



Erasmus+

Methods and good practises in the field of the effective ways of motivating **adults** for learning process, **promotion** of lifelong learning **among adults**



non-vocational

adult education

europaean exchange of experiences



EBiassociation
Edukační Biznes Inovace



e-c-c
E-C-C Association for Interdisciplinary Education and Consulting
Education - Culture - Citizenship

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1. E-C-C Verein für interdisziplinäre Bildung und Beratung, Würnitz, Austria
2. Jafnréttishús, Hafnarfjörður, Iceland
3. Society of Pierian Studies "ESTIA PIERIDON MUSON" KATERINI, Katerini, Greece
4. Stowarzyszenie “EBI Association”, Jastrzębie-Zdrój, Poland



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Introduction

Within the project entitled „**Non-vocational adult education – European exchange of experiences**” under Erasmus+ Programme we have created the partnership between European organizations working in the field of adult education and on exchanging and sharing experiences in the sphere of lifelong learning. This partnership has brought together Learners, Educators and Adult Education Organizations from various geographical and cultural areas of Europe.

Members of the **partnership**:

1. E-C-C Verein für interdisziplinäre Bildung und Beratung, Würnitz, Austria
2. Jafnréttishús, Hafnarfjörður, Iceland
3. Society of Pierian Studies "ESTIA PIERIDON MUSON" KATERINI, Katerini, Greece
4. Stowarzyszenie “EBI Association”, Jastrzębie-Zdrój, Poland (Applicant)

The partnership decided to cooperate together because there were identified **problems** as below:

- lack of motivation of adults to learn all their lives and weak motivation of adults for continuous participation in classes,
- low number of attractive training topics/subjects for adults / low adjustment of directions and curricula of further education and training to the educational needs of adults,
- lack of tools to open innovative faculties of further education and training for adults,
- lack of information about lifelong learning possibilities,
- very low use of ICT in teaching and learning process of adults,
- low activity of adults in the membership in an European society.

Main objectives of the project:

1. transfer of knowledge, exchange of experience and good practices in:
 - the effective ways of motivating adults for learning process
 - promotion of lifelong learning among adults
 - adult education systems
 - valuation criteria for assessing and improving the training system quality (adults education)
 - improving the attractiveness of adult education
 - developing the educational/training programs for adult learners with the use of ICT
 - adjusting directions of further education/training programs to the needs of adults
2. increase of administration capacity of organizations offering the lifelong education possibilities
3. professional development of the administrative staff in the field of effective organization and promotion of adult education
4. professional development of adult educators, including deepening their knowledge, improving teaching skills, performing tasks and teaching methods and techniques,
5. increase the activity of adults in the membership in an European society /to consider/
6. personal development of participants
7. increase of adaptability and intercultural skills of participants
8. improvement of language competences of participants
9. establishment of international contacts
10. activation of cooperation between organizations or institutions of adult education and training in Europe
11. promotion of quality improvement and innovation in systems, institutions and practices in the field of adult education and training.

Having in mind above-mentioned issues, the project tasks and activities were organised in order to enable the transfer of knowledge, exchange of experience and good practices between partner institutions.

Additionally, the agendas of the transnational project meetings were expanded by the discussion about:

- non-vocational adult education of seniors,
- non-vocational adult education of immigrants and refugees,
- non-vocational adult education of people at risk of social exclusion and with limited access to educational offer,
- factors determining the creation of active and long-lasting clubs of hobbies / interests.

Short description of the project Partners

E-C-C Verein für interdisziplinäre Bildung und Beratung, Austria

E-C-C Association for Interdisciplinary Consulting and Education was founded 2008 as non-profit association for interdisciplinary research, consulting and education. ECC works with some 20 experts, lecturers and trainers who cover our working fields, especially managing and coordinating scientific cooperation and educational projects in European research and education programmes. ECC is registered member of various European research organisations, e.g. at the European Training Village (CEDEFOP), Euroscience and the European Association of Vocational Training Providers, and also of the Mediterranean Migration Network.

E-C-C focuses on the interdisciplinary approach at personal and vocational coaching and counselling. Our team of experienced and qualified counsellors, coaches and trainers has been collaborating with European social and psychological institutions, education providers, labour market organizations, and other transnational project coordinators.

E-C-C are specialized in the following themes:

- Training of social competences
- Non-formal education
- Key competences
- Psychology and mental health
- Train the trainer programmes
- Labour market qualification

Jafnréttishús, Iceland

Jafnréttishús (Equality Centre) is a private NGO founded in April 2008 in Hafnarfjordur, Iceland. It is international not for profit adult education provider. It employs 5 staff members and has wide subcontracting-network with specialists in various fields. On average, it provides education to over 300 learners per year in various fields (such as, language skills, culture of other nations and etc.).

The main goals of the organization are:

- Promote equality and work on its implementation
- Raise awareness and help the more sensitive parts of society (discriminated by race, faith, sexual orientation, etc.) and the “silenced” parts of society (women, children, immigrants, disabled, etc.)
- Empower the sectors of society who are otherwise neglected and enable them to find help, defend themselves or negotiate equality.

In addition to the main goals, Equality Centre carries out many tasks that are often brought to light thanks to visitors of the Equality Centre seeking help, whether it be speaking on legal issues or lobbying for immigrants and women.

Society of Pierian Studies "ESTIA PIERIDON MUSON" KATERINI, Greece

Estia Pieridon Muson (EPM) was established in 1954 as a non-profit cultural institution. Its aim is the promotion of culture, art and tradition in local society of Pieria prefecture. All these years EPM is leading the artistic movement of Pieria with events aiming at the exchange of ideas and the work of local and foreign artists. More than 250 members are currently active in our institution.

EPM has active entities in the areas:

- Photography
- Chorus
- Traditional & religious music
- Folk dance ensemble
- Theater

A main sector of activities of EPM is to enhance the cultural capacity of entities in different areas of local society. Women unemployment and groups of people with fewer opportunities are among our priority targets.

Recently, EPM was awarded the prize of Athens Academy for her overall cultural contribution to the Pierian local society.

Stowarzyszenie "EBI Association", Poland

EBI Association is a non-profit organization functioning from 2016. It works for the development of Education, Business and Innovation. Knowing how important it is to combine these three pillars in the creation of a modern knowledge-based society, we try to implement projects, which, on the synergy principles, focus on a development of science, entrepreneurship and allow implementation of interesting innovations in the region.

The staff potential of the Association is represented by its 15 founding members, who have the knowledge and experience from various fields of life. There are experienced entrepreneurs, representatives of health service, teachers and trainers, specialists for innovations and modern technologies and representatives of economic self-government. Everyone, as activists and social workers, would like to create conditions for both personal and professional development of residents of the region, indirectly contributing to the increase of the activity of the association beneficiaries in European society.

In addition, most of the members have experience in the implementation of projects financed from external sources, both national and transnational (Operational Programmes, Leonardo da Vinci – PLM, IVT, VETPRO, Grundtvig, Swiss Contribution and Erasmus+ Programme).

The Association builds its own cooperation network i.a. through contacts with local, regional, and international institutions and organizations.

Adult education – hints for improvement

How to promote lifelong learning among adults?

Learning throughout life makes sense. Research shows it is good for your health, your wealth, your civic engagement and your family's future prospects. It prolongs your independent life and enriches your quality of life.

Supporting learning in later life helps to delay the onset of dependency among rapidly ageing populations; plays an important role in overcoming inequality and exclusion; and supports inter-generational learning, creating more resilient families and communities. More broadly, learning fosters improved well-being.

Therefore, educational offers must be interesting offers for the target group. They must cover underlying needs and interests of learners, should be fitting, must make a strong cohesion, should focus on or at least include experiential learning and should be in an interesting location.

It is important to interact with target groups to educate them on benefits and importance of adult learning.

Adult education is thought to be best promoted if campaign initiatives are developed and implemented through joint stakeholder cooperation networks. The following key stakeholders on regional level might be pointed: regional & local governments, associations & NGOs, education providers and social partners (e.g. trade unions, employers).

Examples of promotional activities on adult learning:

- internet (online, email, website, social media information or campaign)
- advertising and media (press, TV, radio)
- face to face / personal contact or information
- endorsement by other adult learners
- events (including networking events)
- festivals
- open days at schools / education providers
- adult learner's week / day
- print materials (leaflet, posters, etc.)
- information in churches.

Depending on the target group (e.g. seniors, young adults, families, dyslectic persons, citizens with literacy problems or other lack of basic skills) the most relevant activities in promoting adult learning will be different.

What can motivate adults to take part in further education?

The evaluation of feedback questionnaires which E-C-C Verein für interdisziplinäre Bildung und Beratung has collected over the past nine years shows a broad spectrum why our participants want to learn. The most frequently statements were: **social relationships, external expectations, social welfare, career work, stimulation and cognitive interest.**

Such kind of education (hobbies) motivate adults to join in when:

1. The offered activities meet, or even better exceed, the expectations of the already joined members. This factor is very effective in attracting more adults to join such trainings.
2. Conducting cultural activities open to the public are also a very efficient way to attract new members.
3. In general, the strong social presence of any cultural association, either alone or through partnerships is a perfect way to demonstrate the offered courses, thus attracting/motivating new members to join.

During common workshops within the partnership, there were pointed some ways and hints for educators how to motivate adults for further learning such as:

- provide educator – student partnership
- show care and respect the audience
- develop useful and relevant learning experiences based on the age group and interests of your learners
- use your sense of humor, have fun during trainings
- organize interactive learning
- indicate the benefits of undertaking the course
- focus on practical knowledge and skills
- raise adults' self-esteem, encourage learners to active participation
- use case studies, games and plays (give challenges)
- inspire your learners
- build a team and integrate social media as well
- prepare the reward system for students (i.e. stickers, badges)
- provide various method of teaching i.a. group discussion, collaboration and group problem solving
- give them opportunity to learn through mistakes
- individualize the learning to meet students' needs
- eliminate barriers
- get examples of learners' workplace or daily life
- stimulate to the process of sharing the knowledge
- ask for feedback.

How to improve the attractiveness of adult education and training?

Access to high-quality adult learning plays a decisive role in developing better skills and competences that contribute to employability and the overall competitiveness of countries. But we also know that learning brings equally important benefits for adults' social inclusion and personal fulfilment. Participation in learning helps people to secure a constructive and active role in their local communities and in society at large. It can help reduce health costs and the incidence of criminality, for instance, while also helping to reduce poverty. Moreover, one cannot underestimate the importance of learning for personal development and well-being.

For these reasons educational providers should focus on increasing the attractiveness and quality of adult learning.

The attractiveness of adult education depends on several factors:

- **Self-direction:** Adults want to be treated as responsible, self-directed learners. They want to be in control of their learning. Therefore adult education institutions must develop a learning environment that provides adults choices in how they learn and how they demonstrate their learning.
- **Experience:** Adults have extensive and diverse experiences. Adult education institutions should also realize that they may have experienced negative learning situations, or that they build up high expectations, so the offers should be responsive to those demands.
- **Motivation:** Offers should be developed in response to adult interests and needs.
- **Readiness:** Most adults learn when they see a need to learn. Therefore, learning activities should be contextualized so that adults see how it fits into their daily experience.
- **Need to know:** Adults need to know what they are going to learn and why they are learning it before they commit to the learning. Instructors should address the agenda and the benefits of the learning task at the beginning of the course.

Taking into account the above, the main goals of education providers' strategies should include the following:

- amplify offer to meet demand
- base and adapt adult education offer on needs
- communicate individual, social benefits of adult learning
- recognise value of prior/experiential learning
- monitor and evaluate activities.

Additionally, an important element in the process is a possibility to form cooperation network. Strategic partnerships with other education facilities as well as key players in the field will therefore enable education providers to facilitate the exchange of adult learning teaching staff, course content and best practice.

The cooperation with businesses and NGOs plays significant role as well. Adult education course content should address the needs of the labour market and focus on the skills development currently required. Partnerships with NGOs and businesses would provide course developers with feedback regarding current skills demand and possible work experience placements.

Tools for education providers:

- develop internal communications tools for staff members and teachers
- market educational offer through intermediaries
- use online tools to raise awareness of and deliver education courses: this includes the use of existing online tools, and development of new ones such as social media, online platforms, forums, games, animations, videos, etc. as well as the delivery of distance learning courses via the education provider's website.

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Co-ordinator:

EBiassociation
Edukacja Biznes Innowacje

Stowarzyszenie "EBI Association"
www.ebi.org.pl

Partners:

e-c-c

E-C-C Association for Interdisciplinary Education and Coaching
Education – Culture – Citizenship

ECC Verein für interdisziplinäre Bildung und Beratung

www.e-c-c.at



Jafnréttishús / Equality centre

www.jafn.is



Society of Pierian Studies "ESTIA PIERIDON MUSSON" KATERINI

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