, cooperation, project management and fundraising, internal and external communication and working environments.

- It helps participants to learn how to carry out fieldwork, how to analyze and document the results of the fieldwork, how to use a set of different participatory methods and tools in needs assessment and future planning, but also in the development of their personal life.
- It helps participants to learn how to plan and implement micro-projects to make proper advocacy and to share ideas and best practices.
- It provides a broader range of people to the planning process as well as access to a broader range of perspectives and ideas.
- It is a participatory planning approach that avoids pitfalls caused by ignorance of the realities of the community or the target population.
- It ensures that the intervention will have more credibility in all segments of the community because it was planned by a group representing all segments of the community.

3.2.9 Communalities

The introduced methods have some important characteristics and aims in common.

- Learning is interactive, communicative, cooperative and non-formal.
- Learners learn from each other and help each other gaining and assimilating knowledge and skills.
- Trainers and educators are coaches or moderators supporting from the background.
- Learning happens in real partly simulated situations and problems.
- Previous knowledge and experiences of learners are considered as an important basis for further learning.
- Learners are acting social and responsible.

The ambitions of the methods require competencies and resources from adult education organizations. The implementation of methods that support learning to learn competence requires approaches and strategies. But they are also a challenge for persons and organizations dealing with adult education. Some approaches and challenges are described exemplarily below.

3.3 Challenges and approaches

Challenges and approaches are quite similar amongst the researched regions but depend on and differ between types of organizations. The partner organization from Zemgale, Latvia describes the situation in the following way:

“We are so far from real learning to learn. People are not ready to take responsibility for their own learning. We are looking to the trainer as to a wizard, but do not understand, that he is only a tool and we should find our own way to learn.”

The methods introduced above are useful and implementable. But they have to be disseminated and supported by different organizations, institutions, umbrella organizations as well as local, regional and national authorities.

Approaches of the different types of adult education organizations will be described exemplarily for all but especially for Zemgale, Latvia.

3.3.1 Approaches

Adult centers founded by local governments

Adult centers founded by local governments are mainly focusing on “what we learn” instead of “how we learn”. The centers are founded on principles of schools and other education institutions and work with their principles. Mostly trainings are based on theoretical approach. Practical approaches are used occasionally. Trainings are quite general and not always focused on target group needs.

If courses are more about communication theme, there are more approaches connected with learning to learn used.

Highly dependence of using those approaches is on teacher, because there are no common guidelines developed and implemented. Therefore largely exactly the trainer is the person who decides how to learn. As the majority of teachers are coming from academic environment or/and with formal learning background, use of these approaches are secondary.

Critical thinking is very rarely used. It is explicable with learning style of trainers. As trainers very often are coming from academic environment and have poor or no experience in non-formal learning, this competence is not considered as important.

To consider life experiences quite often means focusing mainly on teachers’ life experiences and preview. Learner’s life experience and modeling of acquired knowledge in their life experience is not usually practiced. It is more an exception.

Referring to the key words working in groups, working individually and cooperation one can note in last years it was getting more popular to use methods working in groups and cooperation like workshops or discussions.



Private adult education centers

The approaches of private adult education centers are more non-formal than in adult education centers founded by governments.

As there are not common guidelines about approaches what should be used, they are different and approaches are meaning element of competitiveness between private adult education centers.

In case of critical thinking one can say that some centers are focusing on this competence.

Private adult education centers are using self-evaluation during the whole training. Majority of centers uses self-evaluation after the trainings with discussions, evaluation questionnaire or similar.

Furthermore some of the centers, specialized in communication and self-development are modeling courses using learner's life experience.

They also support working in groups and individually. Cooperation is a popular competence which development is supported in private adult education center trainings. Big part of practical trainings is accomplished through working in groups, individual work and cooperation. Different methods and approaches are used which develop these competences.

NGOs, providing adult education

NGO sector is widely using non-formal education methods therefore trainings offered for adults are more effective but sometimes not so professional considering the resources available for non-profit organizations. Non-formal working methods within training courses or seminars can promote learning for adult learners faster and more effective. This is being used mostly by NGOs.

Furthermore trainings are modeling learners' life experiences through acquired knowledge and skills. NGOs also use group work, individual support and consider the importance of cooperation.

Not at least the motivation of learners is very high in courses offered by NGOs. Mainly learners are somehow connected with NGO and trainings are based on learners' needs. Also self-evaluation is a reapplied method. Almost all courses and trainings are including self-evaluation process during or/and in the end of course.



3.3.2 Challenges

Challenges referring to support the learning to learn competence are manifold. Some are common to all researched regions and their adult education system. Some are special.

Common challenges

- There is a lot of formal education approaches used in adult education.
- There are too many theoretical learning methods used in adult education.
- There is a lack of understanding about how to educate adults. The used methods are often methods which are used for teaching children. But adults are learning in a different way from children.
- The requirements for adult educators are cursory. There are no requirements connected with learning approaches or including “learning to learn” approach assigned.
- Toolboxes of effective approaches and methods which include supporting the learning to learn competence are not widely available. If some organization in framework of project works out some guidelines or e-manuals, they stay in limited circle of potential users, learners and trainers.
- Trainers mostly with academic background and large period of working in formal education are skeptical about practical approaches and skills which are not directly referable to professional knowledge.
- Uneven social-economic development in the country causes different possibilities for the inhabitants of rural areas and cities to acquire high-quality lifelong education. Low geographical mobility of the manpower which is negatively affected by poorly developed transport infrastructure in economically less developed regions causes a limited access to lifelong education for rural area inhabitants, especially for those attached to the household and economically inactive. Education of women, who took care of a child that would facilitate their successful return and/or adapting to the labor market, is not organized appropriately.
- Tailoring the training program can be very difficult when having a group of different level of knowledge especially when there is no possibility to test these levels before the training.
- Older generations who experienced mostly formal teaching methods can sometimes be reluctant because of the non-formal, innovative teaching ways. They cannot open quickly to alternative teaching methods. They have to get used to new terminologies. They struggle with their old learning mechanisms like learning by heart, without critical thinking, memorizing new knowledge, etc. They might be reluctant in front of the new, innovative teaching methods. That can lead to
- integration problems of individuals into a group of learners.
- A lack of motivation can be also a huge barrier.



Special challenges

- Many available materials about supporting the learning to learn competence or similar approaches are in English. A large part of trainers have no appropriate English skills to adopt them in their work.
- A Lack of communication and cooperation between adult education providers is problematic. Without co-operation growth is slower than by cooperation.

3.4 Preconditions and central guidelines

Learning to learn needs complex prerequisites, including inner motivation of learners, learning environment and trainer skills. The learning environment and trainer skills have been introduced. The meaning of the learners' motivation and how to motivate learners will be described in the following section.

3.4.1 Learners motivation as a precondition

Learners are not automatically motivated to take part on education processes especially if courses are organized by employee or without participation fee. The best way to motivate adult learners is simply to enhance their reasons for enrolling in learning.

Trainers have to learn why their learners are participating in education. They have to discover what is keeping them away from learning. In a next step the trainer must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and its result. Adult learners' motivation can be increased by:

- constructive feedback: Reinforcement is a very necessary part of the teaching/learning process. Trainers encourage correct modes of behavior and performance through feedback.
- teaching methods according the adults' learning styles
- personalized examples of the new knowledge
- learning being meaningful and worthwhile
- an atmosphere of respect and connection
- a safe and supportive learning environment
- challenging and thoughtful experiences
- understanding of learner effectiveness

3.4.2 National, central, regional suggestions and guidelines

Zemgale - Latvia

In Zemgale is an insufficient background for supporting the learning to learn competence. Adult education system in the country and the region is quite chaotic without concrete guidelines or suggestions to promote learning to learn.

Greece

Hence, it is probably unrealistic to talk for a policy or even a suggestion or guideline regarding supporting the learning to learn competence neither at a national nor at a regional level.

On the other hand especially during the last decade significant steps towards the identification and recognition of lifelong learning and adult education in particular have been made. Mostly, though, it is the continuing involvement and activation of various educational and scientific organizations during the last years that has made lifelong learning and adult education to be considered as a concrete and distinct scientific field in Greece.

During the last year a special chapter regarding the key competences for lifelong learning as they are recognized by the European Reference Framework was added to the training program of the Hellenic Open University which was addressed to the educators of the Hellenic Open University. This was the very first time that the issue of Key Competences for Lifelong Learning was addressed at any Training for Trainers program in Greece.

Thuringia - Germany

There are no official guidelines or suggestions to support learning to learn in Thuringia. But the support of the learning to learn competence can be deduced from Thuringian adult educational laws. Objectives of the laws referring to learning to learn are:

- supporting the independence of the learners opinion
- encourage mental examination
- support the willingness to lifelong learning

The support should be provided by the adult education organization for everybody all over Thuringia. But there is a contradiction. The laws declare adult education as an equal part of the educational system. But just 0,25% of the budget is available for adult education. Therefore the Thuringian Parliament faces that contradiction and appreciates the methods to support the learning to learn competence as a matter of public interests and supports the INTOOL project financially



Tuscany - Italy

In Tuscany the main reference supporting the learning to learn competence is represented by the European Policy as far as education starting from the Lisbon strategy (European Council 2000) passing through the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, which the Administration of the Region has included in its Educational Policy through the Law 32/2002 and the subsequently dispositions on the matter, such as the creation of an integrated system for education, instruction, and labor, of the regional system of competences and the disposition on the key competences.

The DGR 532/09 represents the disciplinary action which creates the integrated system. It is based on the recognition of competences acquired by different learning environments. In particular the DGR 532/09 considers that the following learning contexts have the same value in the process of development of new competences:

- Formal learning
- Non-formal learning
- Informal learning

The framework is completed by the declared will of the Tuscany Region to guarantee that adults are able to develop and update their competences along the whole life and that the education offer must be adapted to the employability policy and the social policy.

Actions undertaken by the Tuscany Region as far as adult education are aimed to strengthen the key competences which are the base of a solid employable culture and participate to realize the full employment. The Regional Administration believes that actions non-formal and informal learning environments are committed to develop the following competences:

1. Communication in the mother tongue;
2. Communication in the guest country language (for immigrants);
3. Base competences referred to the different technologies of the working world;
4. Learning to learn.

Thus the guidelines of the Tuscany Region on adult education include the learning to learn competence as essential in order to create the integrated system for education, instruction, and labor and to foster the employability and the social integration of everybody, Italian citizens as well as immigrants.

The strategy to pursue the development of this competence is not clearly explained. Nothing is said, in the official documents and laws on Adult Education about methodologies to use to assure the development of the learning to learn competence.



Harghita County - Romania

Adult education in Romania is defined by an increasing demand and continuing development as a result of both national fundamental socio-economic and political changes and dynamics at European and world levels. At national level efforts are dedicated to the enhancement of quality in adult education and, thus, to increase the adults participation to education and training.

The new Education Law (2011) has a distinctive chapter dedicated to lifelong learning and providing the necessary legislative frame for the development of mechanisms, support and guidance instruments, institutional infrastructure and financing of adult education. Adult education in Romanian is roughly split into vocational education and general adult education.

The sector of professional training both initial and continuous is the most regulated in Romania due to the existence of a legal frame ensuring the formal learning context which, furthermore, means recognition and certification of acquired competences, skills and knowledge and thus easier insertion on the labor market.

General adult education is mainly tributary to the non-formal learning context and, unfortunately, it does not represent a focus in the educational system. It is characterized by no functional laws, limited financing, inarticulate implementation and organization strategies etc. There is a lack of state, regional, local support for non-formal education. And there are no national, central or regional suggestions and guidelines according to the learning to learn competence.

Conclusion and forecast

In conclusion there are hardly local, regional or national suggestions or guidelines to support the learning to learn competence to be found in the researched regions. More or less there are basic ambitions existing in educational laws that have to be interpreted by adult educators. But consequently it remains the task of adult education organizations to develop tool boxes, methods, guidelines, curricula and whatever is necessary to support the development of learning to learn competence.

However the project INTOOL so far has clearly the potential to enrich adult education in Europe. The partnership is representative in so far that it points at problems that are Europe-wide and not just problems that one or two countries or regions have to deal with. The further potential of the partners of that project is that we are able to approach the problems. The first step was to describe them. In a second step a tool box of methods supporting trainers and educators to support learners and their learning to learn competence will be developed and tested. In another important step useful and Europe-wide implementable methods will be disseminated and exploited.





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