

Train the Provider

Challenges of structural educational problems

Background

Following the initial Skype meetings the Partners held their first meeting, in person, on the 2nd and 3rd of November 2017 in Hannover, Germany. According to the programme agreed beforehand the partners discussed during these two working days the issues that each of their organisations is facing, concerning the structural educational problems that exist in their respective countries. Three external experts, who were asked in advance to identify and present the main issues of staff training in adult education that they face, were also invited to the Partners' workshop. The issues were approached, by the Partners, as challenges that their organisations have to address in an efficient and effective way, after the identification of possible solutions based on the exchange of their own experiences and the input of the invited experts.

Findings/challenges per county

The present document is a record of the conclusions reached, regarding the above mentioned challenges which derive from various structural educational problems, based on:

- the dialogue that took place during the two days meeting between the Partners' representatives (Janou Glencross, Eva Heesen, Wayne Kelly, Anne Kreuzhermes, Claudiu Langa, Henning Marquardt, Dimitrios S. Patronas, Emanuel Soare and Iwona Staron)
- the input of the three invited experts (Christian Kühn, Silke Frerichs and Sabine Bertram)
- the common document that was produced and uploaded for further annotation by the participants

The challenges per country are identified as follows:

- Norway
 - ❖ Increase the motivation of educators to attend relevant training
 - ❖ Facilitate the introduction and implementation of quality standards for teaching
 - ❖ Introduce a train the trainer programme for the non-permanent educators
 - ❖ Increase the retention rate of educators
 - ❖ Need for discussion of topics such as: Language teaching issues and strategies, Language teaching issues related to AE and Folkeuniversitetet, IT/LMS training sessions, Adult education teaching Methods.

- Germany
 - ❖ Increase of the training programmes implementation rate
 - ❖ Increase of motivation for training
 - ❖ Need to address the lack of national quality standards for adult educators

- Romania
 - ❖ Increase teachers' motivation to participate in professional training
 - ❖ Facilitate teachers in obtaining credits through quality controlled training programme
 - ❖ Increase the financial support possibilities for training programmes for teachers
 - ❖ Ensure sufficient number of educators in order to respond to training programme demands on specific topics

- Greece
 - ❖ Offer training programmes that will provide trainees with a return on the cost of the training they have chosen to follow
 - ❖ Increase the greek client base for the training programmes that are currently on offer
 - ❖ Export the existing know how in the field of adult learning namely, training of trainers, training needs analysis, design and evaluation of a training programme and training through the use of art

Challenges reported by the Experts

- Ensure that the training programme also reaches freelancers and not only fully employed staff in adult education (Sabine Bertram, Landesverband der Volkshochschulen)
- Reinforce the trainers' mobility and feeling of belonging (Sabine Bertram, Landesverband der Volkshochschulen)
- Design development programmes that will enable trainers to acquire key competences (Christian Kühn, Leibniz Universität Hannover)
- Consider the specific needs of freelancers when designing such programmes (Christian Kühn, Leibniz Universität Hannover)
- Identify highly qualified trainers that can meet the diverse needs of staff in adult education (Silke Frerichs, Bildungswerk ver.di in Niedersachsen e.V.)
- Formulate a balanced budget for all training actions (Silke Frerichs, Bildungswerk ver.di in Niedersachsen e.V.)

Other issues mentioned during the kick-off meeting

- Digitalisation: webinars, virtual classrooms, training methods like how to open a seminar, how to get feedback
- Marketing of training programmes, how to reach the segment of the young people (the age group that tends to learn through informal education channels like YouTube)
- Trainers' intercultural competences, teaching methods, language teaching issues and strategies, IT/LMS training sessions

Conclusions

- Necessity for **identification of the needs of stakeholders** in adult education. Prior to the training programme design, it is necessary to be updated on the topics and challenges that individuals and organisations are facing at the specific point in time. This can be proven to be quite a task as within the stakeholder group there are distinguishable subgroups such as the:
 - ❖ Participants
 - ❖ Participants' organisations
 - ❖ Free-lance educators
 - ❖ Full time educators
 - ❖ Training administrators
 - ❖ Training leaders
- **Training programmes design** that can satisfy the identified needs of the above mentioned stakeholders' subgroups. Following our group's two day deliberation on the topic, it seems that apart from the suitable qualification of the training programme designers, there is a need for setting specific learning outcomes, clarifying the method of evaluating the learning progress, as well as the trainers' performance.
- A **need for further deliberation** on which element or combination of elements can act as a catalyst in order to boost participation in the training programmes that are on offer in all our countries. Points that have been put forward and seem worthy of further discussion are:
 - ❖ The positive and negative effects of national regulation in the field of adult training
 - ❖ Desirability of national standards and certification process of educators
 - ❖ Need for widely recognised certificates that trainees obtain after the termination of their training