

IDENTIFICATION OF THE NEED FOR AND FORMULATION OF A TRAINING PROGRAM FOR EDUCATORS IN ADULT EDUCATION

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This paper is related to identification of the need for an adult educator's training program, as well as its formulation. We suppose that an adult education organization wants to implement a training program for adult trainers. The developed training program should contain certain specific information (Koutouzis, 2005), so that the persons concerned will obtain the maximum possible information from it. In this paper a hypothetical training program for trainers is given together with the necessary data and information.

Keywords: adult education, adult educator, adult training program.

Conference participants

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Introduction

An adult education institution will conduct a training of trainers program that is intended for candidate trainers of the organization. Admission conditions are knowledge of computer handling and the use of an email. The training program is entitled "Adult Educator's Training". The names and contact details of the persons responsible for the program for every region will be posted on the agency website.

The "Adult Educator's Training" will last 200 hours of which 150 hours will be distance learning while the remaining 50 will be held through ten coordinated in person meetings between the trainer and the trainees. One hundred trainees instructors will attend the program. They will be allocated randomly into five groups of twenty people to create five training courses and five trainers respectively, one for each group.

The period of implementation of the program will be from 01/02 - 01/06 of the year following the posting of the notice. Ten in person coordination meetings, with a total duration of 50 hours, will take place every first Saturday and Sunday of each month during the program's implementation time from 9:00 to 12:00 and 13:00 to 15:00. The remaining 150 hours will be distance learning through a dedicated internet organization's communication platform and through communication by e-mail between the trainees and the trainer. The names and CV's of each section's trainer will be posted on the organization's website one month before the beginning of the program.

The purpose of the training program is to familiarize the learners with adult

education, to teach the basic learning theories, the principles, the philosophy and pedagogy. To provide knowledge about the educational needs of adult's detection techniques, lesson planning and production of standard teaching materials, assessment, understanding of the process and the training team development. Understanding of the educational approach with regard to vulnerable groups as well as the use of new technologies in adult education.

Thematic outline.

1st Teaching section

"Introduction to Adult Education"

Duration: 50 hours

Subsections:

- Basic concepts and terms of Adult Education
- Characteristics of adult learners
- Barriers to learning and exploring educational needs

• Learning Theories: a) the theory of Andragogy (Knowles, 1984), b) the theory of social change (Freire, 1970), c) the theory of transformative learning (Mezirow, 2007).

- The role of the trainer.

Main objectives of the teaching section:

The acquaintance of learners with the basic concepts, principles, philosophy and theories that apply to adult education. Understanding the ways of the educational approach of adults and diversifications with formal education. Analysis of the multifaceted role of the adult educator.

2nd Teaching section

"Group Process - socially vulnerable groups"

Duration: 50 hours

Subsections

- The inaugural meeting
- Configuring the learning contract
- The dynamics and group process
- Diagnosis of training needs, expectations and rules
- The characteristics of socially vulnerable groups and the role of the trainer

Main objectives of the teaching section:

The importance and the design of the inaugural meeting. The need to develop the learning contract. Technical diagnosis of educational needs and expectations. Familiarity with the process procedures of an adult educational group. Analysis and study of the characteristics of socially vulnerable groups and educational approaches.

3rd Teaching section

"Lesson planning"

Duration: 50 hours

Subsections

- Design Goals
- Design modules.
- Adult education techniques.
- Audio/visual means and shaping of the educational area.
- Ways of choosing educational techniques and media.

Main objectives of the teaching section:

Techniques and methods of planning modules and adult education programs. The study of various adult education techniques such as presentation, case study, brainstorming, simulation, group work and role play. Selection of educational techniques and audio-visual means and ways of shaping educational

space according to the needs of any educational process.

4th Teaching section

“Evaluation in Adult Education”

Duration: 50 hours

Subsections

- When and why we evaluate
- Evaluation Techniques
- Evaluation Means
- Self-assessment of the instructor
- Evaluation of the educational process

Main objectives of the teaching section:

Models and training modules evaluation tools, materials, and self-learners. Factors that ensure the quality of the educational program. Ways to create questionnaires and evaluation exercises.

Methodology application – meetings description.

A. First training session lasting five hours.

Meet in pairs. Configuration of the learning contract, rules, expectations, objectives.

Talk about the first lesson - presentation and work in groups on basic theories of adult learning.

Break.

Presentation of the work to the group, open discussion and evaluation of the meeting.

B. Second training session lasting five hours.

Formulation of questions and clarifications on the theories and on adult learning techniques. Preparation of group activities about the barriers that oppose learning and on the role of trainer.

Break.

Presentation of the work to the class, open discussion and feedback from the instructor. Evaluation of the meeting.

C. Third training session lasting five hours.

Analysis of the first written exercise. Presentation of the importance of the inaugural session and of the configuration of the learning contract. Preparation of group activities on the issues of the paper.

Break.

Presentation of the work to the group, open discussion and evaluation of the meeting

D. Fourth training session lasting five hours.

Preparation of group activities concerning the processes and the roles in the team.

Break.

Presentation of the work to the group, open discussion and evaluation of the meeting

E. Fifth training session lasting five hours.

Analysis and discussion on the second exercise. Discussion on the characteristics and on the education of adults that belong to socially vulnerable groups. Preparation of group work on this issue.

Break.

Presentation of the work to the whole class, open discussion and feedback from the instructor. Evaluation of the meeting.

F. Sixth training session lasting five hours.

View of a DVD with micro-teaching. Discussion and preparation of group exercises concerning the design of a teaching module.

Break.

Presentation of the work to the whole class, open discussion and feedback from the instructor. Evaluation of the meeting.

G. Seventh training session lasting five hours.

General discussion on the progress of the program. Comments on the third written exercise. Recommendations concerning the techniques and means of evaluation. Preparation of group activities.

Break.

Presentation of the work to the whole class, open discussion and feedback from the instructor. Evaluation of the meeting.

H. Eighth training session lasting five hours.

Discussion regarding the self-assessment of the trainer and evaluation of the educational program. Talk about the voluntary participation of some learners in micro-teaching the next two

meetings. Activities related to the above.
Break.

Presentation of the work to the whole class, open discussion and feedback from the instructor. Evaluation of the meeting.

I. Ninth training session lasting five hours.

Comments and discussion on the fourth and final written exercise.

Conducting micro-teaching.

Break.

Micro-teaching commentary.

J. Tenth training session lasting five hours.

Conducting micro-teaching.

Break.

Micro-teaching commentary.

Impressions and conclusions regarding the program. Completion of an anonymous questionnaire for the evaluation of the program.

Training material.

This consists of:

- a) the training manual which contains four modules corresponding to the thematic outline of the program and
- b) a DVD with micro-teaching and interviews with adult educators in Greece and abroad.

Trainees' evaluation system.

The evaluation is based on the following criteria:

a) the physical presence which is compulsory for all learners in the training sessions. There is the possibility of an absence, which may not take place during the first or last meeting.

b) active participation throughout the educational progress of the program.

The evaluation of participation will be based on the following scale:

Scale A: Very good participation

Scale B: Satisfactory participation

Scale C: Unsatisfactory participation

Scale D: More than one absences - rejection

c) the successful completion of the four compulsory exercises. Three of the exercises will be of minor (900 words) while the final will be larger (2000 words).

The evaluation of each project will be based on the following scale:



Scale A: Very good

Scale B: About satisfactory
 Scale C: Unsatisfactory
 Scale D: works late or not carried out

For the successful completion of the program the trainee should obtain an A or a B. Inadequate participation means C or D.

The successful outcome leads to an Education Certificate program.

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Program time schedule

1st Saturday	1st Educational meeting	
1st Sunday	2nd Educational meeting	
	1st week	1st exercise given
	2nd week	
	3rd week	
	4th week	
2nd Saturday	3rd Educational meeting	
2nd Sunday	4th Educational meeting	
	5th week	Submission of 1st exercise
	6th week	2nd exercise given
	7th week	
	8th week	
3rd Saturday	4th Educational meeting	
3rd Sunday	5th Educational meeting	
	9th Week	Submission of 2nd exercise
	10th week	3rd exercise given
	11th week	
	12th week	
4th Saturday	5th Educational meeting	
4th Sunday	6th Educational meeting	
	13th week	Submission of 3rd exercise
	14th week	4th exercise given
	15th week	
	16th week	
5th Saturday	7th Educational meeting	
5th Sunday	8th Educational meeting	
	17th week	
	18th week	
	19th week	Submission of 4th exercise
	20th week	