

NEW CHALLENGES FOR ADULT EDUCATORS

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CREATIVITY AND INNOVATIONS IN EDUCATION
RPIVA, Riga, November 29-30, 2013

Challenges

(Koķe, 2013, VIAA seminar «Lifelong learning - challenges for the education system»)

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- **Challenges for education policy:**
 - **Global** - the transition to a knowledge society, the main thing - the human ability to create new knowledge;
 - **Socio-economic** - the human ability to adapt in rapidly changing circumstances;
 - **Institutional** - demand for learning organizations;
 - **Pedagogical** - learning process understanding and organization's change - demand for interactive methods.
- **Challenges for those who are learning** involve a positive perception, insight, presence, participation and change.
- **Challenges for those who are teaching** are learning from experience, previous experience transformation through new knowledge and competence enhancement.
- **Challenges for the institutions** are to ensure the supply of education, according to the learning needs of the society and the expected results.

Adult education

- "Adult learning:

It is never too late to learn" (EC, 2006)

- "Action plan adult education:

It is always good time to learn" (EC, 2007)

- to remove barriers to participation
- to increase the quality and efficiency of the sector (teaching methods, quality of staff, quality of providers, quality of delivery)
- to speed up the process of validation and recognition
- to ensure sufficient investment
- to monitor the sector

The key elements of the action plan is the **educators, trainers and teachers'** professional development as they **are key agents of change.**

How to Challenge an Adult to Teach an Adult



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□ Aim of the project

- to identify the new challenges of adult education and the ways how to deal with them

□ Questionnaire

<http://www.iipc.lv/survey/>

- Teachers' personal challenges
- Competences
- Organization of adult education
- Teaching issues

□ 681 cases

- Latvia - 374, Sweden - 164 Lithuania – 143

Aim of the study

- Determine the adult teachers' motivation to work with adults
- Evaluate the necessary personal and professional competence for the adult educators and their development opportunities
- Identify new challenges for adult educators

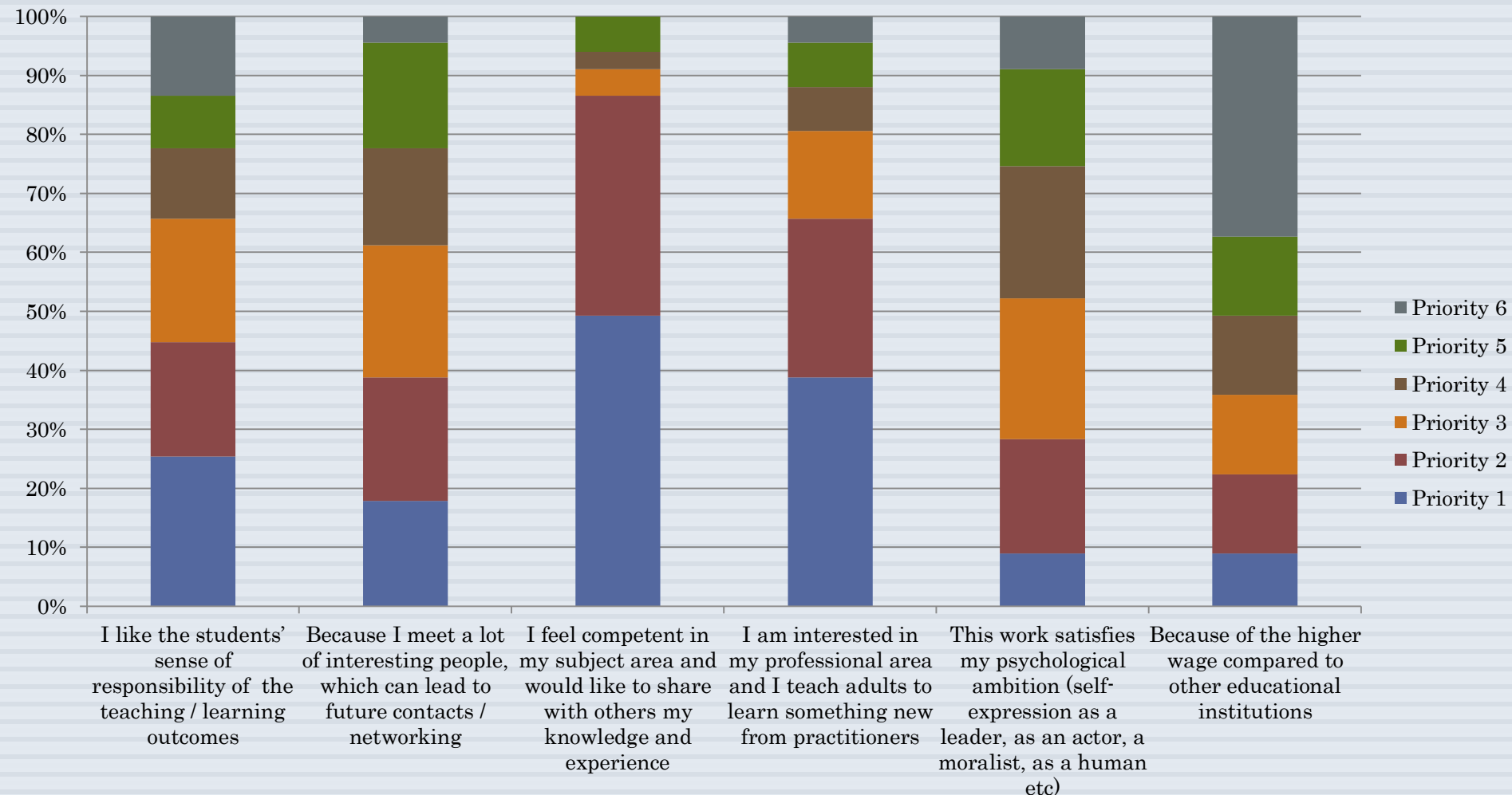
TEACHERS' PERSONAL CHALLENGES

Motivation to be an adult educator (LV)

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Why are you an adult educator?



Motivation to be an adult educator (II)

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STATEMENT	LATVIA		LITHUANIA		SWEDEN	
	mode	average	mode	average	mode	average
<i>I like the students' sense of responsibility of the teaching/ learning outcomes</i>	1	3.0	1	2.69	1	2.46
<i>Because I meet a lot of interesting people, which can lead to future contacts / networking</i>	3	3.09	3	3.53	2	2.92
<i>I feel competent in my subject area and would like to share with others my knowledge and experience</i>	1	1.79	2	3.21	1	2.69
<i>I am interested in my professional area and I teach adults to learn something new from practitioners</i>	1	2.31	1	3.61	2	2.46
<i>This work satisfies my psychological ambition (self-expression as a leader, as an actor, a moralist, as a human etc.)</i>	3	3.45	6	4.40	4	3.46
<i>Because of the higher wage compared to other educational institutions</i>	6	4.21	3	4.68	6	4.46

"My work to me ..."

- The possibility of self-realization, self-improvement, self-development - *self-expression as a leader, as an actor, a moralist, as a human etc.*
- Interesting and challenging job
- The possibility to help the humans who are interested in achieving their lives goals
- Consciousness that you have helped others
- Satisfaction that you can give your knowledge to others who appreciate it and find it important
- To provide my well-fare / to provide tools for existing

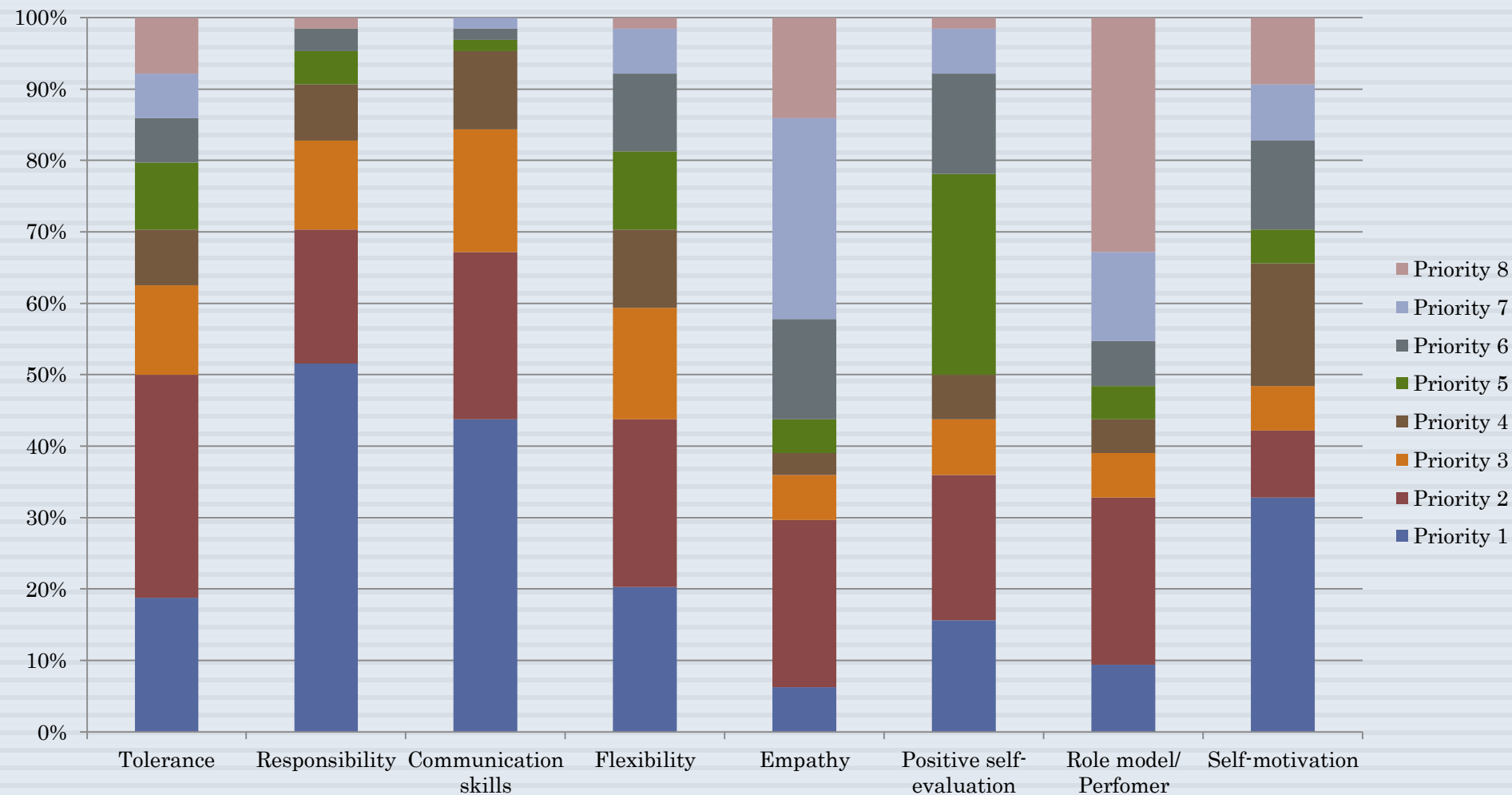
COMPETENCES

Adult educators' personal qualities (LV)

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What personal competences should an andragogue have?



Adult educators' personal qualities (II)

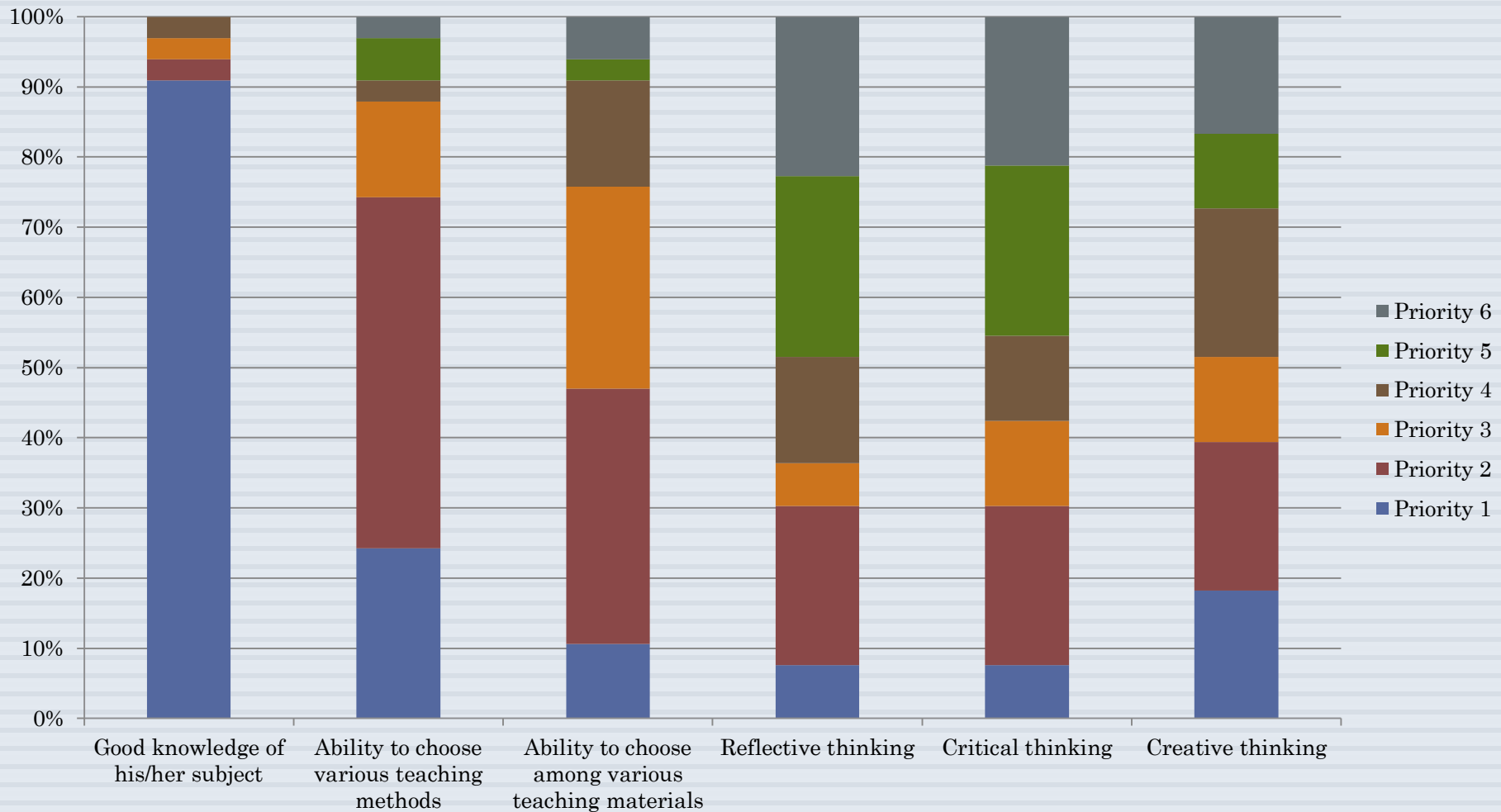
<i>STATEMENT</i>	LATVIA		LITHUANIA		SWEDEN	
	mode	average	mode	average	mode	average
<i>Tolerance</i>	2	3.41	1	2.47	5	3.46
<i>Responsibility</i>	1	2.13	2	3.00	2	3.00
<i>Communication skills</i>	1	2.15	3	3.32	1	2.00
<i>Flexibility</i>	2	3.34	4	4.13	1	2.82
<i>Empathy</i>	7	5.02	5	4.45	1	2.82
<i>Positive self-evaluation</i>	5	3.86	6	5.79	2	4.36
<i>Role model/ Perfomer</i>	8	5.05	7	5.37	2	4.27
<i>Self-motivation</i>	1	3.67	2	4.26	2	4.72

Adult educators' professional competence (LV)

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What professional competences should an andragogue have?



Adult educators' professional competence (II)

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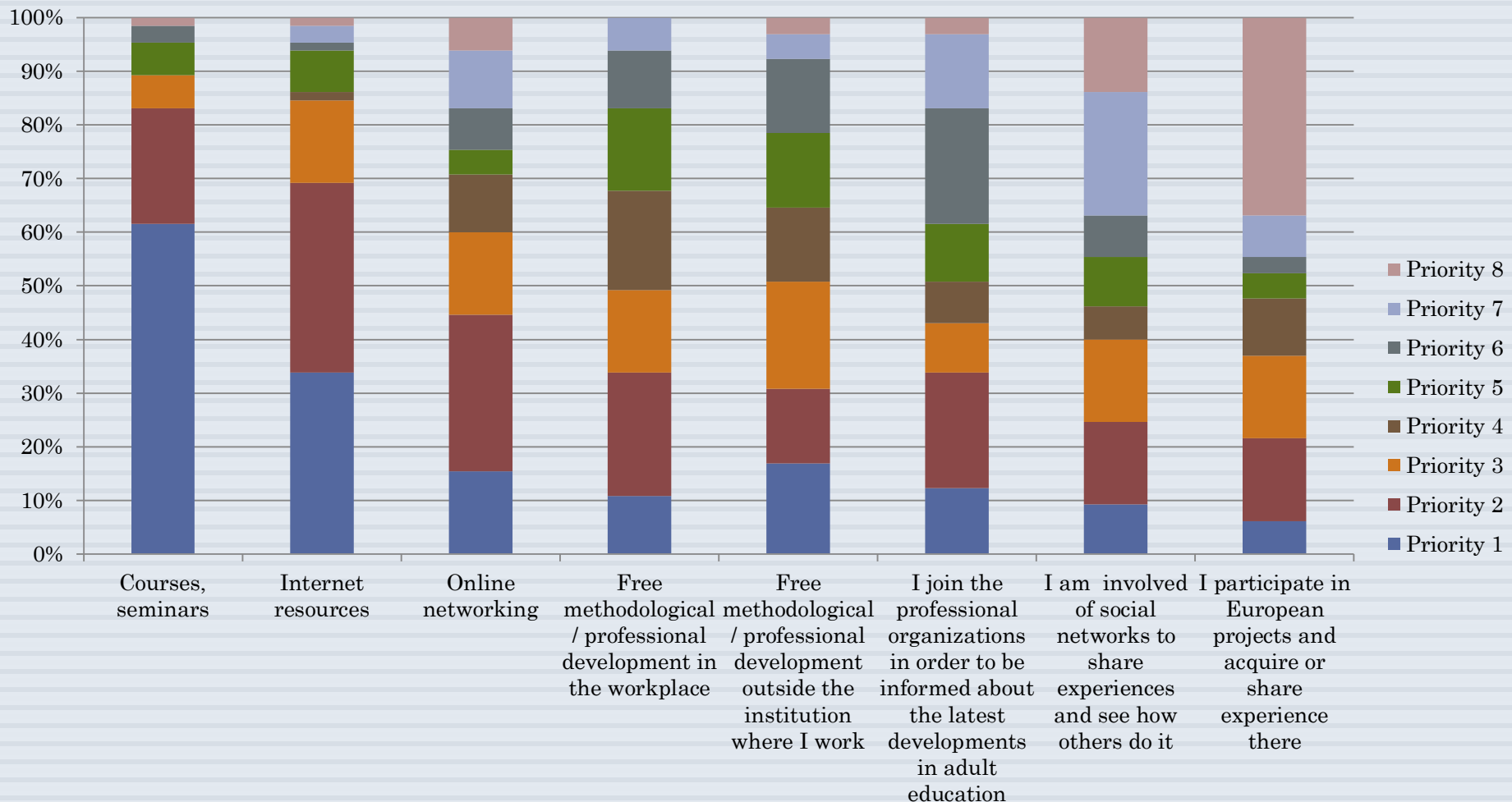
STATEMENT	LATVIA		LITHUANIA		SWEDEN	
	mode	average	mode	average	mode	average
<i>Good knowledge of his/her subject</i>	1	1.18	1	1.76	1	2.09
<i>Ability to choose various teaching methods</i>	2	2.26	2	2.45	2	2.00
<i>Ability to choose among various teaching materials</i>	2	2.82	3	3.58	1	3.36
<i>Reflective thinking</i>	5	3.97	4	3.82	1	2.73
<i>Critical thinking</i>	5	3.86	5	4.29	2	3.18
<i>Creative thinking</i>	2	3.35	6	3.84	2	2.82

Improvement of professional competence (LV)

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How do you improve your professional competence?



Improvement of professional competence (II)

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		LATVIA		LITHUANIA		SWEDEN	
	STATEMENT	mode	average	mode	average	mode	average
1	<i>Courses, seminars</i>	1	1.85	1	1.90	1	1.92
2	<i>Internet resources</i>	2	2.39	2	2.55	1	2.50
3	<i>Online networking</i>	2	3.57	3	4.11	2	4.83
4	<i>Free methodological / professional development in the workplace</i>	2	3.62	4	4.00	3	2.92
5	<i>Free methodological / professional development outside the institution where I work</i>	3	3.69	5	4.66	3	4.08
6	<i>I join the professional organizations in order to be informed about the latest developments in adult education</i>	2	4.19	6	4.97	3	4.42
7	<i>I am involved of social networks to share experiences and see how others do it</i>	7	4.79	7	5.82	2	3.67
8	<i>I participate in European projects and acquire or share experience there</i>	8	5.17	8	4.97	3	5.50

What difficulties does an andragogue face developing his/her competences?

- LV, LT, SE: Time and resources
- LV, LT:
 - ▣ There isn't the methodology and literature
 - ▣ Many courses
 - Can't find the most appropriate ...
 - Lack of methodological courses/ seminars
- ...

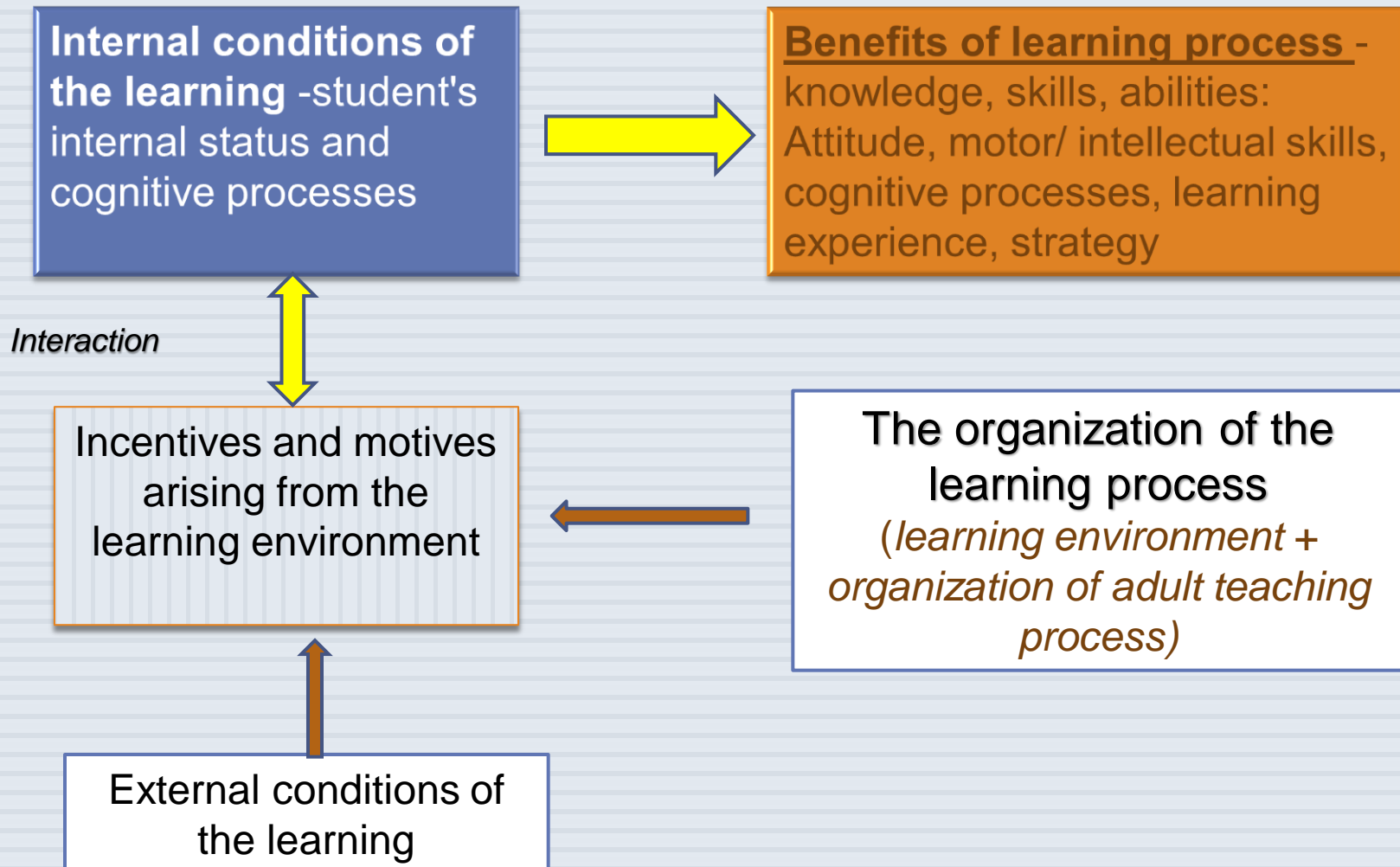
ORGANIZATION OF ADULT EDUCATION

In institutions:

learning environment + organization of adult teaching process

The system of the AE organization in partner countries

Learning effectiveness scheme

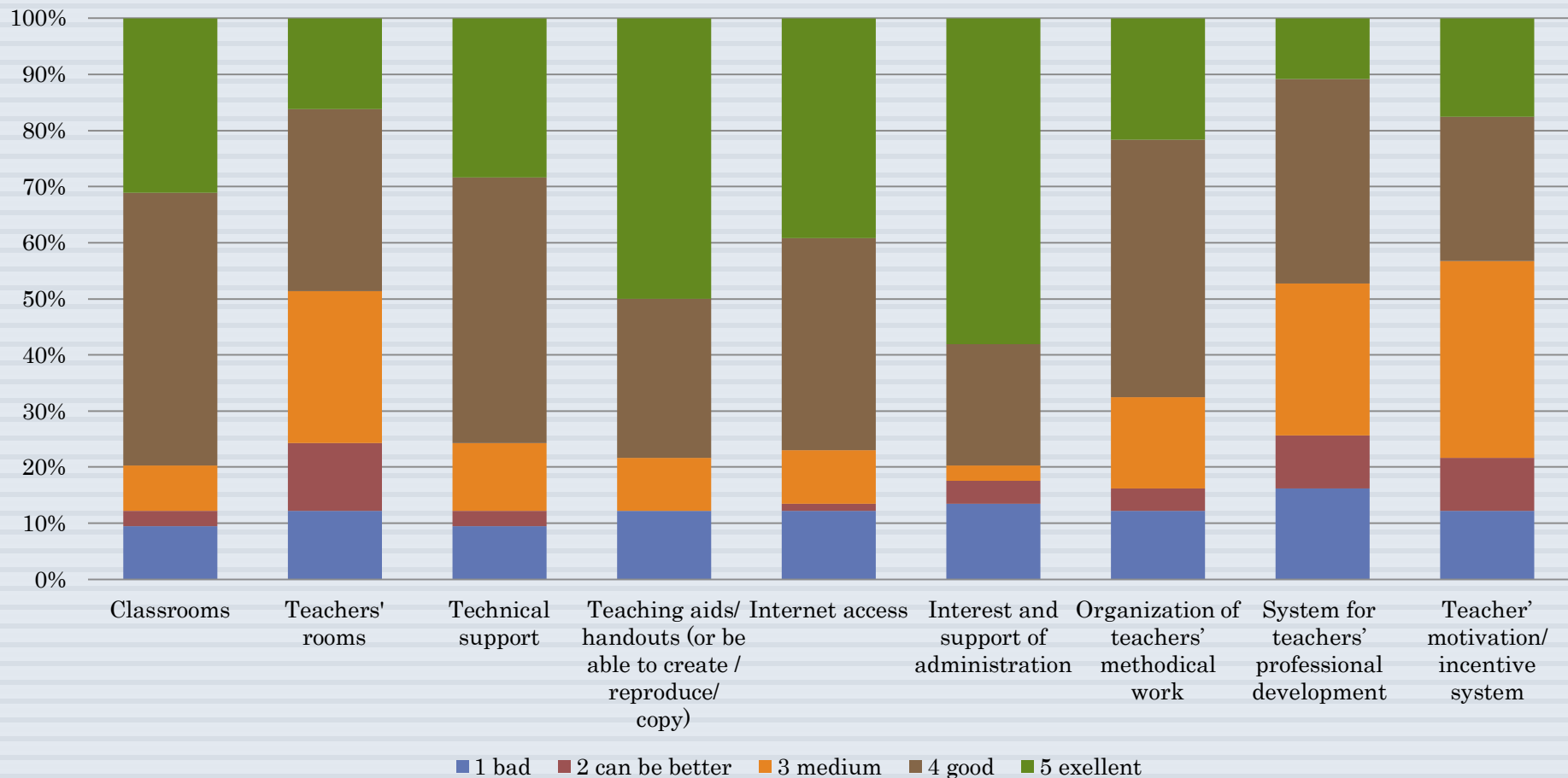


Organization of adult education (LV)

NPQ

NEW CHALLENGES FOR ADULT EDUCATORS, RPIVA, Riga, November 29-30, 2013

Please evaluate the learning environment for adults in your educational institution!



Organization of adult education (II)

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STATEMENT	Latvia		Lithuania		Sweden	
	mode		mode		mode	
<i>Classrooms</i>	4		5		5	
<i>Teachers' rooms</i>	4		5		4	
<i>Technical support</i>	4		5		4	
<i>Teaching aids/ handouts (or be able to create / reproduce/ copy)</i>	5		5		5	
<i>Internet access</i>	5		5		5	
<i>Interest and support of administration</i>	5		5		4	
<i>Organization of teachers' methodical work</i>	4		5		5	
<i>System for teachers' professional development</i>	4		5		5	
<i>Teacher' motivation/ incentive system</i>	3		5		4	

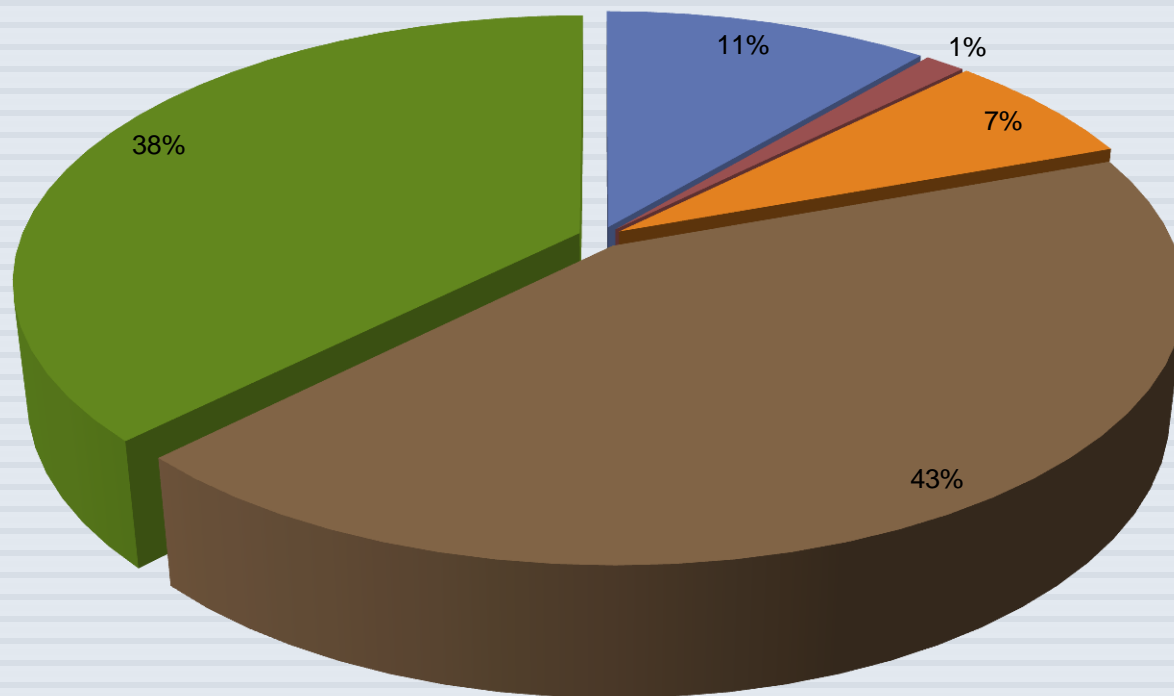
Organization of adult education (LV)

NPQ

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Please evaluate the organization of adult teaching process in your educational institution!

■ 1 (bad) ■ 2 (should be better) ■ 3 (medium) ■ 4 (good) ■ 5 (excellent)

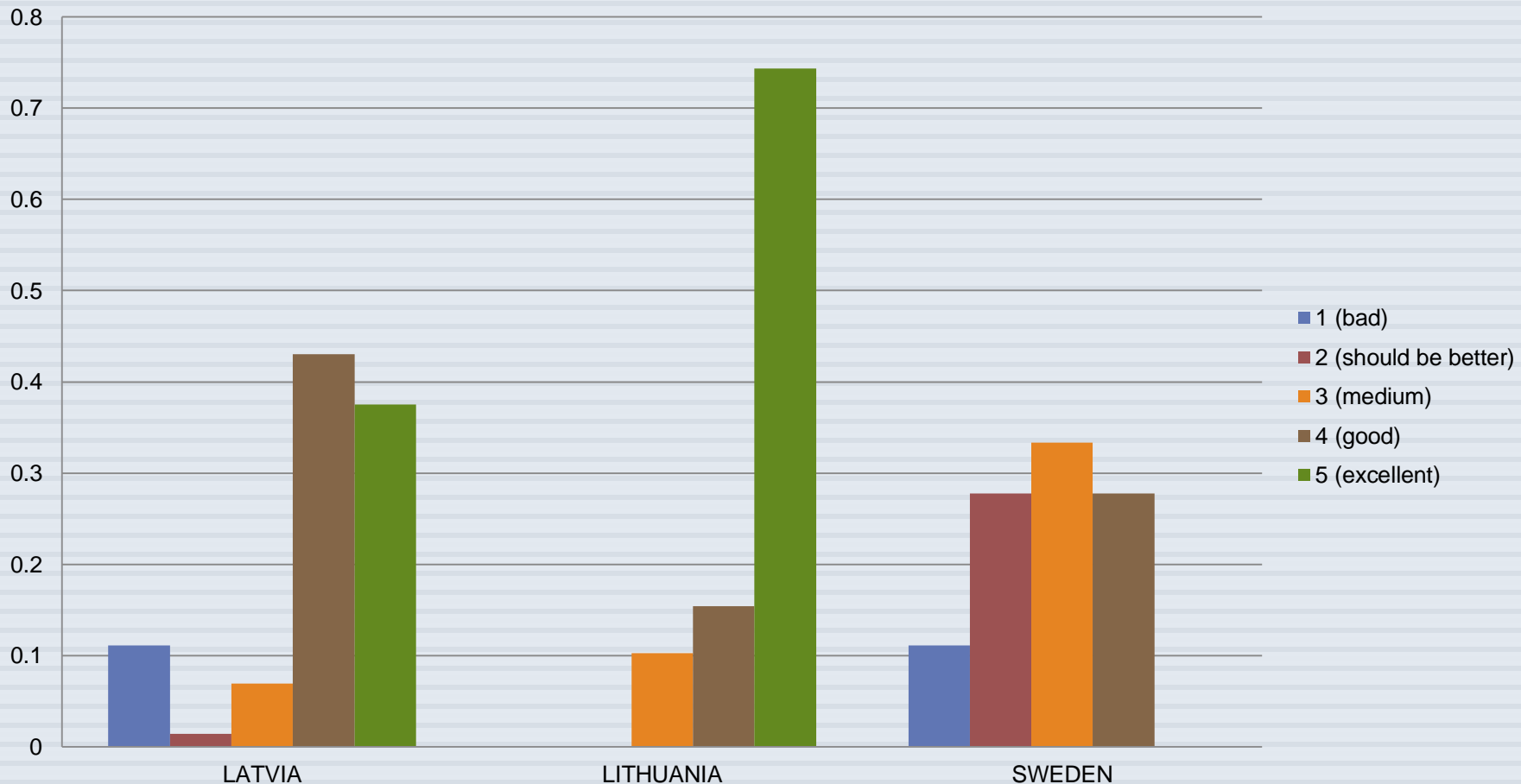


Organization of adult education (IV)

NPQ

NEW CHALLENGES FOR ADULT EDUCATORS, RPIVA, Riga, November 29-30, 2013

Please evaluate **the organization of adult teaching process** in your educational institution!



THE SYSTEM OF THE ADULT EDUCATION ORGANIZATION IN PARTNER COUNTRIES

SWOT

STRENGTHS:

- Experienced andragogues/ adult educators
- Partnership with other institutions
- Good working environment
- Participation in cultural and educational events
- Flexible mutual communication
- International projects

WEAKNESSES:

- Weak class attendance
- Students' demotivation
- Inadequate teaching materials
- Ineffective distance teaching

OPPORTUNITIES:

- Developments of non-formal education
- Experience sharing
- Participation in different events
- Use of ICT methods
- Developing distance teaching

THREATS:

- Decreasing number of students
- Emigration
- Inadequate point of view of the employers
- Inadequate state policy

SWOT - STRENGTHS

STRENGTHS

- Experienced andragogues/ adult educators
- Partnership with other institutions
- Good working environment
- Participation in cultural and educational events
- Flexible mutual communication
- International projects

LT

- EU support
- A variety of LLL opportunities

SE

- Tradition

LV

- EU support
- A variety of LLL opportunities

SWOT - WEAKNESSES

WEAKNESSES		
<ul style="list-style-type: none">• Weak class attendance• Students' demotivation• Inadequate teaching materials• Ineffective distance teaching		
LT	SE	LV
<ul style="list-style-type: none">•Lack of methodological tools•Not created financing system•Decrease the number of students	<ul style="list-style-type: none">•Weak national organization•Staff are too scattered•Complicate system•Money	<ul style="list-style-type: none">•It is very difficult to access to education, especially in rural areas!•Low teacher salaries•Not a single AE systems

SWOT - OPPORTUNITIES

OPPORTUNITIES

- Developments of non-formal education
- Experience sharing
- Participation in different events
- Use of ICT methods
- Developing distance teaching

LT

- Share experiences with other EU countries
- Strengthen andragogues' networks
- Increase the availability and number of students

SE

- Teachers development
- Meetings to share thoughts, ideas and get feedback
- LLL

LV

- ESF projects
- E-learning
- Extend the offer

SWOT - THREATS

THREATS

- Decreasing number of students
- Emigration
- Inadequate point of view of the employers
- Inadequate state policy

LT

- The quality of teaching
- State policy and funding
- Teachers motivation/ professional development

SE

- Wages
- Economy
- Economy and time

LV

- With no change in state policy
- Specialists' overproduction
- Reduction of EU funding

WHAT SHOULD BE DONE TO ENHANCE THE ADULT EDUCATION



NEW CHALLENGES FOR ADULT EDUCATORS, RPIVA, Riga, November 29-30, 2013

LATVIA

- ▣ Arrange legislation and increase funding for adult education
- ▣ Regular review of the programs *(do they meet the modern requirements; subject content review and development; the use of different forms, create a variety of training programs etc.)*
- ▣ Provide learning opportunities in rural areas
- ▣ Interest, stimulate *(increase the availability to the methodological bases ...)*
- ▣ Cooperation with business sector to learn labour market needs
- ▣ Share experiences with other EU countries
- ▣ More information on the LLL opportunities ...

WHAT SHOULD BE DONE TO ENHANCE THE ADULT EDUCATION



NEW CHALLENGES FOR ADULT EDUCATORS, RPIVA, Riga, November 29-30, 2013

LITHUANIA

- ▣ Improvement of the legal framework
- ▣ The non-formal adult education system development, improvement and financing
- ▣ Develop methodological tools designed for adults
- ▣ Promote AE availability *(+ at an affordable price)*
- ▣ Strengthen andragogues networks to promote cooperation, share information
- ▣ Organize special courses for andragogues
- ▣ Create flexible learning opportunities
- ▣ ...

WHAT SHOULD BE DONE TO ENHANCE THE ADULT EDUCATION

SWEDEN

- ▣ Teachers development
- ▣ More lessons
- ▣ The teachers and teams can be more concentrated

(very good thoughts and ideas takes place in informal meetings between colleagues, but when they are so spread out it is difficult to share they experiences..)

▣ ...

Challenges for the Latvian AE system



NEW CHALLENGES FOR ADULT EDUCATORS, RPIVA, Riga, November 29-30, 2013

- Adult education coordination and development at regional and national level
- Access to adult education - to provide education closer to the people
- Adult educators preparation and professional development
- Recognition the results acquired in non-formal and informal education
- Motivation adults to participate in lifelong learning processes
- How to develop adult skills to learn
- Funding

Thank you for your attention!



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Ask ...