

NGO EDUCATION INNOVATIONS TRANSFER CENTRE

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# CHALLENGES FOR THE LATVIAN ADULT EDUCATION SYSTEM: *IIPC* CASE

# LATVIAN PARTNERS MEETING

2013-

10-10, RIGA



HOW TO CHALLENGE AN ADULT TO TEACH AN ADULT, Riga, November 4-6, 2013

- Summarized information on adult education providers and target groups in Latvia
- Discussed theoretical issues on the :
  - Understanding the psychology of adults
  - Adults educational needs and motivation to learn
- Challenges for the Latvian Adult Education system
- Challenges for our institutions (*could be worked out for the guide*)

# During the meeting was found out

- Adult education is a complex question, which in itself contains a conceptual change, not just establishment of educational institutions and adjustment of pedagogy.
- Adult education gives soil to competitiveness.
- Adult education deals with social problems and also boosts initiative.
- Nowadays, everyone can study and acquire new knowledge.

# Adult education

- **Adult education** includes all types of formal, non-formal and informal education including further and interest education, professional upgrading and in-service training.
- It is provided to satisfy needs in lifelong education process to support personal development and competitiveness in the labour market regardless of person's age and previous education.
- **Education Law:**
  - «A city or municipality self-government shall implement policy in adult education and ensure distribution of the financing granted and supervision over the utilization of financial resources»

# Adult education providers in Latvia



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- Adult education centres (usually established by local government)
- Higher schools (universities e.c.)
- Privates educational institutions/ centres
- Corporate training centres
- Evening and/ or distance learning school
- NGO sector
- ...

# Adult education target groups

- Economically active population
- Unemployed
- People from rural areas
- Young people
- Women
- People at risk
- Pre-retirement age
- Seniors

# Population aged 25 -64 years who engage in education

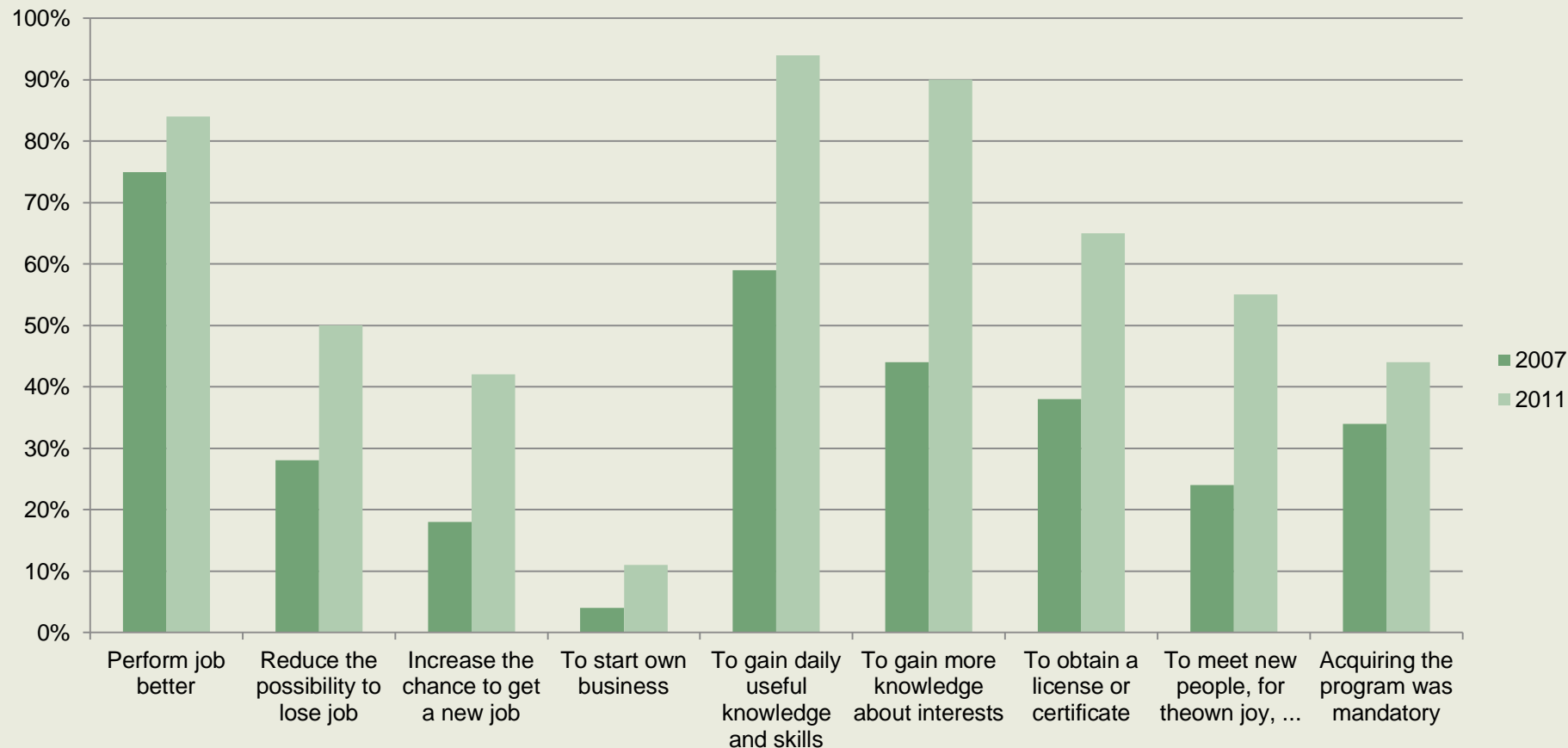
	2007	2008	2009	2010	2011	2012
EU	9.3	9.4	9.3	9.1	8.9	9.0
LATVIA	7.1	6.8	5.3	5.0	5.0	7.0

*(Eurostat, 2012)*

# Motivation to participate in adult education

MPD

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# Barriers that prevent the participation in non-formal adult education

□ High tuition fees	11.4 %
□ Time schedule	7.1 %
□ No suitable courses/ programs	4.0 %
□ Family circumstances	3.6 %
□ Requirements for prior learning	2.6 %
□ Distance	1.3%

# Adult education system

Adult education system consists of:

- education policy and resources,
- people who study and teach
- and institutions (schools, universities, NGOs, etc.)

# Challenges

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

MPD

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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.

# Challenges for the Latvian AE system

- 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
- Funding

# For guide

## Recommendations of dealing with challenges

- How to motivate adults to learn
- How to develop adults skills to learn



*In the process of becoming an innovative person the teacher might encounter difficulties in letting go from the previously acquired conclusions and it is even harder **to change the attitude and one's individual didactical model which has already been tested and is rather stable** (Zogla, 2001).*

- How to change the things what people know and accept

# **HOW TO MOTIVATE ADULTS TO LEARN**

# How to motivate adults to learn (I)

## **The main factors that motivate learning:**

- ▣ Previous levels of education
- ▣ Employment and position
- ▣ Professional requirements and career development opportunities at work
- ▣ Age group (younger adults are more focused on learning)
- ▣ System of communication and transport in the distance
- ▣ Nearby environment's psychological, emotional and social support

# How to motivate adults to learn (II)

## RECOMENDATIONS (I)

- ❑ **The active involvement** - the adult has to participate in the process
- ❑ **Learning by doing** - theoretical knowledge in practical tasks effectively and achieve the desired results, as well as to receive feedback on their performance
- ❑ The tasks and examples have to be **realistic and topical for adults**
- ❑ **Learner's experience respect.** Adults tend to relate what they learn with what they know. It is preferable to look into the qualifications of the students to offer them tasks and questions they can relate to and thus understand the topic better
- ❑ A variety of learning forms, creating a personal learning needs-oriented formal, non-formal and informal learning activities
- ❑ **Nonformal atmosphere**
- ❑ + ...
- ❑ ... create environment , where people would be motivated to think themselves and with their everyday experience would develop new competences, understandings and opinions.



# How to motivate adults to learn (III)

## RECOMENDATIONS (II)

- ❑ Wider use of vocational training programs for people with low level of the previous knowledge
- ❑ Contribute to the profession-oriented program development and implementation
- ❑ Implement career and employment management measures at all types of educational institutions
- ❑ Pay special attention to the unemployed, the disabled, people with disabilities, ethnic minorities, the elderly, people being at risk, immigrants, asylum seekers etc.
- ❑ Provide access to education and a variety of educational opportunities for all previous education levels
- ❑ Awareness-raising activities closer to potential students
- ❑ + ...

# **HOW TO DEVELOP ADULTS SKILLS TO LEARN**

# How to develop adults skills to learn (I)

## TRAINING COURSE

### Start effective language learning!

- ▣ How to identify the level
- ▣ The essential principles of setting the learning goals
- ▣ Overcoming the psychological barriers
- ▣ How to learn - mastering all the language skills
- ▣ How to organize the self-study
- ▣ How to use various resources for language learning
- ▣ How to learn new words
- ▣ How to study grammar
- ▣ ...

# How to develop adults skills to learn (II)

MPPE

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The screenshot shows a web browser window displaying the Ohio State University Department of Mathematics website. The browser's address bar shows the URL [http://www.math.osu.edu/old-students/how\\_to\\_study.html](http://www.math.osu.edu/old-students/how_to_study.html). The website header includes the Ohio State University logo and the Department of Mathematics name. A navigation menu on the left lists various resources: Math, Home, People, Research, Courses, Student Resources, Graduate Program, Undergraduate Program, Undergraduate Advising, Information, Calendar, News, Tutoring, Jobs, and Newsletters. The main content area is titled 'How to Study Mathematics' and includes an 'INTRODUCTION' section. The introduction discusses the challenges of learning mathematics and the purpose of the material. Below the introduction is a 'HOMEWORK' section, which begins with a paragraph explaining the common misconception about homework and then lists two steps for effective study: 1. Get oriented. Take a few minutes to think back, look over your notes, and look over the book to see clearly what ideas you have been working on. 2. Line up the ideas. Think about the ideas, laws, and methods in the day's assignment or lesson. Don't forget to familiarize yourself with any new words in your mathematics vocabulary. Try to remind yourself of any warnings about errors to avoid that the teacher might have mentioned. Go through any examples given to be sure you really understand the concepts being illustrated.

Math

- Home
- People
- Research
- Courses
- Student Resources
- Graduate Program
- Undergraduate Program
- Undergraduate Advising
- Information
- Calendar
- News
- Tutoring
- Jobs
- Newsletters

## How to Study Mathematics

### INTRODUCTION

Why aren't you getting better grades in mathematics? Do you feel that you have put in all the time on it that can be expected of you and that you are still not getting results? Or are you just lazy? If you are lazy, this material is not intended for you. But if you have been trying and your grades still don't show your ability, or if you have been getting good grades but still feel that the mathematics does not mean very much to you, it is very likely that you do not know how to study effectively. This material aims to help you to study mathematics effectively.

Some of you, may feel that you have successful study methods of your own different from the ones described here. In that case, you need not feel you must change your methods, although you might profit from comparing your methods with these.

On the other hand, some of you may feel that the suggestions on the following pages are over-ambitious - that they would require more time and effort than you are prepared to give. You will probably be right. We cannot expect to do everything to perfection, but we can do the best we are able. Out of the suggestions offered, you can pick the ones that may help you most, and as you find your work improving, you may be able to try further suggestions. So scoff if you wish at these ambitious suggestions, but then give some of them a try, a fair try, and watch the results.

### HOMEWORK

There is a common misconception that homework is primarily something to eventually hand in to the teacher. Actually, the homework is first and foremost a means of learning fundamental ideas and processes in mathematics, and of developing habits of neatness and accuracy. What is passed in to the teacher is only a by-product of that learning process. The following four-step routine is a suggestion for making your homestudy effective:

1. Get oriented. Take a few minutes to think back, look over your notes, and look over the book to see clearly what ideas you have been working on.
2. Line up the ideas. Think about the ideas, laws, and methods in the day's assignment or lesson. Don't forget to familiarize yourself with any new words in your mathematics vocabulary. Try to remind yourself of any warnings about errors to avoid that the teacher might have mentioned. Go through any examples given to be sure you really understand the concepts being illustrated.

# How to develop adult skills to learn (III)



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## □ RECOMANDATIONS:

- **Instructions** on how to master the subject matter and relevant skills
- Short courses on how to work with information (search, select, evaluate, compile etc.)
- Use a variety of methods and techniques, learning strategies and activities (*active involvement, learning by doing etc.*)
- On experience based learning - a key feature of andragogy (*word document*)
- Knowledge about how adults learn and understanding psychology of adults (*word document*)
- *Learning result is not important, but the process itself!*
- + ....

*Thank you for your attention!*



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Ask ...