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**IZOBRAŽEVANJE IN USPOSABLJANJE UČITELJEV
V IZOBRAŽEVANJU ODRASLIH**

*EDUCATION AND TRAINING OF TEACHERS
IN ADULT EDUCATION*

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KOMPETENCE ALI KULTURA IZOBRAŽEVALCEV ODRASLIH? TO JE ZDAJ VPRAŠANJE

COMPETENCIES OR CULTURE OF ADULT EDUCATORS. THIS IS NOW THE QUESTION.

POVZETEK

Znanje, poklicne spretnosti in stališča tistih, ki se ukvarjajo z izobraževanjem odraslih, njihova sposobnost, da motivirajo odrasle, tako, da ti nadaljujejo z učenjem, pogosto odločajo o usodah ljudi. V postmoderni izobraževalci odraslih potrebujejo drugačne zmožnosti. Tipologije le-teh so dokaj arbitrarne, odvisne do referenčnih okvirov in situacij. Pa vendar je vredno razmisliti o tem, kaj kompetenca je, h katerim ciljem težimo v izobraževanju in usposabljanju izobraževalcev odraslih, katere kompetence izobraževalci odraslih neizogibno potrebujejo. Ob tem se postavlja vprašanje, kako prakso izobraževanja in usposabljanja izobraževalcev odraslih povezati s teoretičnimi koncepti, da takšno izobraževanje in usposabljanje ne bi zapadlo v vse pogostnejši tehnicizem in profesionalizem. Pa tudi, kako bogatiti, ne posamezne kompetence, marveč kulturo izobraževalcev odraslih.

ABSTRACT

Knowledge, professional skills and attitudes displayed by those dealing with adult education, their ability to motivate adults to go on learning, are often decisive for their destiny. In post-modern times adult educators need different competencies from those they have needed so far. Any competencies typology would be arbitrary induced by the frame of reference or situation. Nevertheless, we should try to reach consensus as to what a competency is and which basic competencies adult educators need. In the educational practice a link is to be established between practical work and theoretical concepts as to avoid technization and professionalization of adult education. One of the basic questions, however, remains, how to enrich both competencies and culture of adult educators.

Znanje, poklicne spretnosti in stališča tistih, ki se ukvarjajo z izobraževanjem odraslih, njihova sposobnost, da motivirajo odrasle, tako, da ti nadaljujejo z učenjem, pogosto odločajo o usodah ljudi. Odločilno vplivajo na to, če se bodo ti zmogli vrniti v svet dela in družbo, če bodo lahko uspešno delali z roko v roki z delodajalci, če bodo lahko sodelovali z oblastjo in če bodo lahko sebi in svoji družini zagotovili zadovoljivo življenje. Delo tistih, ki se se ukvarjajo z izobraževanjem odraslih pa lahko odločilno vpliva ne le na usodo ljudi, marveč tudi na usodo lokalne in drugih skupnosti, vse družbe in nenazadnje na usodo države. Slovenska zgodovina je polna tovrstnih primerov (npr. tabori, čitalnice, zadruge, hranilnice).

Tako se danes zdita organizirano usposabljanje in izobraževanje izobraževalcev odraslih eno najpomembnejših, ne le strokovnih, marveč tudi političnih vprašanj. Nenazadnje tudi *Evropski memorandum o vseživljenjskem učenju* prepoznava prehajanje med teorijo, prakso in usposabljanjem strokovnjakov na področju izobraževanja odraslih kot eno ključnih vprašanj za utrjevanje in razvoj evropske skupnosti.

SEMANTIČNA OMEJITEV POLJA RAZPRAVE

Govorila bom torej o kompetencah –oziroma o zmožnostih izobraževalcev odraslih- in spregovorila bom o njihovi kulturi. Za našo obravnavo je tedaj pomembno opredeliti ta dva temeljna in nekatere druge sorodne pojme kot so znanje in spretnosti ter usposabljanje.

KOMPETENCA

»Kompetenca pomeni zmožnost na posameznem področju ali zmožnost, da sprožimo neko obnašanje ali postopnaje: vendar pa besed kompetenca in kompetentost nismo uporabljali v družbenih vedah preden je njun pomen razdelal Noam Chomsky v generativni lingvistiki in uvedel nasprotje kompetenca-performanca. Opredil je kompetenco (slov. zmožnost, da oblikujemo in izrazimo misli, kar pa še ne pomeni, da jih tudi dejansko izrazimo. Analogija s to opredelitvijo je za našo obravnavo primerna. Izobraževalci odraslih lahko kompetence posedujejo, pa vendar to še ne pomeni, da jih znajo tudi uporabiti. Uporaba in izražanje kompetenc sodita že na področje "performance" ali pratičnih dosežkov izobraževalcev odraslih.

Tako v kognitivni psihologiji pojem kompetenca nakazuje, kaj bi človek, ki jo ima, v idealnih primerih z njo tudi zmogel narediti.

Vendar, bodimo pozorni! Kompetenca ni isto kot razvojna zmožnost ali potencial. Tako pravimo, da ima izobraževalec odraslih neko kompetenco, le če je ta že razvita in se lahko izrazi (glej Dictionnaire de psychologie, str.132-133).

Formalna spričevala in diplome še ne zagotavljajo, da se bo andragog ali izobraževalec odraslih v neki situaciji obnašal in da bo postopal na ta ali oni način. Prav tako formalno potrjeni spisek razvitih kompetenc ne pomeni, da jih bo izobraževalec odraslih znal tudi uporabiti. *Formalne kvalifikacije so, grobo rečeno, deseti del zmožnosti, ki jih mora izobraževalec odraslih posedovati in če je potrebno izraziti.*

Peter Jarvis (glej Jarvis, 1990, str.72) v svojem slovarju opredeljuje kompetence kot raven spretnosti in znanja (včasih tudi stališča), ki je potrebna za uspešno delo glede na standarde, ki so v danem času priznani in pričakovani v stroki in poklicu.

ZNANJE IN SPRETNOSTI

Izobraževalec odraslih potrebuje *andragoško znanje in znanje s področja z drugih referenčnih ved*.

Andragoško znanje, ki nas najbolj zanima, pa je moč črpati iz prakse izobraževanja odraslih, refleksije o praksi, teorij in ideologije izobraževanja odraslih in znanstvenega raziskovanja. Pri pridobivanju andragoškega znanja velja upoštevati vse štiri vire. Ne bi bilo dovolj, če bi se naslanjali zgolj na opazovanje in vodenje prakse, na posredovanje izkušenj in refleksije o izkušnjah pridobljenih v praksi. Tudi ne bi bilo dovolj, če za osveščanje izobraževalcev odraslih ne bi uporabili tudi dobrih teorij, če informacij ne bi pospremili s teorijami. Če bi bilo temu tako, bi zapadli v patos; še več, znanje izobraževalcev odraslih in andragogov bi bilo siromašno brez znanja, ki ga je moč pridobiti z znanstvenim raziskovanjem. Danièle Blondel, ki se ukvarja s kognitivnimi viri, nas opozori, da je »znanost potrebna, saj znanje pomnoži« (glej Findeisen, 2004, str 66).

V znanju, ki ga izobraževalci odraslih potrebujejo, se stapljajo štiri temeljne vrste znanja, ki se neprestano povezujejo med seboj... (1) teoretično znanje, (2) *znanje o tem, kako se kaj naredi* (angl. know-how), (3) *znanje o tem, kaj se naredi (informacije, podatki na internetu, v podatkovnih bazah,)* in (4) *znanje o odnosih (vedeti kdo je kdo, kdo kaj pomeni, na koga se je moč obrniti)* (prav tam). To znanje je plod izobrazbe, okolja in del, ki so jih izobraževalci opravili, jih opravljajo ali jih bodo opravili.

Veliko potrebnega znanja in zmožnosti izobraževalci odraslih pridobijo z (1) *učenjem z opravljanjem dela ali dejavnosti* (angl. learning by doing), (2) *učenjem ob uporabi znanja* (angl. learning by using) in (3) *učenjem ob interakciji z drugimi*.

KULTURA

V tej razpravi postavljam temeljno vprašanje: »Ali je smiselno govoriti o povečanju kompetenc izobraževalcev odraslih, ali je bolje govoriti o njihovi kulturi- usposobljenosti s kulturo in za kulturo. Če je kultura res tisto, kar André Malraux opredeljuje kot »vse tisto, kar se zgodi med rojstvom in smrtjo« tisto, kar človek pridobi v odnosu do okolja, ali ne bi tedaj veljalo vplivati tudi na okolje samo. Kultura izobraževalcev odraslih je tedaj odvisna od okolja oziroma okolij, v katerih so se gibali ali se gibljejo. Je sled, ki ostane po vsem, kar so doživeli in spoznali.

USPOSABLJANJE IZOBRAŽEVALCEV ODRASLIH

Usposabljanje daje prostor dialogu.

Usposabljanje, pa naj bo po svoji naravi še tako ozko in ciljno naravnano, ni zgolj informiranje, pogojevanje, indoktrinacija. Usposabljanje je predvsem prostor za dialog. Dialog v katerem izobraževalci odraslih z naporom značilnim za procese pridobivanja osveščenosti, spoznanje tudi dobre teorije brez katerih bi osveščenost ne bila nič drugega kot patos. Takšno usposabljanje zahteva določeno trajanje, določene načine, svobodo delovanja.

Usposabljanje izobraževalcev odraslih pa je velikokrat zgolj poskus racionalizacije, tehnicizacije in profesionalizacije poučevanja. Veliko takšnega usposabljanja izobraževalcev odraslih srečamo v nevladnih organizacijah, dosti pa tudi v podjetjih. V nasprotju s to prakso pa je usposabljanje, kjer gre za razvijanje kompetenc in hkratno bogatenje kulture.

Usposabljanje je tako predvsem prostor za dialog, je prostor, kjer lahko izobraževalci iščejo pomen in smisel tega, kar slišijo (glej Michel Fabre, 1994, str. 262). V usposabljanju je tedaj pomembno ustvariti okoliščine za dialog. Vendar dialog brez strukture usposabljanja, dialog, ki ga ne moremo osvetliti s

teorijami, ne gre dlje od kavarniškega pogovora. V dialogu je moč poglobiti znanja, ki jih že imamo, se učiti iz lastnih izkušenj in izkušenj drugih, razviti socialne spretnosti, pridobiti znanje, ki more nastati le v interakciji z drugimi. Prav tako je mogoče svoje znanje prenesti na druge in ga tako oplemeniti. To bogati tudi naše kompetence.

Če v teorijah izobraževanja odraslih velja, da je *diskusijska metoda* temeljna metoda v izobraževanju odraslih, potem je temeljna metoda tudi v izobraževanju tistih, ki izobražujejo odrasle, nujno potrebna za razvoj nekaterih kompetenc.

USPOSABLJANJE SE PRILAGAJA NORMAM IN PRIČAKOVANJEM

Andragoško usposabljanje izobraževalcev odraslih pomeni tudi prilagajanje socio-kulturnim in drugim normam, ki vladajo v okolju ter pričakovanjem, ki vladajo v stroki in poklicu.

Tudi sam študij andragogike sledi pričakovanjem, ki vladajo v poklicih na področju izobraževanja odraslih. Tako je tudi študij andragogike del usposabljanja izobraževalcev odraslih. pri čemer se andragogika, kot družbena veda povezuje z referenčnimi vedami in področji kot so: sociologija, psihologija, antropologija, socialna gerontologija, ekonomija. Skratka z vedami o človeku in družbi. V družbenih in humanističnih vedah je danes vse prepleteno. Tako tudi študij različnih ved pomaga usposablјati izobraževalce odraslih.

Andragoško usposabljanje je lahko formalno ali neformalno. V prvem primeru se moramo zavedati, da andragogika ni breztelesna veda, da jo je potrebno poučevati tako, da nastanejo mostovi do stvarnosti in življenja, da se ustvarijo pogoji za dejansko usposabljanje. V neformalnem usposabljanju pa tudi ni moč pozabiti na moč dobrih teorij in dobro opredeljenih konceptov, ki vodijo k osveščanju udeležencev.

Andragogika - tako kot vse druge vede - namreč ne more biti veda o posameznem kontekstu, marveč je veda, kot vse druge, z razvito teorijo in opredeljenimi koncepti.

Andragoško usposabljanje naj zobraževalcem odraslih da pripomočke, da bi mogli razumeti svoj poklic in svet. Povezave med koncepti, ki jih je v taknem usposabljanju treba usvojiti so direktne in indirektno. Za indirektno povezavo je potrebna kultura, splošna razgledanost, so potrebne različne kompetence. V izobraževanju odraslih se namreč velikokrat lotevamo vročih, eksplozivnih vprašanj. Na takšna vprašanja moramo odgovoriti preprosto, konkretno, tako kot udeleženci pričakujejo, pri tem pa posedovati teoretična, posplošena znanja, ki jih lahko da le poglobljen študij andragogike in referenčnih ved.¹

Izobraževalci odraslih se lahko usposablјajo v formalnih ali neformalnih programih. Na konferenci v Peci na Madžarskem » Izobraževanje in usposabljanje izobraževalcev odraslih v visokošolskih ustanovah s posebnim ozirom na srednjo, vzhodno in južno Evropo« (Inštitut za mednarodno sodelovanje nemškega združenja za izobraževanje odraslih) leta 2003 smo prepoznali nekatera pomembne teme v povezavi s *formalnim visokošolskim izobraževanjem prihodnjih izobraževalcev odraslih*. Izbrane teme kažejo tudi na kompetence, ki naj jih izobraževalci imajo. (1) Koncepti in terminologija v izobraževanju odraslih (2) Izobraževanje izobraževalcev odraslih na daljavo. (3) Razvoj prenosljivih modulov v izobraževanju andragogov in izobraževalcev odraslih (4) Razvoj kompetenc izobraževalcev odraslih.

Tudi prvotno vabilo na današnje konferenco je opozarjalo na potrebo po razpravi o kompetencah izobraževalcev odraslih. Te kompetence je moč deliti (1) na splošne, prenosljive, torej temeljne in (2)

¹ Spominjam se kongresa o prostovoljnem delu na katerem smo obravnavali vprašanje revščine. Udeležili so se ga tudi nekateri brezposelni prostovoljci in pribežniki zvečine na robu revščine. Rzaprave o tem, kaj pomeni absolutna in kaj relativna revščina v očeh ekonomistov jim niso kaj dosti pomenile. Pričakovali so drugačne odgovore Izobraževalec odraslih mora iskati indikretne povezave med koncepti, ki pogosto pripadajo različnih vedam, in z njimi načeti dialog o vprašanjih, ki udeležence izobraževanja zanimajo.

posebne kompetence, ki so v povezavi s ciljno skupino in njenimi potrebami. Izdelati seznam temeljnih in posebnih kompetenc za današnji čas bi veljalo na temelju poglobljene raziskave. Izbor kompetenc pa bi bil tudi tedaj arbitraren. Takšna so tudi moja današnja razmišljanja o kompetencah izobraževalcev odraslih. So tako predvsem posplošitev osebnih izkušenj.

POTREBE CILJNIH SKUPIN IN DRUŽBE - POLEG SPLOŠNIH - ZAHTEVAJO TUDI POSEBNE KOMPETENCE IZOBRAŽEVALCEV

Izobraževanje in usposabljanje sta dejavnosti, za kateri moramo vedeti, zakaj, kako in kam ju vodimo, katere cilje želimo z njima doseči. Ali drugače povedano, izobraževanje in usposabljanje brez »filozofije« oziroma teorije v ozadju, ki tlakuje njuno pot, ne more biti uspešno.² Poučevati, vzgajati, izobraževati, usposablјati pomeni poučevati, vzgajati, izobraževati in usposablјati za nekaj, z namenom da dosežemo ta li oni cilj. Odgovorni za izobraževanje odraslih ne morejo tipati v temi. Morajo biti sposobni ubesediti, pojasniti smisel, pomen in cilje svojih postopanj. V praksi čutimo, da je to nadvse težko.

Cilji izobraževanja in usposabljanja so močno odvisni od socio-kulturnih, ekonomskih, prebivalstvenih, političnih, osebnih in drugih potreb in okoliščin. Te narekujejo tudi posebne kompetence izobraževalcev.

a) Cilji so različni na različnih ozemljih

Cilji izobraževanja v arabskih državah so denimo različni od ciljev v vzhodnih evropskih pa tudi zahodnih evropskih državah. Pogosto tudi izobraževanje odraslih stremi k oblikovanju nacionalne identitete. V Indoneziji, denimo, je eden od ciljev izobraževanja oblikovati ljudi, ki verjamejo v vsemogočnega boga, ki imajo močno osebnost in so veliki domoljubi. V Pakistanu je za izobraževanje pomembno, da utrjuje islamske vrednote. Na Tajskem ima izobraževanje cilj, da se vsakdo zave, kako pomemben član skupnosti je, da sodeluje v zaščiti dežele.

b) Družbena pričakovanja določajo cilje izobraževanja in usposabljanja.

V evropskih družbah verjamemo, da je z izobraževanjem moč doseči ponovno integracijo odraslih v družbo, socialno mobilnost, osebnostno rast, boljšo zaposljivost. Po nekaterih razmišljanjih je cilj izobraževanja tudi v tem, da ponudi načine, s katerimi je moč iti v akcijo in spreminjati svet.

c) Različnih ciljev pa nima zgolj družbena skupnost. Imajo jih tudi različne ciljne skupine v izobraževanju odraslih.

Tako tudi ciljne skupine s svojimi potrebami, željami in izobraževalnimi cilji določajo katere kompetence naj ima izobraževalec odraslih. Naj v ilustracijo te trditve navedem, da smo, denimo, v jezikovnem izobraževanju izbirali izobraževalce glede na njihove kompetence in te še zdaleč niso bile zgolj poznavanje jezika, kulture, metod, ali skupinske dinamike. Pri tem smo se ravnali po skupinah odraslih. Natanko smo vedeli, da mladim raziskovalcem na Institutu Jožef Stefan ne utrezajo tisti, ki svoje delo gradijo tudi na zmožnostih empatije in čustvih. Nasprotno pa smo v skupinah starejših ali pomankljivo funkcionalno pismenih potrebovali prav takšne.³

d) V visokošolskem podiplomskem izobraževanju so ciljne skupine, po ugotovitvah že poprej omenjene raziskave, različne. Imajo različne cilje in zahtevajo različne kompetence izobraževalcev.

² Izobraževanja starejših odraslih, denimo, so se mnogi lotili brez poznavanja tez, ki stojijo v ozadju: kolektivno družbeno osvobajanje starejših, osebnostna rast, integracija v družbo, priprava na drugo poklicno pot, »job retention«, omočnjenje, itd. Izobraževanje starejših odraslih kot zgolj tržna ponudba programov je kratkega daha in načeloma neuspešno. Tudi država s svojimi razpisi in pomankljivim poznavanjem navedenih tez in teorij, zavira razvoj tega izobraževanja, saj spodbuja programe za razvoj natanko določenih spretnosti, ki so v preteklosti stereotipno pripadale starejšim.

³ V skupini malo izobraženih so mi povedali: »Vi ste nama bili ko majka. Da toga nije bilo, ja ne bih došao...«

Med njimi so skupine ljudi, ki so v času dodiplomskega študija že prejeli nekaj pedagoško-andragoškega znanja ali so bili že deležni drugačnega poklicnega izobraževanja (23,9%) Manjša ciljna skupina so diplomanti pedagogike in andragogike, ki imajo opravljen dodiplomski študij s tega področja (4,5%). Kar polovica izobraževalnih modulov je na vzhodno evropskih univerzah namenjenih tistim, ki nimajo diplome iz pedagogike ali andragogike, kar kaže težnjo po uveljavljanju multidisciplinarne, problemske obravnave dopolnilnega izobraževanja in izkazuje težnjo po povezovanju spretnosti in znanje različnih strok.

Ugotovitev raziskave je, da je razmeroma malo vpisanih na podiplomski študij iz trgovskega sektorja in proizvodnega sektorja (menedžerji in osebje v podjetjih), četudi je v mnogih vzhodno evropskih državah podiplomsko izobraževanje namenjeno prav njim. Med vpisanimi jih le 10 % prihaja iz tega sektorja, četudi so številni moduli namenjeni prav njim (30% od vseh).

Stanje na zahodno-evropskih univerzah se zdi drugačno. Tu so ciljne skupine različne. Pomembna ciljna skupina na francoskih univerzah so denimo študenti, ki prihajajo iz javne uprave, javnih kulturnih in izobraževalnih institucij.

Kompetence, ki naj bi jih razvijali pri teh ciljnih skupinah za to, da delajo ali da bi bolje delali na področju izobraževanja odraslih, so tedaj v tesni povezavi z njihovim zdajšnjim ali prihodnjim poklicnim okoljem. Če so ciljna skupina v podiplomskem visokošolskem izobraževanju, denimo, bibliotekarji bi bilo potrebno analizirati njihove potrebe, potrebe njihovega socialnega in poklicnega okolja pa tudi potrebe obiskovalcev knjižnic. Za zadovoljevanje teh potreb je moč razviti nekatere kompetence, ki jih izobraževalec odraslih potrebuje...

- e) *V dodiplomskem visokošolskem izobraževanju tako razmišljamo o hipotetičnih potrebah naših študentov, ki se bodo zaposlili v izobraževanju odraslih, hkrati pa tudi o hipotetičnih potrebah njihovih možnih in najpogostnejših ciljnih skupin.*

Teh skupin je seveda neznansko veliko - veliko je tudi število področij in sektorjev - zato se moramo osredotočiti predvsem na največje: menedžerji, ženske, nezaposleni, starejši, funkcionalno nepismeni, odvisneži vseh vrst, družbeno izločeni, ipd.

Zanima nas kaj vse bodo naši študenti v prihodnje morali znati, kaj vse bodo potrebovali, katere kompetence bodo morali predvsem razviti (znanje, spretnosti, stališča, empatijo).

- f) *Posebne kompetence izobraževalcev odraslih so v marsičem odvisne tudi od političnih odločitev.*

Zdajšnja internacionalizacija izobraževanja odraslih pri nas in v drugih evropskih državah je nedvomno svež primer v osvetlitev te trditve. Še več, tudi povečane potrebe po izobraževalcih odraslih, socio-kulturnih animatorjih ali skupnostnih izobraževalcih, menedžerjih izobraževanja, ki dobro poznajo delo v nevladnih organizacijah, so tudi posledica upoštevanja evropskih direktiv, ki predvidevajo prenos pristojnosti z države, občine na samorganizirane, prostovoljsko delujoče skupine.

- g) *Posebne kompetence izobraževalcev odraslih so nedvomno odvisne tudi od prebivalstvenih sprememb. Če starejši postajajo največja družbena skupina, je ne moremo več zaobiti in andragoška stroka jim mora ne glede na za stvarnostjo capljajočo politiko odmeriti svoje mesto - kot denimo na Japonskem, kjer so moduli namenjeni izobraževanju starejših in preučevanju njihovih vprašanj med najbolj obiskanimi.*

Naj zdaj - za kasnejšo obravnavo - naštejemo tudi nekatere, v mojih očeh temeljne, prenosljive, kompetence izobraževalcev odraslih, tako kot sem jih uspela prepoznati v tridesetih letih svojega razvejanega delovanja na področju izobraževanja in usposabljanja odraslih. Izobraževalec odraslih mora:

- posedovati formalna dokazila o usposobljenosti. Doseči mora vsaj univerzitetno diplomu na tem ali onem področju,
- nenehno pridobivati interdisciplinarno znanje o posameznih področjih ali vprašanjih,
- povezovati znanje s področij, ki so navidez nepovezljiva, in uporabljati raznotere vire znanja,
- posedovati znanje v povezavi z internarnacionalizacijo izobraževanja odraslih,
- biti »kulturno usposobljen«,
- biti sposoben samostojnega učenja iz okolja,
- pridobiti pedagoško-andragoško znanje in spoznati temeljne teorije,
- poznati načine, metode in didaktične tehnike v izobraževanju odraslih in razvijati nove,
- biti sposoben programirati samostojno ali v izvedeniškem timu,
- usvojiti znanje iz psihologije (razvojne psihologije, psihologije učenja, individualne psihologije),
- poznati zakonitosti skupinske dinamike ter jo obvladovati v stvarnosti,
- biti sposoben »spremljati« (angl. coaching) svoje odrasle študente, jim stati ob strani kot vir znanja, svetovanja in kot psihološka opora,
- poznati in spremljati družbene spremembe in jih zrcaliti ali napovedovati v izobraževanju odraslih,
- izluščiti probleme odraslih in njihovega okolja, okrog njih organizirati problemsko in akcijsko učenje,
- razumeti svoje študente in biti sposoben sporazumevanja z njimi,
- biti voljan spoznavati kulturo svojih ciljnih skupin
- dobro obvladati slovenski jezik in vsaj en tuj jezik,
- biti usposobljen za javno sporočanje, bodisi pisno, bodisi ustno, vizuelno
- animirati, povezati, navdušiti odrasle za učenje in akcije in jih voditi,
- analizirati potrebe, povezati teoretične koncepte s stvarnostjo, oblikovati vsebine in določati cilje izobraževanja in usposabljanja –programirati in izvesti izobraževanje,
- posedovati znanje in spretnosti s področja načrtovanja, organizacije in upravljanja,
- poznati in uporabljati nove tehnologije.

To je osebna slika nekaterih kompetenc izobraževalcev odraslih. To so kompetence, ki jih pojmem kot temeljne ali ki so se izkazale kot temeljne v mojem razvejanem delovanju v izobraževanju odraslih. Tem se pridružijo še tiste posebne glede na kontekst, ciljno skupino in cilje izobraževanja ali usposabljanja. Pa bomo lahko kdaj dosegli soglasje o temeljnih kompetencah, ali bomo raje govorili o izobraževalčevi kulturi. Tisti, ki zaobjema neskončno vrsto kompetenc. Če pa bi se to vendarle lahko zgodilo, pa bi to bilo nekaj takega kot Platonovo utopično, idealno mesto.

SKLEPNA BESEDA

Kompetence izobraževalcev odraslih naj zajemajo teoretično znanje različnih disciplin in izkustveno znanje ter spretnosti, ki jih ti pridobivajo tudi zunaj poklicnega življenja. Da bi razvijali te kompetence v usposabljanju izobraževalcev odraslih – formalnem in neformalnem - udeležencev usposabljanja ne

moremo zapreti v ozka znanje, probleme, na njih prenašati tehnike (značilno za delavnice!), ki so na ravni kuharskih receptov in drugih navodil. Izobraževalcem je v usposabljanju potrebno omogočiti, da razmišljajo, s čimer bodo razvili pomembno temeljno kompetenco. To bodo nosili s seboj vse življenje v številnih situacijah in kontekstih. Pomembna kompetenca izobraževalcev odraslih je namreč sposobnost odzivanja na vprašanja odraslih udeležencev in njihovega okolja. Da bi se lahko odzivali morajo imeti dovolj konceptov, dovolj razvitih mentalnih struktur za razmišljanje. Ali drugače povedano dovolj razgledanosti po andragoški vedi in referenčnih vedah, dovolj znanja o tem kako se kaj naredi, in dovolj znanja, ki ga je moč pridobiti le v interakciji z drugimi. Da je razvoj kompetenc oziroma pridobivanje kulture vseživljenjski proces, pa ni potrebno posebej poudariti.

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THE CHANGING PROFESSIONAL PROFILE OF THE ADULT EDUCATOR IN EUROPE

SPREMINJAJOČ STROKOVNI PROFIL IZOBRAŽEVALCA ODRASLIH V EVROPI

ABSTRACT

The paper considers the continuing professional development (CPD) of adult educators within a global and lifelong perspective and a key core issue in Lifelong Learning (LLL) agendas. Evidence is drawn on the identification of current movements that appear to be leading towards the professionalisation of CPD of adult educators, within the European Union. Thus, by identifying present practice, the paper tries to review the state-of -the-art in the CPD of adult educators and look at the major trends in a transnational context. It likewise encompasses an analysis of structural changes, which impact on the re-configuration of a professionalised CPD.

POVZETEK

V prispevku obravnavamo vprašanja nadaljnjega strokovnega razvoja izobraževalcev odraslih v globalnem in vseživljenjskem okviru ter kot ključno temo programa vseživljenjskega učenja. Poudarek je na prepoznavanju trenutnih gibanj v Evropski uniji, ki kot se zdi, vodijo k profesionalizaciji stalnega strokovnega razvoja izobraževalcev odraslih. Ob opisu trenutnega stanja in prakse na področju stalnega strokovnega razvoja izobraževalcev odraslih pa skušamo v prispevku podati tudi vpogled v glavne smeri razvoja v mednarodnem kontekstu. V prispevku analiziramo strukturalne spremembe, ki vplivajo na prenovitev oz. preoblikovanje nadaljnjega strokovnega razvoja izobraževalcev odraslih.

INTRODUCTION

We live in an era of global changes. Economic and technological globalisation processes impact on the production and consumption patterns. Those processes affect the social relations not only on the economic and technological levels, but also on the political, social and cultural spheres. The pressures of a globalised economy bring about changes in work organisation, working practices and employment patterns and have profound effects on cultures and lifestyles.

In fact, they affect all the spheres of everyday life; at the workplace, at home and in the community. Global transformations are reshaping contemporary life and make it more complex and uncertain. Adult education can, therefore, serve as a strategic tool to manage and regulate those changes and to enable social inclusion for adults. Yet, the quality and effectiveness of adult learning provision depend a lot on the competences of the adult educators. The latter's main task is to help people find ways out of the complexity and ambivalence of the contemporary world and cope with the anxiety that inevitably arise when life is no longer predictable. The diverse and heterogenous mass of adult learners of today call for a multi-skilled professional, who draws from an extended repertoire of knowledge, skills and competences, constantly updated. In fact, the practitioner is changing professional profile and status in order to maintain or enhance his/her employability and adapt to quality imperatives that global competition impose.

THE GLOBALISATION OF ADULT EDUCATION

Recent adult education literature (Jarvis 2000; Field 2000) argues that globalisation processes affect adult education in two ways, from above and from below. That is, two different driving forces, which operate at the same time and create different dynamics, bring about profound changes in the adult education scene. In the first case, and as a result of the changing role of the nation-state in today's one-world economy, International organisations, such as OECD, the World Bank etc. and supra-national entities, such as the European Union institutions, propose and coordinate Strategies and Policies which impact on adult education agendas and impose a globalisation 'from above' process.

Those policies articulate, mainly, Neo-liberal economic approaches and human-capital perspectives. The dominant paradigm is, therefore, the economic value and utility of adult education, which is assessed for effectiveness, efficiency and quality.

However, globalisation processes interact and produce dynamics, which open up possibilities for democratic influence from grass roots movements, such as human rights, the protection of the environment etc. Global issues, therefore, may form part of a global agenda for social action. Thus, the globalisation 'from below' processes can build on the existing social capital of local realities and construct 'a global civil society'. The dominant paradigm, in this case, is a holistic approach for adult education, based on humanistic ideology and democratic values.

Additionally, theories of post-modern condition in adult education consider that 'flexibility', as a key component in the new division of labour and 'multiskilling' to better support global competition, lead to a sense of crisis in the meaning of adult education and a re-configuration of adult education practices in order to become 'relevant' and 'flexible' (Erwards & Usher 1996:221).

Yet, Erwards & Usher further argue that, the multiplicity of meanings and constant re-configuration of practices for some, is something to be celebrated than regretted because it multiplies and diversifies the learning opportunities and may open up spaces for marginalised and oppressed groups. By contrast,

others consider that multiplicity and flexibility has to be situated within power relations of dominance and subordination and may lead to more fragmentation of adult education practices and disempowerment. Consequently, globalisation seems to impact on the re-configuration of adult education goals and practices.

ADULT EDUCATORS IN A CHANGING SOCIO-ECONOMIC CONTEXT

The development of several relevant research, survey and analysis and pilot projects and the establishment of the training of trainers network (Ttnet) within CEDEFOP (European Centre for the development of vocational training), leads us to three major assumptions.

First, that global imperatives call for global answers (UNESCO/UIE 1997), therefore, the CPD of adult educators should be seen in a universal context. Secondly, that CPD is considered a key issue because Ttnet encompasses national networks (CEDEFOP Training village 2001) from all the member states and thirdly that, through networking, best practice come to the fore and common solutions to universal problems can be addressed.

In particular, the paper discusses the key issues related to the profession of the adult educator, that emerged from the findings of the IMITATE (Innovative methods in teaching adults today in Europe) project (Dale ed.2000).

IMITATE (1997-99), implemented under SOCRATES I programme, has involved adult educators from major general adult education institutions. A partnership of twelve countries, with varied systems and practices, encompassing from the Nordic countries, Germany, United Kingdom, Switzerland, Italy and Spain to Greece, appear to be a representative sample that depicts the 'state of the art' of the current condition in adult education. Moreover, evidence is drawn on two thematical studies and on the conclusions of several workshops and surveys' findings (CEDEFOP Training village 2001). In this case, the studies explore the development of training- the role of innovation as a transferable practice (Ttnet Dossier1-2000) and the role of the tutor from a European community perspectives respectively (Ttnet Dossier2-2000).

VARIABLES OF CHANGE IN ADULT EDUCATION AND TRAINING

As mentioned earlier, the processes of global integration of national markets seem to impact on the globalisation of adult education. In particular, the main trends of those processes include:

- The changing nature of the State-Market and civil society.
At macro level, relations are restructuring and the boundaries between the public the private and the social sectors of the economy are challenged. For example, nation States are changing their values and appear to be converging towards global norms, and moving away from national norm. Also, there is an expanding market of educational products and services for adults and NGO's manifest an active involvement in adult learning and employment policies.
- Demographic trends.
There is an ageing population in the European Union. People live longer and have to adapt to structural changes that affect their lives. Additionally, migration trends are manifested and mobility policies within E.U are encouraged to enhance employability and the global competitiveness of an integrated European market. In addition, widening participation policies target non-traditional learners, such as, returnees, part-timers, unemployed, migrants, older adults etc.

In short, there is a diversification of clients in adult learning and new providers, not exclusively educational, compete in a fast growing market.

- The rapid development of ICT.

Furthermore, with ICT advent, there is a break-down of the unity of place- action and time which impact on education patterns. As a consequence of the space-time compression with ICT, a diversification of methods, teaching aids, learning environments and time schedules is occurring. In addition, there is a paradigm shift in education and training. From traditional education and passive forms of learning there is a shift to active learning, facilitated by electronically based information. Thus, the rise to prominence of the individual within the learning process impacts on the function and role of the adult educator and alters dramatically the methods in teaching and learning, thus, changing the old paradigm.

- The vocationalisation of adult education.

Global competition brings about radical changes in working practices and employment patterns. People may spend their lives in and out of employment, therefore, radical changes in adult education priorities and aims are manifested.

Globalisation impact on an expansion in the provision of adult education and a transformation of the profile of the provision with more emphasis on work –related and certified education and training in order to produce more versatile labour force. Consequently, traditional general adult education provision is re-configured according to performativity and the efficiency of the systems turns to be a key organising principle.

- The commodification of adult education.

By interaction, in the present conjuncture, the Learner is the Consumer, the Educator is the Producer and Learning becomes an object to be consumed.

Consequently, a market-oriented supply is offered, aiming at the optimisation of the quality-cost ratio in adult learning and the efficient use of public funds. Thus, educational productivity, as a new concept is launched bringing about structural changes in adult education institutions and staff.

Moreover, the 'Quality Revolution' manifested in products and services impact on adult learning and becomes a key signifier in the commodification process. Therefore, standardisation trends, in both content and procedures are introduced and standardised systems of validation are addressed as a precondition of the professionalisation.

- Pressures for homogenised mass culture.

Similarly, in the context of wider changes, homogenisation trends are manifested in order to produce mass culture and consume massively according to homogenised lifestyle choices. In fact, every major cultural institutions, such as religion, marriage, family, city, state, is affected by those trends. Therefore, the educational institutions are expected to apply knowledge to solve human problems issued from global transformations. So, adult educators are encouraged to help people enjoy and accept cultural differences and diversity in order to develop harmonious relationships and counterbalance uniformity trends in cultures and identities.

- New learning divides/ Social exclusion.

Yet, the overall impact of globalisation brings about a risk of social exclusion based on educational attainment and employability. Widening participation and increasing access policies, therefore, seem to be priority areas in LLL agendas.

However, the traditional humanistic values of adult education are replaced by new approaches to social justice issues in the form of increasing access policies and positive discrimination measures. This means that traditional 'non-participants' are the target of vocationally oriented access policies that aim to train them to get work. Thus, adult education is re-configured to cope with the low-skilled and therefore, less employable and vulnerable groups.

VARIABLES OF CHANGE IN THE PROFESSION OF THE ADULT EDUCATOR

According to the IMITATE project and the Ttnet analyses, we can identify four major new functions for the professional adult educator, at both general and vocational fields:

- Educational and training functions
- Organizing and engineering functions
- Management and Marketing functions
- Counselling and Guidance functions.

Moreover, the Spanish experience (Garcia 2000) within IMITATE, includes an additional function. To sensitize the learners on global issues, such as sustainable development, human rights, cultural differences etc. and therefore to make him/her understand the natural and social realities in a global context.

Therefore, understanding globalisation and having the ability to explain to the learner global transformations is a core competence /function of the adult educator, in order to conceptualise, contextualise and operationalise adult learning. Yet, this dimension seems to be missing in both Ttnet studies on vocational training professionals.

Consequently, the variables of change in adult education, analysed earlier, are the main factors, which affect the new functions and activities of the adult educator.

Furthermore, the evidence suggests that the new functions and activities of the adult educators demand new competences. Those include:

- Guidance: advise individuals & institutions/coach learning processes
- Development: develop concepts of continuing training/structure a course
- Animation: realize training programmes / realise courses
- Organise: planning of organisational & financing devices/administration of a course
- Selling: offer training programmes according to determined needs/plan and publish own courses
- Analyse: conceptualise & analyse standard values & functions in adult education/Recognize own competences.
- Management: lead & manage personnel & teams, lead groups and processes
- Evaluation: evaluate & innovate concepts in adult education Evaluate outputs (SVEB-FSEA 1998 in Ryser 2000:116)

Also, Ryser argues, that all the functions demand transferable competences, such as: "Adaptability/Autonomy/Communication/Flexibility/Initiative/Mobility but especially relational skills"

Furthermore, competences are constructed on the basis of:

- Internal resources (general knowledge, specific knowledge of the work context ,procedural knowledge, experiential knowledge & skills, technical skills, practical skills, interpersonal skills, personal qualities or aptitudes, psychological resources, culture) and

- External resources (personal networks, documentation, information networks, expertise networks, tools etc.)

Thus, several different competences may make use of the same resource.

The ability of a person to construct appropriate competences by combining skills, is very complex and difficult to access, like a blackbox. It is at the very core of an individual's autonomy "(Guy le Boterf 2000:117).

Along the same lines, the notion of Engineering of training , more frequently used in francophone contexts , encompasses' all the methodological and coherent steps that apply to the design of training schemes and/or measures to effectively achieve the set target' (Ttnet Dossier 1: 39). Consequently it also includes the combination of:

Pedagogical/ Technical / Social / Corporate/ Relational and Managerial skills.

In brief, transferable competences seem to be generic, therefore, up-skilling and multi-skilling should aim at developing the ability to construct appropriate competences by combining internal and external resources (Dale.ed.2000).

CHANGING ROLES AND SHIFTING IDENTITIES

From what has been said above and as a consequence of his/her changing functions and activities, the professional role of the adult educator seem to be re-configured.

For instance, from the traditional role of:

Educator/ Teacher/ Trainer/ Tutor / Instructor/ Supervisor / Assessor

He/she changes roles in diversified contexts, times and spaces.

For instance, we may synthesize from the IMITATE and Ttnet cases some aspects of the new roles, which include the following:

- Organiser of learning environment (open in time and space)
- Writer of educational scenarios
- Facilitator/Mediator/Mentor/Coach/Adviser/Negotiator
- Designer of training systems using new media/Demonstrator
- Project leader/Evaluator

Arguably, due to the advent of ICT integration in education and training, the traditional role of Teaching and Instructing is changing to Mediating and Mentoring. For example, in the old paradigm knowledge was regarded as something fixed, finite and measurable and learning as the accumulation of chunks of knowledge. According to the new model of learning, adult educators are expected to play a mediating role between the learner and elements of knowledge, as part of a whole process of a cycle of activities, ranging from needs analysis to counseling (Penner 1998).

In addition, a key role of adult educators today, that seems to be missing in current practice, is to understand and communicate to the learner the new life styles and the process of formation of choices.

In the case, post –modernists argue that, identity-self image is constructed and re-formed by constantly unfolding desires expressed in lifestyles (Harvey 1991) and consumption choices. Therefore identity becomes a reflexive project that is constantly changing (Giddens 1991).

Thus, because of the advent of ICT, the media and migration, a massive amount of information is to be managed and too many options are offered to the individuals. This situation leads to a wider anxiety about the insecurity of choices in relation to the instability of identities (Edwards & Usher 1996).

Edwards & Usher consider, therefore, that the notion of the Reflexive practitioner (Schoen 1991) is "a key signifier in the professional development" of the adult educators because of the complexity of situations and the unpredictability of circumstances. Also, they consider that "reflexion-in-action is a key condition in flexibility" within the wider the socio-economic changes (Edwards & Usher 1996:223). Consequently, globalisation seems to impact on the professional roles and the formulation and re-formulation of the multiple and shifting identities of the adult educators.

EMERGING KEY ISSUES FOR ADULT EDUCATION PROFESSIONALS

On balance, the analysis leads us to some preliminary assumptions about the impact of globalisation processes on the CPD of adult educators. Thus, five main trends can be identified:

- the Professionalisation of the adult educators.
As most adult educators in the E.U are practitioners because of the diversification of their functions and roles, a social interest, in recognising competences acquired through experience, is addressed to optimise employability.
In particular, two "macro" typologies of approach are identified in current professionalisation practice (Ttnet London Workshop 2000)
- top-down, where a regulatory framework is adopted at national level e.g. United Kingdom or at regional level e.g. Italy and
- bottom-up, where the initiative is taken by individual institutions, companies and associations rather than a general collaboration e.g. France.

Moreover, a movement of the accreditation of prior learning and of work experience has been developed, recognizing the worth of learning wherever it has taken place and however it was gained. Accreditation, therefore, is considered as an element in the qualification of the adult educator. Additionally, new methods of evaluating competences and recognising skills are experimented under LEONARDO, SOCRATES etc. (CEDEFOP Training village-LLLdatabase) Therefore, validation, encompassing identification-assessment and recognition, of non-formal learning becomes a key factor of professionalisation and a consequence of LLL approaches.

Nevertheless, the evidence suggests that the issue is complex because validation procedures, depend on national systems, culture and history, therefore technical as well as political and cultural aspects intersect (Ttnet London workshop 2000). Yet, drivers for professionalisation come mainly from outside but also from inside the "family" of training professions, because of the fast changing circumstances in their working lives and the unpredictability of employment for adult educators.

- Quality Assurance –Standardization.

In addition, common reference points and standards for validation and generic competences are promoted, because qualifications, training and accreditation in continuing education is largely unregulated. Consequently, there is a need for transparency of qualifications related to specific job descriptions and profiles (EUROPROF 1997).

Yet, standardisation is linked to three defining factors:

- The processes (cooperation between various actors or initiative of individuals)

- The models (methods of describing professionalisation)
- The results/products or the competence standards.

Moreover, the evidence suggests that transferability of practice is currently possible only in relation to the processes and standards. Models are embedded in national/regional approaches of professionalisation (Ttnet London workshop 2000).

Similarly, Total Quality Management (TQM) approaches are gradually initiated in adult education provision, as part of broader macro-economic trend of quality considerations towards the organisational capacity to deliver high quality goods and services. In the case, organisations are assessed according to quality norms and on the basis of the input-output models of evaluation. Yet, as educational phenomena are complex, a range of evaluative methodologies should be applied and more participatory models of evaluation should be developed.

Also, qualitative evaluation in adult learning is more important than quantitative outputs. Different learning styles and cultures and above all the persisting structural barriers to learning for the 'many' have to be acknowledged.

- Innovation in teaching and learning.

Moreover, because of ICT development and new media, a new training paradigm is in the making. Namely, contextualised CPD, as "a spatio-temporal continuum" (Ttnet Dossier I – 2000) is integrating both individual career paths and organisational learning schemes. However, empirical evidence has shown that distance learning and self-directed learning is not a the only solution to professionalised CPD. Attendance courses are equally important, in short and intensive forms of delivery, to enhance group dynamics, interpersonal skills and exchange of ideas, both inside and outside the organised learning situation.

- Cross-cultural training /intercultural learning.

Conversely, IMITATE has identified a variety of traditions and practices in European adult education. Therefore, learning from practice in other cultural contexts can give new insights towards developing pedagogical practices and multiplies the possibilities to give solutions to problems that adult educators confront.

Moreover, in their study on globalisation of education and training, Reichert and Wachter (2000) argue that "cross-cultural knowledge and competences prepare for the needs of an increasingly international professional life in a global economy, improve foreign language proficiency and can establish international personal and professional networks".

Becoming familiar with other countries and cultures enhance not only employability but also understanding of different values, attitudes, perceptions and behaviors, therefore cultural awareness is basic social skill to be included in continuing training.

- Continuing Professional development in a lifelong perspective.

On balance, globalisation processes seem to affect the CPD of adult educators in terms of :

- Content (new knowledge, skills, competences)
- Methods (attendance-distance-mixed-self-directed)
- Organisation (modular-tailor-made/individual-learning organisation)
- Delivery (private/public/social-national, transnational, international)
- Evaluation- assessment (internal-external-self-evaluation)
- Funding (self-financing/shared with employer/ /public/European grants-loans)
- Validation (formal/non-formal learning - national systems/transnational standards)

But, in the New Educational Order (Field 2000), adult educators must accept for themselves their need for LLL, because of contingency factors. In fact, they should be the first to adapt to LLL practices, so their CPD should be seen as a continuous process.

According to the International Labour Office (2000) LLL for adult educators should cover high-level initial training, systemic continuing training and professional development opportunities, in exchange with the enterprises, educational institutions and other non-school workplaces.

Therefore, an open market for education and training professionals is the best option for offering provision according to training needs in tailor-made, modular forms. Additionally, E.U information services and networks provide continuous access to best practice in order to upskill adult educators. Also, schemes in the form of study visits and exchange programmes encourage their mobility. Thus, transnational continuing education and training and exchange and placement schemes for adult educators are considered as components of an effective CPD policy.

CONCLUSIONS

Global transformations bring about structural changes, which impact on the adult education scene and affect the traditional functions and roles of the adult educators. Consequently, globalisation appears to affect the CPD of adult educators and to impact on its content, methods, organisation, delivery, funding, assessment and validation. Though, a full evaluation of the impact seems to be precocious, some assumptions can be drawn from the movements within E.U policies to professionalise CPD. Thus, common qualification, training, accreditation standards and procedures according to global imperatives for quality, efficiency and effectiveness, are addressed. Moreover, the rapid development of ICT encourages a new training paradigm that combines individual and organisational learning, in formal and non-formal settings at national and/or transnational contexts.

Yet, distance learning should not substitute attendance training, because the latter may enhance interpersonal, social and cultural competences.

Moreover, as adult educators should prepare for an increasingly international professional life, therefore their CPD should have global and lifelong dimensions and mobility schemes should be seen as an key element of professionalising CPD. As Adult Education is considered to be a strategic tool, for economic performance and survival in an increasingly competitive global economy, CPD of adult educators appears to be a core key issue in LLL policies.

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EDUCATION AND TRAINING OF ADULT EDUCATORS IN SERBIA

IZOBRAŽEVANJE IN USPOSABLJANJE IZOBRAŽEVALCEV ODRASLIH V SRBIJI

ABSTRACT

University studies of adult education *There is a long tradition of pre-service training of adult educators in Serbia. About 50 years ago, a possibility to study andragogy, science of adult education, was established at the Faculty of Philosophy, University of Belgrade. Since 1979 there is a study group for andragogy – four-year complete study of adult education, with the postgraduate studies at the same faculty and possibility to obtain magister and doctor's degree in andragogy. Current state of further education and training of adult educators Further education of adult educators has not been a concern of the state and education authorities. There were not systematic attempts and activities in this domain – just some sporadic event, organised usually by NGOs, but not recognised by the state. "Train-the-trainer" project in Serbia For mentioned reason it was necessary to introduce at least some of the modern approaches and new knowledge to personnel active in area of adult education. Adult Education Society, with the support of German IIZ/DVV, has organised big 2-years comprehensive training for adult educators from different organisations, institutions and programs of adult education. This project was organised according to cascade-system, including training of multipliers and application in several regions and cities in Serbia and Montenegro. The new, up-to-dated program was developed and implemented in cooperation with German and Slovenian colleagues and experts and encompassed modern methods, didactic approaches and other modern contents of education and cultural work with adults. Numerous modules were developed, with the possibility to combine them according to the needs of specific target groups and serial of seminars and training was held. This project and experience could serve as a basis for the future standardisation of training of adult educators.*

POVZETEK

Univerzitetni študij izobraževanja odraslih. *V Srbiji obstaja dolgoletna tradicija usposabljanja izobraževalcev odraslih. Že več kot 50 let je mogoče na Filozofski fakulteti Univerze v Beogradu študirati andragogiko – znanost o izobraževanju odraslih. Leta 1979 je bil ustanovljen oddelek za andragogiko, ki izvaja štiriletni dodiplomski študij izobraževanja odraslih ter podiplomsko izobraževanje za pridobitev magistrskega in doktorskega naziva iz andragogike. Trenutno stanje na področju nadaljnega izobraževanja in usposabljanja izobraževalcev odraslih. Nadaljnje izobraževanje izobraževalcev odraslih ni v pristojnosti države oz. izobraževalnih oblasti, zato na tem področju ni razvitih nobenih sistematičnih dejavnosti in ukrepov. Posamezni poskusi (dogodki), ki se občasno pojavljajo, so rezultat prizadevanj nevladnih organizacij in nimajo podpore izobraževalnih oblasti. Projekt 'Train-the-trainer' v Srbiji Zaradi že omenjenih razlogov je bilo nujno uvesti v izobraževanje odraslih vsaj nekaj modernejših, že uveljavljenih pristopov ter usposobiti osebe (kadre) zaposlene na področju izobraževanja odraslih za njihovo uporabo. Društvo za izobraževanje odraslih je organiziralo ob podpori nemške IIZ/DVV obsežno, dvoletno usposabljanje za izobraževalce odraslih iz različnih izobraževalnih organizacij, ustanov in programov. Projekt je bil zasnovan postopno (stopničasto, po korakih), obsega usposabljanje multiplikatorjev in izpeljavo v več regijah in mestih v Srbiji in Črni Gori. Nov program usposabljanja, ki vsebuje različne vsebine izobraževalnega in kulturnega dela z odraslimi, sodobne metode dela in didaktične pristope za delo z odraslimi, je bil razvit in izpeljan s pomočjo nemških in slovenskih strokovnjakov. Program je zgrajen modularno, zato omogoča prilagajanje vsebin potrebam različnih ciljnih skupin izobraževalcev. Projekt in izkušnje, ki smo jih ob tem dobili, so lahko dobra podlaga za standardiziranje usposabljanj izobraževalcev odraslih v prihodnje.*

INTRODUCTION

The education and training of adult educators can be considered within the context of different aspects and sets of problems that relate to their professional schooling, advanced training, job scope and professional status. This article will consider experiences and the current situation in the education of future andragogues at the Faculty of Philosophy in Belgrade, and will include a presentation of the training of professionals employed in the area of adult education within the "Teacher Training and Training of Trainers" project.

EDUCATION OF FUTURE ANDRAGOGUES AT THE FACULTY OF PHILOSOPHY IN BELGRADE

The beginnings of research in the area of adult education and decade long structuring of studies in andragogy at the Faculty of Philosophy in Belgrade are associated with the academic years 1934/35 and 1935/36 and the name of Vićentije Rakić, who at that time delivered the first systematic lectures in andragogy to students of pedagogy. In the decades that followed various difficulties and problems did not permit the establishment of continuity in pursuing adult education. It is only in the academic year 1961/62 that fundamental changes in the curriculum of the Pedagogy Program could be characterized as "the first serious attempt at including andragogy into the curriculum of the Pedagogy Program" (Savićević D, 1998, p. 172). Besides the common subjects that were compulsory for all students, the option that was introduced was a choice of specialization after the fifth semester into three majors. One of these was Theory of Adult Education with Methodology of Adult Education. The majors survived in terms of the plan of study in 1966, with the exception that in the major in which adult education was studied, the third year was devoted to General Andragogy, while the fourth year was devoted to Specialized Andragogy. Besides the increase in the number of subjects in General Andragogy, which were also open to students from other majors, the subject of Fundamentals of Andragogy was also introduced. The orientation in the study of andragogy during this period is characterized as "pedagogical" because of the dominance of the discipline of pedagogy in the curriculum of that time (Ibidem, p. 173).

Intense efforts in establishing the program of study in andragogy, especially after the Department of Andragogy was founded in 1977, were particularly pronounced during 1978 and 1979. In September of 1979 the first generation of students were enrolled in the four year program of study of andragogy, with the total number of students being fifty. The orientation of study in this program in the years that ensued was characterized by a pronounced interdisciplinary approach, with andragogy, pedagogy, psychology and sociology being the disciplines studied. There was considerable reliance on the study of psychology (Ibidem), with six core and elective subjects belonging to disciplines in psychology.

The current curriculum in the andragogy program is the result of several other continuing changes since the introduction of the four year program of studies. After the change in the Statute of the Faculty in 2001, the following subjects are studied within the andragogy program:

General education – Introduction to the theory of society, foreign language (which can be English, German, French, Russian, Spanish and Italian);

Specialized education – General pedagogy, General psychology with the psychology of personality, Introduction to philosophy with fundamental ethics, Statistics in andragogy, Social psychology, Psychology of adulthood and aging, Elective courses (Social pathology, Sociology of labor, Cultural sociology, Family sociology and Theory of knowledge);

Narrow specialization – History of adult education, General andragogy, Psychology of adult education, Research methods in andragogy, Andragogical didactics, Andragogy of labor, Comparative andragogy, Theory of organization in education, Social andragogy, Planning of staff and education, Andragogy of leisure, Andragogy of mass communications, Methodology of basic adult education and Family andragogy.

Besides active participation in class work and passing of exams, students are also required: to attend professional practice lasting three weeks that can be carried out in any educational, cultural or social care institution; to prepare seminar papers in four subjects (General andragogy, Andragogical didactics, Social andragogy and Andragogy of labor); to prepare a Seminar graduation paper which includes preparation of the research project and research instruments for the graduation paper.

The subject for the graduation paper is chosen from among one of the narrow specializations. The graduation paper consists of writing the graduation paper and its oral defense.

Completion of the four year program of studies in andragogy at the Faculty of Philosophy in Belgrade leads to the title of graduate of andragogy.

The basic four year program of studies in andragogy presented thus presumes professional schooling of a wider profile of andragogues that should be made ready for performing a wide range of jobs, while possessing the flexibility for adapting to work in different domains of adult education, with different target groups and, also, to different institutions where adult education is carried on.

For two years already the program of study in andragogy includes fairly intensive, continuing work and consideration in paving the path of future directions of development in the studies of andragogy, with a view to modernizing teaching and introducing it into European educational space. Briefly put, the projected program of study will be characterized by: a greater number of elective courses during the first three years of study, with strong general and narrow specialized foundations; modular teaching during the seventh semester, with the possibility of choosing two out of the offered six modules (each one consisting of three courses), will represent a possibility for expanding knowledge in specific areas of andragogy and of adult education (such as organizing and conducting adult teaching and the learning process; organizing and planning of education; professional adult education; general cultural adult education, etc.); followed by studious work with a mentor during the eighth semester, leading up to the writing of the final graduation paper; and a large number of relatively independent projects for students during the academic year, with continuing monitoring and evaluation. Besides the fact that these kinds of studies should delve deeper into some disciplines and problem areas, they are certainly also geared toward greater student activity during the process of professional schooling.

The Faculty of Philosophy in Belgrade created conditions for graduate studies in andragogy as early as 1956, but it is only when graduate studies at the Department of Pedagogy were introduced in 1963, that one of the areas of specialization offered was Specialization in adult education. It could be said that from that point "a coherent system of studies in andragogy" (Ibidem, p. 179) was created, which included: a basic four year program of studies in andragogy (graduate in andragogy), graduate specialized studies that last three semesters (andragogue specialized in certain area), graduate master's studies (master of andragogy), possibility of writing and acquiring a doctorate (Ph.D. in andragogy) and different types of continuing education of graduates in andragogy.

In spite of the fact that master's studies in andragogy follow a curriculum that includes the passing of exams in General andragogy, Comparative andragogy, Research methods, Psychology of adult education and a second foreign language for all candidates (while individual structuring of studies is based on the

chosen subject for the master's dissertation), in 1988 an option was created for studying at this level within the framework of one of ten areas in which master's studies in andragogy can currently be organized. The areas in question are as follows: General andragogy, Research methods in andragogy, Didactics in andragogy, Andragogy of labor, Social andragogy, Planning of staff and education, Andragogy of leisure, Penal andragogy, History of andragogic ideas, and Methodology in adult education. The Institute of Pedagogy and Andragogy at the Faculty of Philosophy in Belgrade plays a very important role in the continuing education of andragogues and other professionals working in the area of adult education. On the one hand the Institute frequently organizes various conferences, both domestic and international, which provide an opportunity for exchanging information and for becoming familiar with new and current trends in adult education and the science of andragogy; and on the other, the Institute conducts numerous projects within which specific training is carried on for educational work with adults. Also, students and graduates in andragogy frequently work side by side with scientists andragogues in realizing various research projects.

The presented brief series of different outcomes in the conception and development of studies in andragogy at the Faculty of Philosophy in Belgrade certainly indicates the long-term process of the shaping of these studies. However, it also provides an overview of several possible models in the schooling of future andragogues: from the gentle steering of students of pedagogy toward the problems of adult education, through to a four year program of study in andragogy dominated by pedagogical disciplines and contents, followed by a four year program of study with a greater number of differentiated andragogical disciplines and projected four-year studies with a greater number of andragogical disciplines that employ the modular approach. However, the projected studies certainly do not represent a final solution in the search for an optimal method of professional schooling of andragogues.

"TEACHER TRAINING AND TRAINING OF TRAINERS" PROJECT

The "Teacher Training and Training of Trainers" project was realized in 2002 by the Adult Education Society and the Institute for International Cooperation of the German Association for Adult Education (IIZ/DW) in cooperation with the Institute for Pedagogy and Andragogy of the Faculty of Philosophy in Belgrade. The project was developed on the basis of experiences acquired through different theoretical-empirical research and on the basis of numerous practical forms of schooling and training that were conducted during the past decade within the framework of domestic and international projects which were headed by different institutions and organizations.

The advancement of basic competences of teachers, trainers and organizers of education in adult educational institutions was set as the project's term of reference.

The target group for the project was defined by a collective name – teachers of adults – and in this particular case included teachers, trainers, instructors and coordinators in elementary and secondary schools, workers', peoples' and open universities, universities for the elderly, cultural educational centers, companies, departments of the National Employment Service, gerontology centers, nongovernmental organizations, private schools for foreign languages and computers, etc.

It can be said that the project unfolded along three levels. At the first level the team for creating advanced training and training programs for trainers (multipliers) worked on creating programs that would be based on a selection of key competences that a program is intended to develop. The work of this group resulted in the drafting of seven basic program modules: the position and role of the teacher

in adult education; presentation, visualization, moderation; active teaching of adults; interactive teaching in adult education; cognitive processes in teaching adults; management in adult education and evaluation in adult education.

Work at the second level included training of a team of trainers (multipliers) for realizing the prepared modules, and training of teachers in defined areas of knowledge and competences. Four teams were established out of the fifteen multipliers who went on to further conduct training in four different regions in Serbia and Montenegro. At this level fifteen young experts were trained to realize a fairly broad spectrum of training, certainly with the possibility of further consideration and adaptation to specific target groups.

The fourth level consisted of training of teachers by multipliers within the framework of four groups in different regions, with, on the average, 20 students per class, over a total of nine days of advanced training.

"The seminars are conducted according to the principles of active, interactive and cooperative learning and learning from experience. The training method at the seminars was a unique demonstration of new methods of work and the possibilities of learning from a model. During the realization of the seminars all types of educational work were employed: short presentations, workshops, discussions, teamwork, cooperative work, role playing, etc. Emphasis was placed on exchange (experience, knowledge, beliefs and needs between facilitators and participants, and among participants), on making connections with personal experience and practice (starting from experience, analysis of experience and practice, application and change of practice), and on cooperation and partnership (cooperative learning and a relationship based on equality, complementation, competence, respect and democratic procedure). All forms of work were structured in such a way that trainers and teachers should pass along the following path in understating particular problems: personal experience – reflection and observation – conceptualization - experimentation and searching for alternatives." (Medić S. et al., 2004. p. 9).

This structure permitted the contents to be strongly supported by the methods of work, where each content could be "practiced out", which can significantly advance the adoption of new knowledge and mastering of new competences, including even changes in particular orientations and attitudes.

Each of the modules included different, but mutually connected contents. The first module, "Position and role of the teacher in adult education", included concentration on the following thematic units: characteristics of a successful teacher; learning channels and teaching styles; techniques of positive and constructive feedback; motivating students; personal attitude of the teacher, behavior, type of communication.

The module "Visualization, presentation, moderation" included: basic rules of visualization – poster preparation; basic rules of presentation (poster and overhead transparency); techniques of moderation.

"Active teaching of adults" is a module that includes: the basis of the philosophy of the approach to active work; the notion of activity; formulating the goal in active teaching; learning/teaching methods; preparing contents; specific roles of the student; roles of the teacher; choice of method of work in relation to set goals, contents and work conditions.

The module "Interactive teaching in adult education" is very similar to the previous one and consists of the following components: different conceptions of learning; basic characteristics of interactive training; interactive educational methods and techniques; communication in the educational process; styles of participation in the educational process; verbal and nonverbal communication; techniques of nonviolent communication and no conflict problem solving.

The fifth module realized was called "Cognitive processes in teaching adults" within which special emphasis was placed on the constructivist approach to adult education; principles of preparing and using "mind maps"; factors of efficient teaching of adults.

The following module "Management in education" thematically included, among other things, segments of training centered around: the notion of management; concept of strategic management; SWOT analysis; the business plan; marketing concepts for running an educational institution; and the role of managerial competence in education.

The final part of training, in this first phase of the project, was devoted to the subject and module of "Evaluation in education" which consisted of the following segments: general theoretical-methodological issues of evaluation; monitoring and assessment of students by teachers and independently; self-evaluation of teachers; assessment of outcomes of education; and evaluation of the work of educational institutions.

Considering on the one hand far more thoroughly the content and method of work within the project and, on the other hand, taking as the starting point the understanding of the role and competence of the teacher in the works of different authors, it can be said that on this occasion they treated, and we hope advanced the following sets of competences of teachers: transfer of information and presentation of contents; conducting of the teaching and learning processes; communication with students and functioning of the group; motivating of students; awareness and respect for the particular personalities of students (cognitive and affective); management in adult education (of the institution and the educational activity); and evaluation (student achievement, individual work, institution; program and process).

Following the conclusion of the described work, the continuing development of the project presumed the expansion of the possible content of advanced training and inclusion of training of new groups of users. The content aspect was enriched by the following thematic segments: communication skills in adult education; expansion of the spectrum of modern methods and techniques in adult education; the team and teamwork; moderation and organization of large groups in adult education; coaching; planning of educational programs and seminar-design; programming of education and training; and modifiers of the learning process (the worlds and situations of adults).

Contents were particularly specified and combined for the training needs of different target groups. Thus seminars were created and conducted for very different groups of users, such as: university professors and associates; training program evaluators in the National Employment Service; educators in the area of polygraph testing who are officers at the Ministry of Internal Affairs of the Republic of Serbia; computer teachers; foreign language teachers; trainers for the nongovernmental organization West-Ukrainian Resource Center Foundation, Lviv (Ukraine); teachers and trainers for adults in the Center for Professional Education in Montenegro, etc.

Besides raising the professional competences of educators in adult education, the project outcomes could be considered in terms of: promoting and accepting the idea of the need for permanent advanced training of teachers in adult education; attempts at establishing a comprehensive, rounded educational package directed at practitioners in the area of adult education; realized cooperation between very different actors in the area of adult education (model of integral partnership); the possibility of further preparation of specialized educational packages for special target groups of users; inclusion of young individuals, especially graduates of andragogy, into the world of their future professional work; and raising of the issue of standardization and certification for andragogues (Ibidem, pp. 13-14).

In the presentation of professional schooling and training of andragogues and the preparation and advanced training of professionals working in adult education in different professions in Serbia, perhaps the basic characteristic that can be singled out is the complementary quality of different actors. Thus during the continuing realization of these processes there is a high degree of cooperation between the activities of the Faculty and its Department of Pedagogy and Andragogy (undergraduate and graduate studies), the Institute for pedagogy and andragogy, as well as the Adult Education Society. In this way a fairly solid basis has been established for raising the level of competence of professionals employed in adult education.

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CONTEMPORARY PROFILE OF ADULTS' TEACHERS TRAINING, EDUCATIONAL SERVICES AND INSTITUTIONS - THE BULGARIAN EXPERIENCE

ZNAČILNOSTI SODOBNO ZASNOVANEGA USPOSABLJANJA UČITELJEV V IZOBRAŽEVANJU ODRASLIH, IZOBRAŽEVALNIH DEJAVNOSTI IN USTANOV - BOLGARSKA IZKUŠNJA

ABSTRACT

During the last 10-15 years in Bulgaria the adult education and instruction is becoming increasingly independent direction playing a virtual role for the economic prosperity and personal social development. Nowadays our country has a good experience in the fields of higher education, non- governmental organizations, and private sector. This paper highlights the following key directions: (a) The contemporary professional and institutional status of the instructor / basic training, duties, selection criteria/; (b) The characteristic features of the instructional services; (c) The general characteristic, further demands, and strategy for development of the training institutions. In the presentation a special emphasize is put upon the Master program " Management of Adult education" offered in New Bulgarian University - the biggest private university in Bulgaria. In my capacity of both director of and lecturer in this program, I try to give detailed answers to some of the many questions as, for example, how the program was created, what are the methodological foundations, how the training of adult instructors is going on, what are the achievements and issues encountered, etc. In other words, the paper is divided by two inter- dependent parts: one conceptualizing issues and attainments regarding instructors' qualifications in non- governmental sector, and the other, devoted to qualitative analysis of instructors' university training. The generalizations and outcomes are based upon empirical researches implemented in cooperation with students in Bachelor and Master degree in the two biggest Bulgarian universities- University of Sofia "St. Kliment Ohridski" and New Bulgarian University.

POVZETEK

V Bolgariji se izobraževanje odraslih razvija v zadnjih 10 -15 letih vse bolj neodvisno in postaja ključno tako za gospodarski, družbeni kot tudi osebni razvoj. Veliko pozitivnih izkušenj imamo zlasti na področju visokega šolstva, nevladnih organizacij in zasebnega sektorja. V prispevku posebej izpostavljamo naslednje ključne usmeritve: (a) sodoben strokoven in institucionaliziran status izobraževalca odraslih (temeljno usposabljanje, naloge, kriteriji za selekcijo), (b) značilnosti poučevanja, (c) splošne značilnosti, zahteve in razvojne strategije ustanov za izobraževanje in usposabljanje. Podrobneje predstavljamo tudi izobraževalni program 'Upravljanje izobraževanja odraslih', ki ga izvaja največja zasebna univerza v Bolgariji – Nova bolgarska univerza. Kot direktorica in predavateljica v programu bom skušala prikazati pot nastanka programa, metodološka izhodišča, izpeljavo usposabljanja, probleme, s katerimi se ob tem srečujemo in dosežke. Z drugimi besedami povedano, prispevek je razdeljen na dva, med seboj povezana dela: v prvem delu se ukvarjamo s konceptualnimi vprašanji kvalifikacij izobraževalcev, ki delujejo v nevladnem sektorju, v drugem delu pa predstavljamo analizo kakovosti univerzitetnega usposabljanja izobraževalcev odraslih – trenerjev. Rezultati temeljijo na empiričnih raziskavah izpeljanih v sodelovanju s študenti na dodiplomskem in podiplomskem izobraževanju na dveh največjih bolgarskih univerzah – Sv. Kliment Ohridski iz Sofije in Nove Bolgarske Univerze.

A HISTORICAL REVIEW OF ADULT EDUCATION IN BULGARIA

Kliment Ohridski, who is patron of the biggest Bulgarian university, is considered the founder of Adult education as a specially organized activity yet in the early 9-10 century. In Kutmitzeviza he himself trained over 3500 learners according to reciprocal learning method. He established Sunday school for adults where the adult learners acquired valuable practical knowledge and skills in the field of agriculture and craftsmanship.

The first legislative act arranging the public enlightenment issues was published in XIXth century /1878/. This particular moment in the history is associated with the name of Marin Drinov and is considered the beginning of life long learning development.

Later on /during the first half of XXth century/ the idea has been developed and theoretically grounded by Prof. Dimitar Kazarov from Sofia University, who is an internationally renowned scholar adherent to the ideas of Edward Klapared, John Dewey and Lev Tolstoy.

LEGISLATION IN THE FIELD OF EDUCATION

The right of education for every Bulgarian citizen is guaranteed by the Constitution, the National Enlightenment Law, the Labor Code, and many normative acts. Article 4, paragraph 1 of the National Enlightenment Law from 1991 postulates that "The citizens have right of education. They are allowed to permanently improve their education and qualification. Any limitations or privileges based upon race, ethnicity, gender, ethnic and social background, religion and social status are not regarded.

CONTEMPORARY PROFILE OF ADULT EDUCATION

The Adult Education in Bulgaria has a rich historical background. Currently, a lot of efforts are invested in following the new European models of education and training, although various obstacles must be overcome by the politicians, professionals and learners. A special law regulating Adult Education is still missing, for instance. In the National Enlightenment Law /1991/, only vocational education and training is emphasized, which is rather insufficient considering the current educational policy of the European Commission. The absence of legislative basis leads to many undesirable sequences with long lasting negative effects on every field of economy, education and social life.

Adult education is being held by various institutions, non profit making organizations, associations, foundations, centers for improving professional qualification, labor agencies, etc.

Since 2000 there's been operating a National Agency for Vocational Education and Training that gives license to vocational training centers to offer educational services to adult learners.

Non-governmental sector in Bulgaria initiates much more activities in this respect including seminars, conferences, project work /Grundvig/, and also free publication and dissemination of information materials containing analyses and useful facts for various organizations and registers of currently operating trainers.

The most typical **positive characteristics** of the training institutions (NGOs, delivering training services) in Bulgaria are as follows:

- There's already a significant number of training institutions to compete, which is a serious prerequisite for quality improvement of the educational services;
- The educational courses offered are directed towards the demands of contemporary business, economy and personal needs of citizens.

- Some of the leading NGOs in certain fields, as for example, surrounding environment, human rights, gender issues, etc. have developed training services as a means to share experience with other organizations in the same sphere.

Along with the positive, there're also some **negative characteristics**:

- Training institutions are still not able to respond to the learning needs- the supply is much more limited than the demand;
- Institutions don't have sufficiently qualified trainers;
- Extremely small is the percentage of the organizations that supply with educational courses such as EC integration, education for minorities, training of disadvantaged population;
- Effectively operating networks and associations of the training institutions are absent;
- The outside world in juridical, financial and institutional respect does not support the training institutions. The lack of state subsidy and support influences negatively on the training institutions infrastructure, in particular.
- There's no vision about the development and improvement of the educational services in many organizations that hire trainers on full workday basis.

Key characteristics and unsolved issues regarding trainers' qualification:

- Most of them have completed university degrees but a few have received particular training to organize and conduct adult education;
- Organizational forms for sharing and exchanging experience among the trainers themselves are absent;
- No structures and institutional frameworks exist to motivate the maintenance and upgrading of trainers' expertise. They are employed in a sporadic manner thus causing gradual de-qualification (according to 2001 research pool of Charity Know-how Foundation, about 60% of the trainers are permanently employed by various NGOs, while less than 10% are liberal workers. The rest work permanently in a field different from the NGOs).
- No criteria for professional and institutional profile of the trainer exist so conditions for amateur actions are created particularly with respect to learning design and technology.

Strategic directions of the Bulgarian training institutions developed on the basis of deficits and future demands analysis:

- Organization of active promotions and marketing on regular basis in the field of educational services;
- Development of a concept for managing the quality of education;
- Creation of a methodology for examining learning demands;
- Development of a contemporary design of the learning materials;
- Expanding the scope of the educational services by including small towns and villages;
- Improvement of the strategic and operational management of the training institutions and service management;
- Elaboration of new learning methods and approaches to facilitate the long- term relations with the participants in the trainings, e.g. consultations, networking, small grants, etc.

ACADEMIC ADULT EDUCATION - MASTER DEGREE

The analysis of various aspects of training in the field of non- formal education (NGOs) is far from complete, but it outlines the key details that give idea for its current status.

Universities also contribute to the development of training institutions and services. Many university lecturers work as trainers in NGOs, developers of learning materials, leaders of international projects related to training the trainers.

It can be noticed in universities that the attention to adult education and respectively, to special training of trainers is rapidly growing up. The first Master program in Adult education started about 5-6 years ago in the University of Sofia St. Kliment Ohridski. Unfortunately, it is not functioning now because of the shortage of applicants (12 persons are needed to fit the criteria for completing a training group).

The only program functioning so far is the Master program in Management of Adult Education that started in 2001/2002 academic year in New Bulgarian University. In contrast to that in Sofia University this program invites international trainers and provides short term practice in Germany. The program is being financed by the International Cooperation Institute in Bon. Another program with the same title subsidized by Germany started in Yash- Romania.

The development of the above program went through several stages. The first was devoted to negotiating of the conceptual framework, philosophy and methodology of training. Representatives of Bulgaria, Romania and Germany took part in this meeting. The second stage was held in Romania with the same participants. The third one is distinguished by the development of the program itself in accordance with the nationally determined features and demands of Bulgaria and Romania.

The Bulgarian program has been created on the basis of preliminary examinations of the deficits in the professional knowledge and skills realized by the participating 164 Master students in Sofia University. Simultaneously, 67 bachelor students in Social Education have conducted semi- standardized interviews with adult learners in order to discover their opinions and recommendations concerning improvement of educational services. On the grounds of both empirical studies a content analysis was provided that served to define the exact courses to be included in the Master program in New Bulgarian University. Unfortunately, due to insufficient information about professionals who are good trainers at the same time, some of the courses did not start, such as Quality management, Organizational behavior and culture, Marketing of educational services, Human resources development, etc.

There are two student groups involved in the program presently, the first expecting the diploma defense, and the second still studying. We're expecting to form a third group in October.

The major points in the program are (1) preparation of managers in the field of Adult education (NGO, private and state organizations), (2) professional training of trainers of adult learners and consultants in the field of training, implementation and evaluation of educational courses.

Selection criteria for applicants are as follows: possessing of some experience in working with adult learners, work in NGOs, foreign language speaking, Bachelor degree completed.

The exam involves interview.

In the training process priority is given to **interactive methods** of teaching and to improvement of learning methods. The aim is to encourage all students to participate and share experience, to improve and facilitate the theory understanding, to create skills for active listening, argumentation, critical evaluation, creative thinking, and team working.

Based on regular examination of students' opinions about the training process **several main issues** are being determined: prevalence of theoretic knowledge on the account of practical skills; the content of particular courses does not fit the expectations of the students; the feedback between trainers and students is not sufficiently effective and encouraging; not all of the learning materials are structured in a manner so that to help the preparation for exams or to be of value for solving actual practical problems.

To overcome the above limitations and to increase the students' satisfaction from this program the following activities have been undertaken:

Visits to various training organizations; meetings with managers; practical tasks solution; field research; regular participation in the preparation and implementation of LLL days; participation in national and international conferences; meetings with international lecturers visiting Bulgaria for other reasons; meetings with practicing students from other European countries.

To conclude, the training and maintaining of the professionalism of the trainers should become one of the national priorities in the educational field. It is rather ineffective to give license to centers and organizations that does not have specialists with appropriate competencies to work with adult learners. At the root of this contradiction is the absence of particular law to regulate all important issues related to adult education. Its development will take a long time yet. Through preparation of competent professionals by the means of Master programs, courses in NGOs, etc., a co-society could be created that will develop and accelerate the changes.

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UVAJANJE NOVOSTI V TEMELJNO IZOBRAŽEVANJE UČITELJEV V POKLICNEM IZOBRAŽEVANJU V SLOVENIJI

INTRODUCING CHANGES IN VET TEACHER AND TRAINER TRAINING IN SLOVENIA

POVZETEK

V program Phare MOCCA (Modernisation of Curricula, Certifications and Assessment in Vocational Education of Youth and Adults) je bil skupni program Ministrstva za šolstvo, znanost in šport in Ministrstva za delo, družino in socialne zadeve. Podpiral je prožen in inovativen razvoj poklicnega in strokovnega izobraževanja. Ena izmed aktivnosti bila namenjena perspektivam izobraževanja izobraževalcev v poklicnem in strokovnem izobraževanju.

Posebna pozornost je bila namenjena posodabljanju njihovega temeljnega izobraževanja. Tako smo na Centru RS za poklicno izobraževanje, ob konsenzu in s sodelovanjem vseh (tedanjih) izvajalcev pedagoško-andragoškega usposabljanja (Pedagoška fakulteta Ljubljana, Filozofska fakulteta Ljubljana, Pedagoška fakulteta Maribor) zasnovali drugačno izvajanje modula Didaktika predmeta/Specialna didaktika znotraj obstoječega pedagoško andragoškega usposabljanja. Modul se bo izvajal večinoma neposredno v šolskem okolju. Poleg nosilca modula – predavatelja specialne didaktike s fakultete, bo z udeležencem usposabljanja sodeloval tudi mentor učitelju začetniku v šoli. Za bodoče mentorje smo pripravili okvirni program usposabljanja.

Aktivnosti, začete v programu Phare MOCCA, smo nadaljevali znotraj Razvojnega programa za implementacijo Izhodišč za pripravo izobraževalnih programov nižjega in srednjega poklicnega izobraževanja ter srednjega strokovnega izobraževanja. Tako smo že omenjeni partnerji s sodelovanjem Zavoda RS za šolstvo pripravili in izpeljali podroben program usposabljanja mentorjev učiteljem začetnikom. V prvi fazi se ga je udeležilo 19 izkušenih učiteljev iz štirih pilotnih šol vključenih v Razvojni program. S predvidenim širjenjem kroga mentorjev bomo v prihodnje omogočili nastanek mreže šol, v katerih se bodo usposabljali bodoči izobraževalci. To bo prineslo bistveni kakovostni preskok v temeljnem usposabljanju izobraževalcev v poklicnem in strokovnem izobraževanju.

ABSTRACT

The Phare MOCCA (Modernisation of Curricula, Certification and Assessment in Vocational Education for Youth and Adults) programme was a joint programme of the Ministry of Education, Science and Sport and the Ministry of Labour, Family and Social Affairs. It provided support to the flexible and innovative development of vocational education and training. One of the activities was dedicated to the training prospects of teachers and trainers engaged in vocational education and training.

Special attention was paid to modernisation of their initial education and training. As a result, the Centre of the Republic of Slovenia for Vocational Education and Training, in agreement and in cooperation with all then existing providers of pedagogic/adult education and training (the Faculty of Education in Ljubljana, the Faculty of Arts in Ljubljana, the Faculty of Education in Maribor) designed a different implementation of the Subject Didactics/Special Didactics module within the existing pedagogic/adult education training. The module will be implemented for the most part directly in the school environment. In addition to the module provider – a lecturer in special didactics from the Faculty, the training participants will cooperate also with the mentors to the teachers-beginners in school. A framework training programme was set up for the future mentors.

The activities started in the Phare MOCCA programme were continued within the Development Programme for Implementation of Positions on the preparation of educational programmes of the lower and medium vocational education and the medium professional education. Consequently, the above mentioned partners, in cooperation with the National Education Institute, prepared and implemented a detailed programme for training mentors to the teachers-beginners. In the first stage, the programme was attended by 19 experienced teachers from four pilot schools included in the Development Programme. By the planned spreading of the involved mentors' circle, we will facilitate the creation of a network of schools that will train the future teachers and trainers. This will bring about an essential quality leap in the fundamental training of teachers and trainers in the vocational education.

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PROFESIONALNE VLOGE, KI SE RAZVIJAJO NA PODROČJU VZGOJE IN IZOBRAŽEVANJA ODRASLIH

PROFESSIONAL ROLES DEVELOPING IN THE FIELD OF ADULT EDUCATION AND TRAINING

POVZETEK

V raziskavi polja vzgoje in izobraževanja odraslih smo z namenom, da bi ugotovili, kakšne kompetence naj bi razvijala študentka in študent andragogike ugotovili, da obstaja veliko potreb po profesionalno usposobljenih izobraževalcih (edukatorjih) odraslih. V razvitih podjetjih potrebujejo različne profile na področju upravljanja znanja, denimo urednik znanja, analitik znanja, broker znanja... V vsakdanjem mnenjskem svetu pa izobraževalca odraslih ne povezujejo s takšnimi vlogami, temveč s klasično vlogo učitelja, ki poučuje, ocenjuje, svetuje. Ugotovili smo tudi, da se področje izredno hitro razvija, čemur ne sledi niti jezikovno prilagajanje niti izobraževanje. Po pregledu strokovne literature različnih avtorjev smo sklepali o profesionalnih vlogah andragoga. Mnoge kompetence, ki so eksplicitno prikazane ali pa samo nakazane, lahko združimo v tri skupine: kompetence za spodbujanje učenja (facilitator), kompetence za načrtovanje izobraževanja in učenja (planer in programer) in kompetence za upravljanje znanja in procesa izobraževanja (manager). Z analizo dogajanja v praksi se kažejo naslednji profili poklicne vloge: predavatelj, načrtovalec, vodja projektov, vodja izobraževalnega centra, didaktik, tehnolog izobraževanja, tutor, svetovalec, učitelj veščin/trainer, animator, evalvator. Iz tega polja izstopijo tri profesionalne vloge, in sicer andragog, ki dela v neformalnem izobraževanju (usposabljanje na delu, izobraževanje v lokalni skupnosti...), andragog, ki deluje kot predavatelj, učitelj, in andragog, ki je specialist za individualno delo (svetovalec, vodja, tutor). Vsaka od omenjenih vlog se lahko specialistično dopolni v vlogo managerja vzgojno izobraževalnih / edukacijskih procesov ali v managerja znanja, v raziskovalca in načrtovalca.

ABSTRACT

During the research in the field of adult education and training aimed at determining the competences to be developed by the adult education students, we have discovered a great need for professionally trained adult educators. Well-developed companies need different profiles in the field of knowledge management, such as the manager in HRD, HRD assistant, the knowledge broker... The image of the adult educator in the eyes of the general public, however, is not associated with the above roles, but rather with the classical role of the teacher who is teaching, evaluating and advising. We have also found out that this field is developing extremely fast and that neither the terminology nor education have been able to follow its accelerated pace. After studying the literature/references (strokovna literature) by different authors we have made conclusions about the professional roles of the adult educator. Several competencies that are either shown explicitly or just outlined can be organised into three groups: the competencies for facilitating the learning (the facilitator), the competencies for planning education and learning (the developer) and the competencies for knowledge management and the education process (the manager). By analysing the current developments in the practice, the following profiles of professional role may be discerned: the lecturer, the planner, the project manager, the head of an education/training centre, the teacher, the tutor, the counsellor, the trainer, the animator and the evaluator. There are three professional roles originating in this field: the adult educator, working in non-formal education (in-service training, training in the local community ...), the adult educator working as a lecturer and teacher, and the adult educator specialising in individual work (counsellor, head, tutor). Any of the above roles may evolve into the role of the manager of education and training processes or into the role of the manager of knowledge (HRD), researcher or programmer/planner.

Na področju vzgoje in izobraževanja odraslih ne obstaja zgolj en profil izobraževalca odraslih ali edukatorja odraslih ali andragoga ali učitelja odraslih... Že na začetku naletimo na težavo označevanja profesionalne vloge z enim samim terminom. V besedilu bom uporabljala izraz andragog/ andragoginja za označitev moškega ali ženske, ki se ukvarja s področjem vzgoje in izobraževanja odraslih, ki je ekspert za področje učenja v odraslosti in procesov vzgoje in izobraževanja v odraslosti. Upoštevala bom slovensko tradicijo, ki je razvijala znanstveno disciplino in prakso vzgoje in izobraževanja odraslih pod terminom andragogika, andragoško delo, čeprav v nekaterih drugih državah opredeljujejo z andragogiko zgolj eno izmed teoretskih smeri ali tokov razmišljanja na področju vzgoje in izobraževanja odraslih.

RAZLIČNE TEORIJE, RAZLIČNI PRISTOPI K IZOBRAŽEVANJU ANDRAGOGOVI

Če razčlenjujemo potrebe po izobraževanju andragogov iz zornega kota teoretskih konceptov, naletimo na veliko različnih poti in različnih vsebin, s katerimi naj bi se srečali in še večja razlika je v kompetencah, ki naj bi jih razvili. Različni pogledi na učenje, različne teorije o družbi, različni filozofski pogledi na človeka, različni pogledi na odraslost in staranje so elementi, ki konstruirajo splet kompetenc, kakršne naj bi imel andragog, če profil oblikujemo deduktivno. Za primer si pogledjmo zgolj nekatere psihološke šole, ki različno razlagajo odraslost in vlogo učitelja v odraslosti. Psihoanalitična šola opazuje odraslega človeka iz zornega kota konfliktov v nezavednem, ki so nastali že v otroštvu. Erikson, kot eden od vidnejših predstavnikov psihoanalitične šole, označi v odraslosti dve obdobji kriz, ko naj bi človek razrešil problem svojega razvoja v smeri modrosti ali pa destruktivnosti in obupa. Vedenjske (behavioristične) teorije poudarjajo učenje vedenja, človek se vedenja uči tudi v odraslosti. Humanistične teorije, na katerih sloni razmišljanje Knowlesa, vidijo človeka kot bitje, ki se nenehno razvija, ker je potreba po razvoju in učenju njegova imementna potreba. Maslow, Rogers, Frankl opazujejo človeka kot bitje, ki se lahko v kakršnih koli razmerah uresničuje. Kognitivne teorije, z avtorji Piaget, Kelly, Festinger, pokažejo na pomen miselnih shem in interpretacije miselnih shem. Štirje zorni koti različno poudarijo, kaj je za odraslega značilno in kaj naj bi andragog poznal, počel in v sebi razvijal. Ali je pomembnejše poznavanje vsebin in je kurikulum organiziran kot transmisija znanja ali pa je pomembnejši proces učenja, kar poudarjajo humanistično orientirani avtorji. Poleg tega so na andragogiko in izobraževanje andragogov vplivali tudi avtorji, ki želijo z izobraževanjem odraslih spreminjati družbo, t.j. the social meliorists, ki želijo radikalne družbene spremembe vpeljati s pomočjo izobraževanja.

Klasičen pristop k vlogi andragoga najdemo v delu M. Knowlesa. Knowles (1996) opisuje, kaj je pomembno za učinkovito učenje odraslega in iz tega lahko izpeljemo, kakšne kompetence naj bi imel andragog. Andragog naj zna oblikovati klimo, ki spodbuja učenje, zna raziskovati in odkriti potrebe po učenju, zna postaviti cilje izobraževanja, načrtovati učne izkušnje ter vrednotiti izobraževalni proces. Iz njegovega teoretskega modela lahko izpeljemo tri grozde kompetenc, ki naj bi jih razvil študent v dodiplomskem študiju. Prva skupina kompetenc se niza ob vlogi »facilitator«, ki jo nekateri prevajajo z besedo moderator, drugi pa z besedo mentor. (Tudi terminologija se šele razvija in potrebujemo nekaj strpnosti.) Za opravljanje te vloge potrebuje teoretična znanja o učenju odraslih, o razvoju v odraslosti in znanja o konceptualnem prostoru izobraževanja odraslih. Zna voditi projekte tako, da aktualizira izkušnje udeležencev, zato potrebuje znanja in sposobnosti, da bo izkušnje udeležencev odkril in jih uporabil. Odraslega naj bi znal voditi k samostojnemu učenju, zato obvlada primerne didaktične sklope.

Druga skupina kompetenc se nabira ob vlogi programerja (planerja, projektanta, načrtovalca), ki načrtuje program in izvedbo programa, zato potrebuje poleg načrtovalskih kompetenc tudi operativne kompetence.

Tretji niz kompetenc je nabran ob vlogi organizatorja/administratorja/upravljalca. Sem lahko štejemo organizacijske in administrativne kompetence, npr, vodenje administracije pri vključevanju v razne projekte, izpolnjevanje formularjev...

Knowles ne piše o andragogu kot raziskovalcu, animatorju, andragoška vloga je klasična: nekoga mora nekaj naučiti, s tem da je proces osredotočen na učenca.

Drugi teoretski model o izobraževanju andragogov bi lahko izpeljali iz del Jarvisa.

Za izobraževanje andragogov je primeren integriran kurikulum, kjer se družijo akademske discipline, s pomočjo katerih dobi študent dovolj široko znanje, da pojave opazuje, presoja in razvija, in razvijanje veščin, kot je npr. vodenje skupine, obvladovanje različnih metod, seznanj naj se s prakso. Kurikulum ima tako dve središči. Andragog potrebuje polidimenzionalno usposabljanje na dodiplomski ravni, ki mu sledi še specializacija.

KAJ SE DOGAJA V PRAKSI

Na izobraževanje andragogov ne vplivajo le teoretski koncepti, marveč tudi kulturni in gospodarski tokovi ter religiozna dogajanja. V sodobnih podjetjih govorijo o upravljanju znanja, o HRM konceptih, govorijo o ocenjevanju IT znanja v podjetju (organizational assessment), ki ga ponujajo različni centri, ki sami sebe uvrščajo prej v polje ekonomije ali organizacije dela ali upravljanja kot pa v polje andragogike. Z naraščanjem socialnih problemov se razvija ulično izobraževanje, ki ga jemljejo za svoje socialni delavci, zelo se prilagodi andragoškem modelu, ki se je razvijal skupaj s socialnim delom na Nizozemskem. Izobraževalni turizem je v hitrem razvoju, velike so potrebe po izobraževanju na področju čustvene inteligence, iskanja smisla življenja, na kar odgovarjajo terapevtske šole. V izjemno hitrem razmahu je e-izobraževanje in izobraževanje na daljavo, kjer odgovore dajejo informatiki, računalničarji, manj pa andragogi. Ali pa si informatiki pridobivajo andragoška znanja samostojno. Zastavi se nam vprašanje, ali bi znali ponuditi specialistično znanje andragogike za profesionalce z drugih področij. Kakšna znanja ponuditi geografu, ki se ukvarja z načrtovanjem v izobraževalnem turizmu? Kakšna znanja ponuditi informatiku, ki oblikuje programe za izobraževanje na daljavo?

Da bi ugotovili, katere vloge se v praksi razvijajo, smo analizirali spletne strani ponudnikov izobraževanja odraslih in raznih združenj, ki so že oblikovala standard kompetenc.

AIF (Associazione italiana formatori) je izdelala v 90-ih letih model za certificiranje kompetenc izobraževalca odraslih. Razdelili so vlogo andragoga v štiri specifične profile: predavatelj, načrtovalec, vodja projekta in vodja izobraževalnega centra. Za vsakega so opisali, kaj so njegova dela in kakšne kompetence so zahtevane ter kako jih lahko dokaže.

Predavatelj mora imeti univerzitetno izobrazbo s področja, ki ga bo predaval, imeti mora najmanj pet let izkušenj v izobraževanju odraslih in opravljenih 500 ur predavanj.

Načrtovalec izobraževalnih programov mora imeti visoko strokovno izobrazbo ali univerzitetno diplomo. Če ima visoko strokovno izobrazbo, mora imeti še specializacijo, ki je trajala vsaj 200ur.

Vodja projekta potrebuje univerzitetno diplomo, pet let izkušenj v izobraževanju in vsaj dve leti v vlogi odgovornega nosilca projektov.

Vodja izobraževalnega centra potrebuje diplomu na področju izobraževanja ali pa managementa in pet let izkušenj v izobraževanju.

Zanimivo pri modelu certifikata AIF je tudi seznam vrednot, ki jih kandidat kaže s svojim vedenjem. Zahtevane vrednote so: skrbnost v odnosu do učencev, zavzemanje za izboljševanje kakovosti vzgoje in izobraževanja v Italiji, etičnost (to je zanimivo, kajti Jarvis opozarja v svojem delu, da je za profesionalizacijo nekega področja potreben tudi skupen etični kodeks).

V praksi se oblikujejo vloge andragoga na polivalenten način. Izkristalizirajo se naslednje profesionalne vloge:

- predavatelja/docenta/učitelja kot prenašalca informacij, zato mora dobro poznati didaktiko, znati izbrati ustrezne materiale, oblikovati in preoblikovati vsebine glede na zaokroženo celoto vedenja in glede na potrebe učenca, zna načrtovati in evalvirati svoje delo, predvsem pa je ekspert na specifičnem področju, v neki disciplini, zna uporabljati primeren jezik glede na udeležence v izobraževanju, zna oblikovati dobro klimo v skupini;
- načrtovalca/programerja/projektanta izobraževanja odraslih (v različnih okoljih zna ugotoviti izobraževalne potrebe, dobro pozna kontekst, v katerem bo izobraževanje potekalo, zna oblikovati cilje izobraževanja, zna programe prilagoditi potrebam, zna pripraviti program npr. za nova delovna mesta, ki jih podjetje odpira, pozna splošne principe organizacije dela, zna finančno ovrednotiti program, pozna metodologijo za vodenje projektov, pozna teorije o učenju odraslih, različne didaktične pristope, zna mikroprojektirati, kar pomeni, da zna pripraviti vse detajle izobraževalnega projekta, sodeluje z izvajalci);
- upravljalca/managerja edukacijskih procesov (poleg načrtovanja izobraževanja je pomembna tudi vloga upravljalca, znotraj te vloge se razvije specifični profil /orientatore/, ki zbira informacije o okolju, npr. o trgu dela, ki sodeluje s formalnim šolskim sistemom, zato mora imeti razvite kompetence za komunikacijo in interpretacijo ter uporabo informacij iz družbeno gospodarske in kulturne sfere življenja, komunicira s sindikati, političnimi strankami, dobro mora poznati formalni izobraževalni sistem);
- razvije se tudi vloga vodja izobraževalnega centra, ki analizira makro potrebe po izobraževanju, definira strategije in načrtuje projekte ter koordinira delo, zato potrebuje znanja s področja makroekonomije in organizacije ter zakonodaje);
- didaktika/tehnologa edukacije, ki postaj zelo pomembna vloga v e-izobraževanju in v drugih oblikah izobraževanja na daljavo, izbira in prilagaja metode skladno s hitrimi spremembami;
- tutorja (sledi izobraževalnim procesom, lahko bi zapisali, da bdi nad izobraževanjem svojega varovanca, pozna teorije učenja, didaktične tehnike; z besedo tutor so označevali različne vloge, jasneje se je vloga strukturirala v povezavi z izobraževanjem na daljavo v 90-ih letih: tutor je neke vrste asistent pri učenju, spremlja učenca in vzpostavlja povezave med znanjem in veščinami, ko učenec gradi svojo strukturo znanja, povezuje izkušnje in znanje pridobljeno v procesih izobraževanja, zato naj bi tutor poznal delo in človeka in mu pomagal pri prenosu znanja v prakso, pomaga vzpostaviti jasne povezave med priložnostnim učenjem in formalnim učenjem; odnos med tutorjem in učencem ni prijateljski odnos, temveč delovni odnos; vloga tutorja se pojavi v različnih okoljih: na delovnem mestu, v šolskem sistemu);
- vodja/coacher (coaching=voditi, trenirati) postaja nujna vloga v učeči se organizaciji, je specialist za proces učenja posameznika ali skupine, deluje tako, da prihaja do izmenjave znanja in stalnih izboljšav, v vsakdanjih opravilih identificira možnosti za učenje in potrebe po učenju, da bi bil

uspešen v svoji vlogi potrebuje poleg profesionalnih kompetenc tudi občutljivost za človeka, skupino in odnose, zato v svojem izobraževanju potrebuje več znanj s področja socialne psihologije, skupinske dinamike ipd, potrebuje namreč razvite sposobnosti natančnega opazovanja in analiziranja odnosov; proces vodenja ima podobne faze kot projektno vodenje: spoznavanje problema/naloga, razvoj naloge in refleksija o izvršeni nalogi, v tem procesu coacher vodi skupino;

- svetovalca/counselor je promotor sprememb, spodbuja procese razvoja pri posamezniku in skupini, to je profil, ki bi ga nujno potrebovali na učeči se univerzi, nekatere ameriške univerze že izobražujejo takšen profil andragogov, svetovalec je ekspert za vzgojo in izobraževanje, s svojim znanjem nudi posamezniku spodbude pri samovzgoji in samostojnem učenju, pozornost namenja tudi čustvenim dimenzijam in doživljanju posameznika, proces svetovanja gre vzporedno s procesom empowerment-a, ki odkriva potencialne posameznika ali potencialne v okolju;
- trener, ki deluje na področju usposabljanja in neformalnega izobraževanja, včasih prihaja do enačenja med andragogom in trener-jem (formatore), to je vloga izobraževalca odraslih, ki je v izvenšolskem prostoru, v neformalnem izobraževanju bodisi v podjetjih bodisi v društvih, sindikatih..., razlikuje se po svojih kompetencah od predavatelja/docenta po tem, da ni osredotočen na poznavanje neke discipline, temveč na proces učenja in na rezultate učenja;
- animatorja, ki deluje na področju skupnostnega izobraževanja pa tudi na drugih področjih, npr. v knjižnicah, društvih;
- evalvator, ki se pojavlja v vseh situacijah vzgoje in izobraževanja odraslih, bodisi kot klasični ocenjevalec ali supervizor...

Če bi poskusili združiti v manjše število profilov, ki bi nam koristili pri izobraževanju andragogov, bi upoštevali delitev, ki jo je pripravila Alberici (2002). Profesionalne figure, kot jih imenuje, razporedi v tri skupine. V prvi skupini je trener/formatore/slo ?/, ki je strokovnjak za učenje odraslih in deluje predvsem izven formalnega izobraževanja, v lokalnem okolju, v podjetjih. V slovenskem jeziku bi morali oblikovati poimenovanje za učitelja v neformalnem okolju in za tistega, ki pripravlja učne dejavnosti za priložnostno učenje. Poučevanje je značilno za drugo profesionalno vlogo, to je vloga učitelja/docenta/teacher.

Tretja profesionalna figura se je razvila s procesi individualizacije in vključuje tutorja, svetovalca in vodjo /tutor, counselor, coacher/.

Profesionalne kompetence andragoga so sestavljene iz štirih področij. Za vzgojo in izobraževanje odraslih potrebuje ekspert:

1. vsebinske kompetence,
2. didaktične kompetence,
3. področne/kontekstualne kompetence in
4. procesne kompetence.

Pri klasični vlogi učitelja prevladujejo vsebinske kompetence, ker predavatelj predaja znanja.

Didaktične kompetence zajemajo poznavanje učinkovitih poti učenja in poučevanja. Na skrajni točki daljice didaktičnih kompetenc so »tehnologi« za izobraževanje, ki do potankosti obvladujejo tehnologijo programov, oblikujejo čim bolj učinkovit inštrumentarij, ki naj zagotovi učinkovito učenje.

Tretja skupina kompetenc so t.im. kompetence okolja/področja/prostora. Učitelj naj bi poznal okolje, kjer poteka učenje, npr. delovno organizacijo, delovanje šolskega sistema, organizacijo društev... Učitelj odraslega naj bi poznal delo, kjer bo uporabljal učenec svoje znanje. Npr. če se natakarji učijo angleškega jezika, naj učitelj pozna njihovo delovno okolje. Ko je tretja tipologija kompetenc najbolj

izražena, bolj kot vsebinske in didaktične, je andragog manager, zna svojo ponudbo umestiti v prostor. Procesne kompetence zajemajo poznavanje učnega procesa odraslih, ve, kaj posameznika spodbuja in kaj ga ovira, kako se najbolje uči in katere metode bodo zanj najboljše, da bo dosegel zastavljene cilje. Če te kompetence prevladujejo, lahko govorimo o programerju in planerju izobraževanja.

Glede na kompleksnost vlog izobraževalca odraslih potrebuje študent solidno splošno znanje /epistemološko in metodološko/ o vzgoji in izobraževanju, kot procesu, ki poteka v duševnosti posameznika in v konkretnem kulturnem okolju. Poleg tega potrebuje študent specialistična znanja/kompetence glede na okolje, kjer bo deloval, npr. v e-izobraževanju, in glede na fazo izobraževalnega procesa, kjer se želi ekspertno usposobiti, npr. za evalvacijo. Ob tem, ko pokažemo na potrebo po ozkih specializacijah, ki jih generira sodobna praksa, se zavedamo tudi presežnosti učiteljskega poklica. V potrošniški družbi se je neprimerno spraševati, ali je učitelj zaljubljen v učenje, kajti znanje se danes prodaja, pozabljamo na učenje kot slog življenja navkljub parolam o vseživljenjskem učenju. Andragog ne pomeni le poznavanje teorij in kompleksa prakse izobraževanja odraslih, marveč tudi nenehno učenje o sebi, raziskovanje in kreiranje. Med kompetence andragoga kot eksperta zato sodijo tudi raziskovalne metode in metode samostojnega učenja.

ZAKLJUČEK

Vzgoja in izobraževanje odraslih se razvija na različnih vsebinskih področjih, ki bi jim lahko v evropskem okviru odgovarjali z različnimi študiji disciplin, ki se povežejo med seboj.

Ne le glede na vsebine, tudi glede na funkcije se izobraževanje zelo razlikuje. Izobraževanje za intimne odnose, za ljubezen se loči od izobraževanja za profesionalno delo v samem bistvu: izhodišče za intimne odnose je sprejemanje drugega, izhodišče za profesionalno delo je v sodobni družbi tekmovalnost.

Razlikuje se tudi glede na lokacije in inštitucije, ki organizirajo vzgojnoizobraževalne dejavnosti. Izobraževanje odraslih v šoli se razlikuje od izobraževanja odraslih v politični stranki. Glede na razpršenost področja je vloga andragoga večdimenzionalna in zato se bodo verjetno razvili različni modeli izobraževanja, ki bodo sledili potrebi po različni profesionalni vlogi andragoga. Pedagogika že dolga leta raziskuje, katera znanja, osebnostne lastnosti naj bi imel učitelj ali učiteljica otrok. Na staro vprašanje se oblikujejo novi odgovori, oblikuje se tudi nova terminologija (prim. Čagran, 1995; Valenčič Zuljan, 2000; Marentič Požarnik, 2003; Razdevšek Pučko, 2003). Vprašanje o andragogu ni tako staro kot o pedagogu, saj se področje profesionalizira šele v zadnjih tridesetih letih. Novost področja in izredno hitro širjenje področja rišeta odgovor o kompetencah andragoga kot miselni vzorec, ki je odprt za dopolnjevanje. Ker je konkurenčnost družbe, nacionalnega in regionalnega razvoja gospodarstva odvisna od ljudi in od učiteljev, ki bodo znali navdušiti ljudi za učenje in trajno iskanje znaja, se bodo razvili potrebni profili profesionalcev. Sled učitelja ni opazna le v konkurenčnosti gospodarstva, slonečem na principu kompetitivnosti in profitabilnosti, temveč tudi v tistem delu kakovosti življenja, ki se kaže v stabilnosti duševnega sveta, v ljubezni in v kreaciji identitete posameznika. Vzgoja in izobraževanje odraslih se začne od klinične andragogike do vesoljske andragogike, od učenja o mikrosvetovih do učenja o makro svetovih. In če andragoška stroka (v svoji skromnosti ali lenobi) ne bo razvijala izobraževanja za različne profile, jih bodo razvile druge stroke. Tudi na tem področju smo del tekmovalnega sveta, zato si odgovorimo: če ne mi, kdo? In kakšna naj bo smer? Poskusiti oblikovati skupno doktrino za prakso, skupna pravila, ki bi veljala v Evropi, skupni etični kodeks poklica in formaliziran študij andragogike.

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IMPROVING THE INITIAL TEACHER EDUCATION FOR TEACHERS OF ADULT LITERACY, NUMERACY AND ESOL: AN EXPLORATORY STUDY.

IZBOLJŠANJE ZAČETNEGA IZOBRAŽEVANJA UČITELJEV ZA POUČEVANJE V PROGRAMIH ZA ZVIŠEVANJE RAVNI PISMENOSTI ODRASLIH (PROGRAMI RAČUNSTVA, USTNEGA IN PISNEGA SPORAZUMEVANJA TER ANGLEŠČINE KOT DRUGEGA JEZIKA) – RAZISKOVALNA NALOGA

ABSTRACT

This paper is based on a research project that explored a UK government initiative to improve the quality and competence of teaching adults, numeracy, literacy and English as a second other language (ESOL) by introducing the requirement that adult basic skills teachers must have acceptable subject knowledge as well as teacher education. The paper will be of interest to all those involved in improving the teaching of adults, particularly those concerned with teaching adults language, literacy and numeracy. The research is based upon nine English universities using documentary evidence, questionnaires and interviews involving both the teacher trainers and the trainees. The research provides information about the UK government's latest reforms to improve the quality of teaching adults basic skills and also provides models and conceptual frameworks to reflect about how teaching subject (theoretical) knowledge can be combined with pedagogic (practical) knowledge to improve teaching. In other words of relating a deeper understanding of 'what you teach' and 'how you teach it'. The research found that trainees came to the programmes with quite significant differences in terms of their purposes, needs and expectations. This has important implications for providers in relation to how the training programmes are structured, how theoretical and practical aspects of training are integrated, and how differentiation and optional elements are built into the programmes. The paper will briefly report on the main findings of the research in order to set the context for the presentation of models and concepts for rethinking adult teacher-training courses and will illustrate different options in terms of sequencing inputs of subject knowledge and practical pedagogy on teacher training courses.

POVZETEK

Prispevek je zasnovan na izsledkih raziskave, v kateri smo se ukvarjali z ukrepi in njihovim vplivom, ki ji je vlada Velike Britanije sprejela za izboljšanje kakovosti in kompetenc učiteljev v programih za zviševanje ravni pismenosti odraslih. V njih je zahtevala, da imajo učitelji v teh programih ustreznega strokovnega znanja za predmet, ki ga poučujejo tudi izobrazbo za poučevanje. Prispevek bo zanimiv za vse, ki se ukvarjajo z vprašanji kakovosti izobraževanja odraslih, še posebej pa za tiste, ki se ukvarjajo z izobraževanjem odraslih za pridobivanje temeljnih znanj in spretnosti.

V raziskavo je bilo vključenih devetih angleških univerz, ki so z uporabo različnih metod (izobraževalna dokumentacija, intervjuji, vprašalniki) zbirale podatke tako pri učitelji kot tudi pri udeležencih v programih usposabljanja. Zbrani podatki so ponudili veliko informacij o uspešnosti vladne reforme in za oblikovanje modelov ter konceptualnega okvira za povezovanje strokovnega znanja (teoretično) s pedagoškim (praktičnim) znanjem. Povedano z drugimi besedami, omogočen je bil poglobljen vpogled v Kako učimo? in Kaj učimo? V raziskavi smo ugotovili, da obstajajo med udeleženci v programih usposabljanja velike razlike v pričakovanjih, potrebah in ciljih, s katerimi se vključujejo v usposabljanje. Ugotovitev je zelo pomembna predvsem za izvajalce usposabljanj, ker vpliva na strukturo programov, na vključevanje in način povezovanja praktičnega in teoretičnega znanja ter na vgrajevanja izbirnih vsebin (elementov programa) v usposabljanje. V prispevku navajamo poglobljena raziskovalna spoznanja zato, ker predstavljajo kontekst za modele in zamisli programov usposabljanja izobraževalcev odraslih. Ponazarjajo različne možnosti za povezovanje praktičnega (pedagoškega) znanja in spretnosti s strokovnim (predmetnim) znanjem v programi usposabljanja učiteljev.

INTRODUCTION: THE CONTEXT SCOPE AND METHODOLOGY OF THE RESEARCH PROJECT

The last five years or so has seen more regulation and government policy concerning initial teacher education (ITE) in further education than ever before. This includes the introduction of compulsory teacher education for FE teachers and a set of national teaching standards for ITE and professional development. However, the changes affecting all FE teachers have been more pronounced for adult basic skills teachers.

For many years and particularly following the 'Moser Report' (1999) concern was expressed about the poor teaching of adults who wish to improve their basic skills. One reason highlighted to explain the poor teaching was that unlike staff in other subjects, many teachers of adult literacy, numeracy and ESOL lacked specialist knowledge as well as often having no general teaching qualification. This led to the proposal in 2002 that in addition to being part of the statutory framework and targets that apply to all further education (FE) teachers (Lucas 2004), teachers of literacy, numeracy and ESOL would also be required to obtain a subject specialist qualification to ensure that they were equipped with the appropriate and relevant knowledge, understanding and personal skills in their subject area. These qualifications were prescribed by national subject specifications concerning literacy, numeracy and ESOL, applied at level four (HE level 1) of the national qualifications framework (a minimum of year one of an undergraduate course).

This paper is based upon a research project (Lucas et al 2004) funded by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC). The research project worked with nine universities that agreed to pilot the subject specifications alongside their initial teacher education (ITE) programmes. The programmes that we investigated incorporated one or more of the subject specifications in literacy, numeracy and ESOL into their ITE curriculum, together with the standards for pedagogy developed by the Further Education National Training Organisation FENTO. The nine universities offered a range of full-time pre-service, part-time in-service ITE programmes and stand-alone subject-specific programmes. The aim of the project was to investigate the new subject-specific ITE programmes and draw general lessons from the variety of approaches taken so that practitioners and policy makers could learn from the experience of the first year of delivery. Our starting questions were: how are the existing experience and teaching knowledge of the trainees used to inform the curriculum? How were the courses organised and taught in relation to the subject specifications and FENTO standards? How was subject knowledge related to teaching knowledge and what questions and issues were raised by our research that could help providers to improve their courses?

An initial information gathering exercise was conducted, based on documentation. This allowed the project team to map the general characteristics and range of provision. A seminar with practitioners was held to discuss the focus of the questionnaires, the interview strategy and the conceptual framework (outlined below). In all, 25 staff and 196 trainees responded to the questionnaires, representing a 61% response rate. The information from the questionnaires was used to gather quantitative data on the characteristics of the trainee cohort and the staffing and to collect some qualitative comments on participants' experiences. On the basis of the questionnaire, responses and practitioner seminar interview schedules were drawn up. Two visits were made to each provider, which included individual interviews with a minimum of three staff and two focus group discussions with between five and eight trainees.

The first visits focused around three main areas: the implication for ITE programmes of the diverse

nature of the teacher trainees, the relationship between subject knowledge and teaching knowledge and staff and trainees' initial experiences and responses to the new qualification. The second visits explored further the question of how subject knowledge (the Subject Specifications) linked with practical pedagogy (the FENTO Standards for teaching and learning), and the extent to which providers had developed different ITE models, and to find examples of practice and problems providers were facing. These findings were then shared with practitioners at a conference in London in July 2003, which was also used to inform the project.

We have not attempted to reproduce all the diverse data that we collected. Rather we have identified themes and key issues which emerged from our research. The project reflects a limited sample and was, in practice, carried out in a six-month period and as such many of the findings such as those concerning teaching practice placements, the particular separate issues facing each of the three subject areas and how subject knowledge is used to improve practical teaching, have become the basis of a more in-depth study being carried out by the NRDC.

CONCEPTUALISING A FRAMEWORK FOR THE RESEARCH

All FE ITE programmes in the past assumed that trainee teachers had subject knowledge prior to coming on the course and therefore concentrated on teaching methods and general pedagogic issues. In contrast the programmes we were investigating taught subject knowledge, subject teaching and general pedagogy. The particular problems faced by course developers was how to enable the trainee teachers to integrate the subject knowledge (as expressed in the specifications) with the process of developing their pedagogic skills and knowledge in accordance with the FENTO Standards and how to enable trainee teachers with highly diverse prior experience to draw on the subject knowledge and build on the experience and expertise that they had gained prior to joining and during the programme.

In conceptualising the diverse ways in which the subject specifications were incorporated into teacher training curricula, we used the ideas developed by the English sociologist Basil Bernstein (Bernstein 2000) concerning the distinction between academic or theoretical knowledge and knowledge acquired from experience.

We began by identifying features of the largely experiential knowledge that trainee teachers brought to or gained through the programmes. Bernstein refers to this as 'horizontal knowledge' that relates to the specific contexts or situations in which it is acquired. This important type of knowledge tends to be based on 'what works' and draws on individual experience or practice without accessing codified or expert knowledge. This vital sort of knowledge is therefore limited in how far it can be the basis of professional practice because it is limited to individual experience and is limited by the situation or context in which it takes place.

In contrast to horizontal knowledge that is based on experience, Bernstein also identifies 'vertical knowledge' which is not tied to particular situations or contexts; it is systematic and conceptual and located in specialist disciplinary research communities. Using Bernstein's distinctions we assumed that the new subject specifications therefore represented a form of 'vertical knowledge'. In other words knowledge not related to specific contexts that it is hoped the trainees will acquire during the course.

The challenge as we saw it, and the problem faced by the course developers was how to bring the two types of knowledge (vertical or subject knowledge and horizontal knowledge associated with practical pedagogy) together. Bernstein refers to this as the problem of 're-contextualisation', or of relating one

type of knowledge to the other in ways that enhance practice. This is a fundamental pedagogic problem that all teacher educators face. However this is particularly important in the programmes that we were researching, as the whole point of the government initiative was not just to teach a subject for its own sake but to enhance the quality of teaching in these subject areas. In other words, the programmes presented a new challenge of relating a deeper understanding of 'what you teach' and 'how you teach it'. Although there is some dispute about what is and is not horizontal or vertical knowledge, we found the distinction a useful starting point to identify the different ways that subject knowledge was used to improve the quality of teaching and the different ways that the programmes were designed to enable students to draw on the knowledge acquired in the course, improve their practice and reflect on their prior experience.

Alongside this distinction we also used models for understanding types of curricula and the ways in which programmes ordered the knowledge and approached the subject specifications. We found these distinctions a useful way of posing the key problem facing all teacher-training programmes; the issue of how to relate theory and practice and the sequence in which programmes should be delivered to meet the different needs of trainee teachers-in particular whether or not they have prior teaching experience. We explain the distinctions and models used in the main research findings below.

THE MAIN RESEARCH FINDINGS

The diversity of qualifications, teaching experience and learning needs of trainee teachers.

In many ways the pilot year that we looked at functioned as a testing ground in a situation where provision was being set up to cater for a largely unknown quantity and quality of applicants. What was immediately apparent from our research was the very broad and different range of prior experience and qualifications among the trainee teachers who responded to the questionnaire. This was reflected in the age profile of the cohort, with 66% in the 31–50 age range; 18% over 51 and only 16% within the 21–30 age range (78% were female and 22% male). From this it was evident that the trainee teachers brought with them an enormous range of adult life experience. However, we found a few programmes harnessed prior experience in a clear way and found little evidence of it being used in programmes.

Alongside their range of life experiences, trainees also had very different amounts of previous teaching experience. They ranged from those who had no teaching experience to those who had been teaching for 33 years. Of the cohort of trainees we studied, 35% had no previous teaching experience (normally considered pre-service), 13% had less than one year teaching, 20% two to five years, 14% six to ten years and 18% between eleven and thirty three years teaching experience.

Prior qualifications also showed variety. Even though 88% had a graduate or post graduate qualification it proved difficult to judge which degree subjects or combinations of subjects equipped trainees in different ways to be able to 'make sense' of aspects of the subject specifications and to apply their academic knowledge to practical teaching. Even where degree subjects studied might be considered to be directly relevant, such as English Language and Linguistics, there was still no guarantee that graduates in these disciplines would be adequately versed in key areas of the subject specifications. We found that prior study for a broad range of different degree subjects meant trainees had very different levels of preparedness for the theoretical demands of the subject specifications and very different levels of personal literacy and numeracy.

When we interviewed teaching staff about the diversity of students on their programmes they helped us to identify three main groups of trainee teachers which we then interviewed. The first group were teachers with substantial experience who also had management and training roles in colleges and had particular expectations. These teachers needed the qualification because some of them had staff development responsibilities and were themselves likely to be managing and delivering in-house staff development and certification programmes based on the subject specifications, in the next academic year and in future. This group told us they wanted an intellectually demanding course with a high level of theoretical content that would both complement their advanced level of professional practice and provide them with a synoptic perspective on their specialism.

The second identified group comprised of practising teachers with some experience. As with the very experienced group, prior teaching qualifications varied in terms of level and relevance to the subject specifications. When asked, this group tended to emphasise the mainly practical orientation and relatively basic level of prior specialist teaching qualifications in contrast to what was perceived as a highly theoretical orientation, potentially or actually, in the subject specifications. Well-established practitioners in this group shared some characteristics with the very experienced group in that they viewed the qualification as a means of acquiring theoretical perspectives that would allow them to make sense of their current practice.

The third group were new entrants to the teaching profession. This group included recent graduates with little other relevant experience apart from their recently completed education, mature graduates with vocational experience prior to their higher education, and graduates with vocational experience who wished to change career and specialise as teachers of literacy, numeracy or ESOL. In the view of many tutors, recent graduates tended to be more intellectually confident than practising teachers in relation to the more theoretically demanding aspects of the subject specifications yet wanted more emphasis on practical teaching to prepare them for teaching practice. It was this group that often complained that the programme and subject specifications were 'too theoretical' and not focused enough on practice. The implications of the different need and expectations of these groups is discussed further below.

THE DIFFICULTY OF FINDING 'QUALIFIED' STAFF

The research collected data on 25 staff involved in delivering the programmes in the nine universities in the study. This staff cohort was predominantly female (82%), white (100%), and all aged over 31, with 48% over the age of 50. All the staff teaching on the ITE programmes were graduates, 84%, held professional teaching qualifications. 76% also had post-graduate qualifications representing, a range of subject areas.

Staff experience of generic and specialist teacher education varied from just starting to 31 years for generic, and just starting to 28 years for subject specific experience, with a mean of between 11 and 12 years in both cases. 24% had roughly equal experience in both generic and subject specific teacher education. 40% had their experience mainly in specialist teacher education, and 36% primarily in generic teacher education. This reflects the way which universities had built teams of complementary skills to cover the breadth of expertise needed.

In the pilot year many providers inevitably found difficulties in finding specialist staff and the experience of teaching on ITE courses varied a great deal reflecting the way in which universities had built teams to cover the breadth of expertise and practical experience needed. Universities did express a number of

concerns about staffing the subject specifications in the future. Programme leaders emphasised the importance of attracting high quality staff to teach the new ITE courses yet it was difficult to find appropriately qualified tutors of the right calibre and with sufficiently broad expertise and experience, this was especially so in the case of numeracy.

Those who had recent practical experience of the recent reforms to affect teachers of numeracy, literacy and ESOL were FE and community based teachers. Of the few college staff that had a grasp of all the recent changes, most were in senior positions in the colleges and subject to exceptional demands on their time, making it impossible to get them to teach on university based ITE courses. The problem for the universities was that the new programmes required staff that had subject expertise, experience of teacher education, and relevant and recent practical experience of implementing all the new initiatives. This is a difficult combination to find in one member of staff whether in the HE or FE sector

The Subject Specifications: level, time, depth and breadth.

Many staff that we interviewed expressed doubts about their ability to deliver the subject specifications at the required (undergraduate) level. Furthermore, many tutors commented that they were finding it very difficult to apply the subject specifications to the three stages of ITE qualifications for FE teachers. Some teachers suggested that the numeracy subject specifications were more difficult to integrate into practical teaching sessions than those of literacy. Others told us that some trainees had dropped off the course as they were unable to cope with the subject specifications at the required level. This reflected fears concerning their ability to cope with the theory, or whether they considered it relevant to practice, as they understood it. There were comments from the trainee teachers who responded to the questionnaires who stressed the lack of emphasis on 'how to teach' and the lack of practical guidance by tutors.

From our questionnaires and interviews the majority of staff and trainee teachers felt the level of the subject specifications was about right (more doubt was expressed about the numeracy levels) but that in practice to achieve that depth and breadth in the time allotted to an ITE course had proved extremely difficult. As a consequence of having to cover so much in a short time, more emphasis was placed on subject knowledge than on teaching in the classroom and some courses emphasised breadth at the expense of depth and visa versa.

This lack of time resulted in not being able to go over things again or for reflection. Some staff suggested that it would perhaps be better to only reach a lower in subject knowledge in order to give a greater emphasis to teaching and pedagogy. This could be pursued in greater depth later as part of a college's in-service staff development programmes. In other words, many doubted the wisdom of trying to teach subject knowledge, and teaching the subject alongside general pedagogy all in an ITE programme. In practice, wider pedagogic and professional issues were being squeezed.

Teaching practice placements and mentor support

Throughout our research, both trainees and teacher educators were very explicit in identifying problems around teaching practice placements and trainees getting support in the 'workplace'. Almost all the providers complained about problems in securing sufficient good placements, with subject support and a range of teaching experience for trainees. This was particularly acute for numeracy trainees. Some of the staff we interviewed pointed out that many literacy, numeracy and ESOL tutors in FE colleges did not feel confident about accommodating trainees whose subject knowledge exceeded theirs.

We found the lack of good teaching practice placements was a profound weakness of the courses. This affected the morale of trainees and disrupted the coherence of the modular course structures. In some cases trainees were unable to start their teaching practice until well into the course in other cases trainees had to make do with English or key skills teaching and in extreme cases trainees gained very little experience of teaching within their subject specialism.

Although some trainees did tell us of supportive mentoring and good teaching practice, the experience trainees got was uneven and haphazard. No one that we spoke to in the universities or the colleges was satisfied with this state of affairs and everyone recognised how important it was for both pre-service and in-service trainees to get a range of teaching experience with proper subject support from a mentor. The tutors from HE were desperate for placements and reluctant to turn down poor teaching practice placements because 'anything was better than nothing'. FE college teachers were aware of the need to improve the situation but lacked the time, resources and the professional culture to provide quality mentoring and proper support to trainees. All those we interviewed recognised that changing the present unsatisfactory situation had resource implications.

Assessment and funding issues

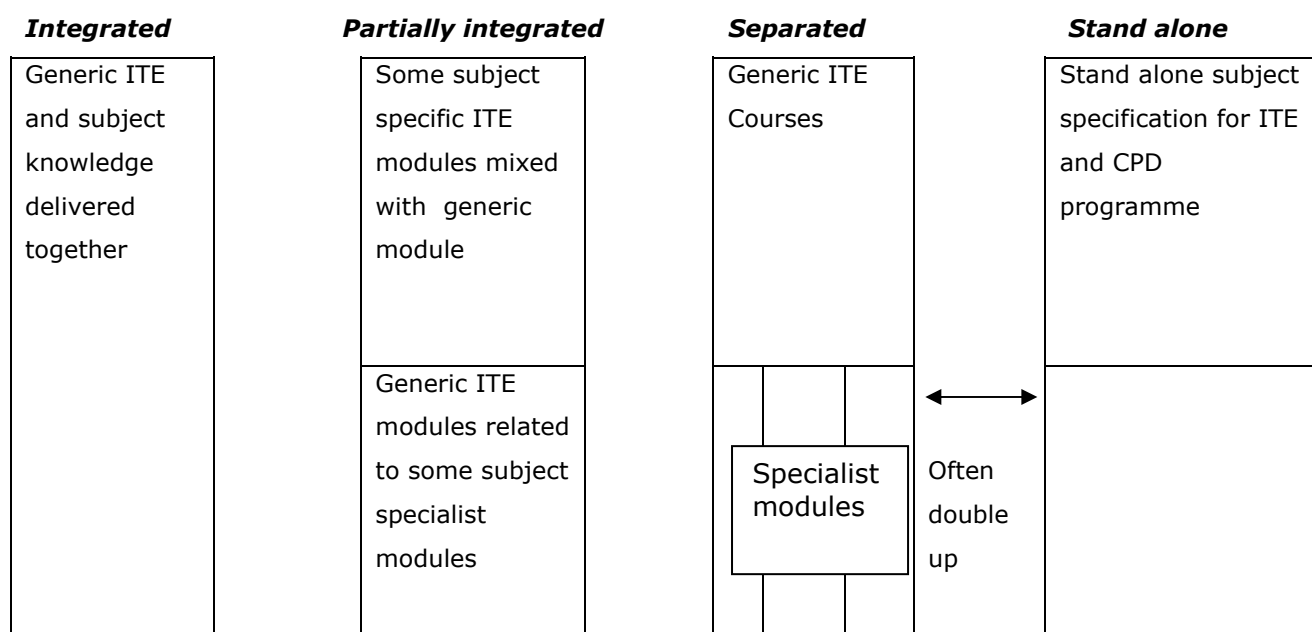
Although the project did not carry out an in-depth investigation of assessment methodologies or funding levels, certain issues did arise during the course of our research. We found quite a lot of confusion and variety when it came to assessment with most providers suggesting that there had been little guidance on this and that in the rush to get the pilot courses going little thought had been given to them. When assessing teaching practice we found most providers using generic teaching practice assessment criteria, often failing to ensure that a subject specialist was able to carry out the teaching observation of a subject specialist ITE programme.

Even though it was one of the aims of the evaluation, it proved very difficult to get a grasp of the funding implications of delivering subject specifications alongside ITE programmes. Many providers had got extra funding from Regional Development Agencies, others from Local Learning and Skills Councils and some from the NRDC. What was obvious was that it was more expensive in terms of teaching time and teaching practice visits to deliver the subject specifications alongside the FENTO standards. Many providers told us that the funding provided by other bodies was crucial for the running of the course at present, but that in the long-term HEFCE would have to increase the funding for these courses if they were to be financially viable.

UNDERSTANDING DIFFERENT COURSE STRUCTURES: THE INTEGRATED/SEPARATED AXIS

As mentioned above, our research showed a wide variety of approaches taken to course organisation using of the subject specifications and FENTO standards. We found it useful to describe the programmes in terms of an integrated/separated axis to help us understanding the different approaches taken. Figure one refers to the relationship in delivery between the use of subject specifications and the pedagogic standards (published by FENTO).

Figure 1: Models for relating FENTO & Subject Specific Courses to ITE Programmes.



When we questioned staff and trainees as to which model their course would most closely fit, we got a variety of answers from people in the same programme as well as different perceptions from staff and trainees. Often staff would insist that their model was integrated when our research and the structure of the course had indicated the opposite. This probably reflected differences in approach across the different subject areas or may reflect a misunderstanding of the question as it seemed 'integrated' was interpreted as the end result certification rather than the course delivery. One person suggested that the course structure was presented in a certain way in order to gain FENTO approval and the way it was delivered in practice was somewhat different.

In practice the models we present above did not really work for those interviewed as most providers either categorised their models as integrated or separated. In any case it seemed that different approaches were taken on the same programme according to the subject specialism. Rather than distinguishing the four models it would probably have been more useful to place the programmes in our research on an integrated/separated continuum. However, despite the fact that we could not get agreement from providers we feel that the models are useful as a means of understanding and reflecting upon different ways of organising the programmes, even though none of the examples fit the models exactly and often the intention of providers had to be changed for all sorts of reasons, such as the availability of staff. In practice it seemed to be the case that most providers were in a zone somewhere between integration and separation.

MEETING LEARNER NEEDS: THE ORDERING OF SUBJECT KNOWLEDGE AND PRACTICAL PEDAGOGY

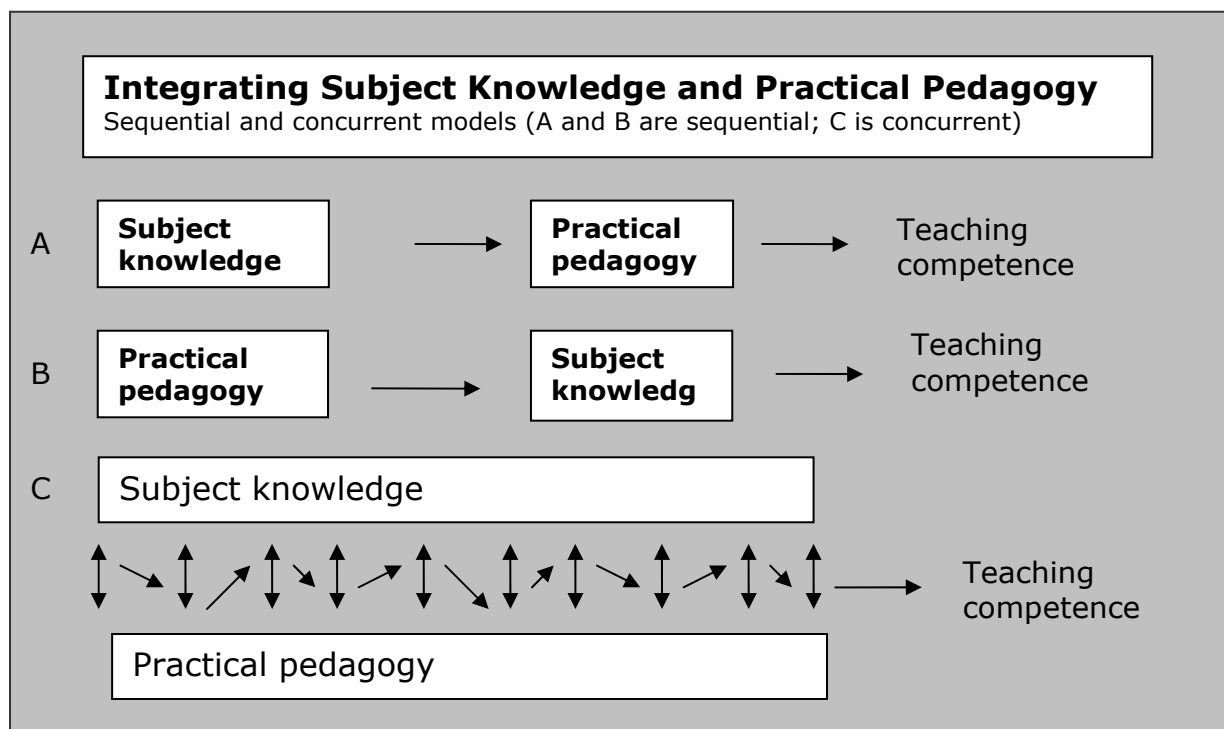
In practice, the pilot programmes reflected the tradition of FE ITE provision, where all trainees followed the same sequencing and programme regardless of teaching experience. However, we found the diverse range and nature of the prior experience and qualifications of trainees (described above) meant that trainees came to the programmes with quite significant differences in their purposes, needs and expectations. This had important implications for providers in relation to how the training programmes were structured, how theoretical and practical aspects of training were integrated, and how differentiation and optional elements

were built into the programmes. Tutors and trainees that we spoke to had different views about the sequencing of elements of the programmes and the different needs of sub-groups within the cohort. For example, 'novices' who had little subject knowledge needed some initial input of subject knowledge in order to give them something to teach before they could be expected to begin to develop pedagogic skills. In such a case a strategic decision can be taken to sequence theory (subject knowledge) before practice (practical pedagogy) in the course structure. On the other hand, trainees with some subject knowledge but no teaching experience needed more practical classroom support to start with. We conceptualised these attempts order the delivery of knowledge as sequential models.

On the other hand some course designers took the strategic decisions to meet learner need by integrating subject knowledge and practical pedagogy. We call this a concurrent model.

Figure two below is intended to illustrate the different options in terms of sequencing inputs of subject knowledge and practical pedagogy on teacher training courses, such as in the pilot, where neither the prior academic qualifications nor prior teaching experience can be taken for granted.

Figure 2: Integrating Subject Knowledge and Practical Pedagogy



Source: Lucas et.al., 2004, p.32

Figure two illustrates three possible sequencing options for course designers. Its purpose is to raise the issue of the importance of how knowledge can be organised to meet the individual needs of trainees. We do not suggest that these are the only models available; for example there could be many variations within the concurrent module in how knowledge was ordered and integrated. When discussing these models with practitioners, many saw the concurrent module C as the best model, as it seeks to combine theoretical and practical elements throughout the programme in an integrated way. However, from the evidence gathered

by our research, some groups of trainees did not see model C as appropriate, preferring instead sequential models such as in A and B. For example, as described above, trainees with little or no teaching experience but some subject knowledge indicated that model B would best meet their needs. In other words, these beginners wanted practical pedagogy and help with coping in the classroom. Those trainees with some teaching experience but not confident about their subject knowledge suggested that models A or C might be more appropriate for them. The views of trainees differed according to their prior subject knowledge and their amount of teaching experience. Very experienced teachers on the other hand liked Model A, as they wished to enhance their theoretical understanding in order both to improve their pedagogical practice and to give them a synoptic view of the subject for staff development, in-house training and management purposes. The figure above, and the discussion of sequential and concurrent models, raises important planning questions for the structuring and pacing of courses to meet the individual needs of trainees taking the subject specific ITE qualifications who have different levels of teaching experience and subject knowledge. In other words, ITE courses need to be designed differently to meet the needs of specific groups of learners. Putting trainees with wide differences in teaching experience and prior qualifications on the same programme makes it very difficult to meet individual needs. We were told that some of individual or group learning arrangements can help, as can flexible use of collaborative learning approaches. There are also important gains to be made if trainees' prior experience is acknowledged and sensitively utilised. A transparent system of accreditation of prior learning and experience (APEL), allowing suitably qualified and experienced trainees to gain credit for and opt out of less relevant modules, could significantly reduce some of these sequencing problems. Many tutors and trainees emphasized the need for APEL, but some were wary and aware that it is highly complex and time-consuming.

UNDERSTANDING SUBJECT SPECIFICATIONS BY DISTINGUISHING BETWEEN 'STANDARDS' AND 'KNOWLEDGE' BASED APPROACHES

As illustrated above, the use of the subject specification raises many issues and dilemmas for providers, not least of which is the time available to deliver the subject knowledge in terms of the depth and breadth alongside the other ITE requirements, There is also the difficulty of getting staff who have appropriate subject knowledge, and teaching experience, including the recently introduced 'core curriculum' for teaching adult basic skills. From our initial questionnaires and interviews we found a wide variety of approaches to using the subject specification which made little sense to us. However, as the research progressed we found it useful to distinguish two approaches that reflected wider divisions in the FE sector. We conceptualised these two approaches as a 'knowledge based approach' and a 'standards based approach' to subject specifications.

Underlying the 'knowledge based approach' to the subject specification was the academic tradition of subject knowledge. This approach is similar to the way in which a syllabus is interpreted in most academic subjects. The teacher selects which bits to emphasize and how much depth is given to each particular bit according to their interpretation of what the student needs to know to be able pass the final examination. Our research suggests that some teachers took this approach because it was how they had always approached specifications and while other used it as a means of coping with the difficulties of teaching the subject specifications in terms of time, level, depth and breadth.

On other hand underlying the 'standards based approach' was the vocational tradition. This approach was based upon the recent traditions of National Vocational Qualifications which emphasised 'coverage' or

'mapping' the course against each standard or specification. Such an approach is associated with the competence tradition. This approach works with the assumption that knowledge is implicit in performance. It could also be applied to the FENTO endorsement process which also emphasises mapping and coverage (Lucas 2004a).

We would like to suggest that these two approaches identified by our research are quite different and in many respects reflect vocational and academic divisions, They also reflect wider debates concerning how best to organise professional education and what emphasis or relationship to give to theory and practice.

CONCLUSION

There are many points raised by the research project that cannot be adequately discussed in this short paper. These include, the difficulty of attracting qualified and experience teachers to teach on the university-based courses; the extra costs of universities including subject specifications in their ITE programmes; the need to improve initial, formative or summative assessment of subject knowledge and the varying quality and quantity of teaching practice visits. We wish to use the conclusion of this paper to highlight three major issues.

Firstly, although the research found support among teacher trainers for the policy of raising subject knowledge to improve practice, they expressed many concerns about the amount of content, the academic level, the balance to be found between the depth and breath of the subject specifications to say nothing of how the specifications should be applied to the three stages of FE ITE qualifications. Furthermore, each set of subject specifications raised its own particular challenges.

Both trainees and teacher trainers told us that there was not enough time to do all that was specified in the subject specifications and FENTO standards. Many providers were trying to find a balance between the subject knowledge and teaching knowledge and skills. Some providers did not try to cover everything but selected certain areas, others 'covered' all the subject specification. Many teacher trainers and trainees said the emphasis on subject knowledge was pushing out teaching knowledge and reflective practice. In other words the programmes presented a new challenge to the old problem in teacher education- namely of the balance to be found between theory and practice with the added difficulty of including subject knowledge. There is a real issue here of how much can be done in an ITE programme and what should be done prior to entry or as part of professional development.

Secondly, as described above, our research showed a very wide diversity among trainees of teaching experience and prior qualifications. We found that different groups of trainees had different purposes, needs and expectations of the programmes. For example, trainees with little teaching experience, told us that there was too much theory and not enough practice, with little connection made between the two. New trainees in particular wanted to see how subject knowledge could help them to teach in the classroom yet experienced teacher trainers welcomed the opportunity to go into their subject in more depth.

While this finding is in itself not surprising, there was little evidence of ITE programmes considering accrediting prior experience. In fact it was more often the case that experience and inexperienced trainees followed similar programmes with little variation in the structuring, pacing and organization of learning. One of the recommendations of our findings is that providers need to meet the learning needs of groups of trainees differently and/or to be more selective in how trainees are recruited.

Thirdly, most of the teacher trainers and many trainees expressed concern about the quantity and quality of teaching practice placements and mentor support in 'the workplace'. The experience gained by trainees in the workplace was described as a 'lottery'. We would suggest that meeting the different needs of trainees and the 'making sense' of what they learn, to a large extent takes place in 'the workplace'. Therefore, the range of teaching experience and the quality of general and subject mentor support in the workplace is an essential issue in improving the quality of all ITE courses. As the Ofsted (2003) survey report suggested, the weakness here is systemic. Perhaps all FE ITE provision needs to be rethought, putting structured opportunities for trainees to learn in the workplace at the core of ITE programmes.

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TRAINING COMMUNITY TUTORS: BACK TO SITTING BY NELLY?

USPOSABLJANJE IZOBRAŽEVALCEV (TUTORJEV) V SKUPNOSTIH

ABSTRACT

People living in former coal-mining communities and areas of social exclusion in South Wales are being given the opportunity to learn IT skills, due to an innovative university project. The Foundation in Technology (FIT) course, offered by the Department of Adult Continuing Education (DACE) at the University of Wales Swansea, is the forerunner of many community -based learning opportunities offered by DACE. The course was set up in 1989 and has helped over 3,000 people in communities devastated by unemployment caused by the closure of the mines to gain new skills and access other areas of employment. Research has showed that for almost 40 per cent of the adult students, this was their first education or training since leaving school. In 2003 the course was awarded Wales, National (UK) and Special National Training Awards. These awards are the UK's number one accolade for organisations achieving lasting excellence and success in the provision of training. Among many aspects of the course recognised as exceptionally effective in enhancing adult learning, one of the most important is the method devised for the training of adult education tutors of IT. The innovation of the method lies in the tutors originating from the community they will work within. How do we take community students and create University Associate Tutors? Why? What impact has this had on adult participation? The paper will examine the history of our method and its development over time, within the context of the development of the whole programme. We consider the criteria for selection for training, development of the training method, informal mentoring support, accreditation and progression routes. How are tutors trained to motivate, to develop effective relationships and cope with unexpected contingencies? Tutors have been interviewed to provide case studies and the participant perspective.

POVZETEK

V inovacijskem projektu Univerze Swansea iz Walesa so dobili ljudje iz opuščenih rudarskih predelov Južnega Walesa priložnost, da se učijo in razvijajo spretnosti za uporabo informacijske tehnologije. Program FIT (Foundation in Technology) je bil predhodnik mnogih tovrstnih programov za učenje v skupnosti, ki jih je razvil Oddelek za nadaljnje izobraževanje odraslih (DACE) Univerze Južni Wales. Program se je začel leta 1989 in je pomagal pridobiti več kot 3000 brezposelnim, ki so izgubili delo zaradi zapiranja rudnikov, nova znanja in spretnosti ter tako ohraniti možnosti za iskanje zaposlitve na drugih področjih. Raziskava je pokazala, da je bilo za skoraj 40% udeležencev to prvo usposabljanje, odkar so zapustili šolo. Izobraževalni program je dobil posebno nagrado Walesa in britansko državno nagrado. To sta najprestižnejši priznanji, ki jih lahko dobijo organizacije za doseganje trajnih in odličnih uspehov pri usposabljanju. Posebej učinkovita in uspešna je bila v programu uporabljena metoda (način) za izbiro in usposabljanje izobraževalcev (tutorjev) za informacijsko tehnologijo. Inovativnost metode je predvsem v izbiri predavateljev, ki sami izhajajo iz okolij, v katerih kasneje delujejo kot tutorji. Kako v skupnostih najti primerne ljudi in jih usposobiti za sodelavce univerze? Zakaj? Kako vpliva to na udeležbo odraslih v izobraževanju? V prispevku bomo predstavili zgodovinski razvoj naše metode, njeno spreminjanje in povezanost s celotnim programom. Preučujemo kriterije za izbiro, razvoj metode usposabljanja, neformalno mentorsko podporo, postopke akreditacije in smeri nadaljnega razvoja. Kako so tutorji usposobljeni za motiviranje, za vzpostavljanje učinkovitih medsebojnih odnosov z udeleženci in kako se soočajo z nepredvidljivimi dogodki? Tutorje smo intervjuvali za študije primerov in za poglede »z zornega kota udeležencev projekta«.

TRAINING COMMUNITY TUTORS

People living in former coal-mining communities and areas of social exclusion in South Wales are being given the opportunity to learn IT skills, due to an innovative university project. The Foundation in Technology (FIT) course, offered by the Department of Adult Continuing Education (DACE) at the University of Wales Swansea, is the forerunner of many community-based learning opportunities offered by DACE. The course was set up in 1989 and has helped over 3,000 people in communities devastated by unemployment (caused by the closure of the mines) to gain new skills and access other areas of employment. Research has shown that for almost 40 per cent of these adult students, this was their first education or training since leaving school, yet 58% of these went on to do further study. The course combines high level ICT training with a personal development module that encourages students to focus on the direction they want their life to go in and to plan the necessary steps to get there.

In 2003 the course was awarded Wales, National (UK) and Special National Training Awards. These awards are the UK's number one accolade for organisations achieving lasting excellence and success in the provision of training.

The method devised for the training of adult education tutors of IT is one of the many aspects of the course recognised as exceptionally effective in enhancing adult learning. The innovation lies in nurturing tutors who originate from, and will work within, their own communities. How do we take community students and create University Associate Tutors? Why? What impact has this had on adult participation? The paper will examine the history of our method and its development over time, within the context of the development of the whole programme.

We consider the criteria for selection for training, development of the training method, informal mentoring support, accreditation and progression routes. How are tutors trained to motivate, to develop effective relationships and cope with unexpected contingencies? Tutors have been interviewed to provide the participant perspective and their responses illustrate some answers to these questions.

INTRODUCTION: THE CONTEXT OF THE COURSE

As adult educators, why are we placing so much emphasis on the teaching of ICT to members of excluded communities and other people suffering from social exclusion?

Mayo (1999) cites Denis Haughey, who states, with respect to radical education inspired by Gramsci, that one of the competencies 'largely lacking in contemporary adult education practice....is the ability to function fluently in the language of the dominant culture so as not to be relegated to the periphery of political life.' ICT, like language, provides access to information and potential knowledge, and the tools to use these. If ICT is becoming the language of the dominant culture, the residual strands of society without ICT skills could feel that this lack reinforces exclusion. This feeling was expressed by a student on the FIT course who felt that "*Getting IT literate means you have an extra essential skill, like being able to read or drive a car...the feeling of entering the real world at last*". James & Preece, (2003).

Mayo (1999) concludes 'Perhaps it could be argued that part of the 'war of position' for a movement or organisation striving for social transformation in this day and age lies in adult educational experiences intended to provide people with greater and critical access to information technologies'. However, there would need to develop a widespread ability and opportunity to access and use the technology before group or community use of ICT can arise.

WHY WE CHOSE TO USE LOCAL TUTORS: RATIONALE

In order to provide access to ICT for isolated and disadvantaged communities we have provided laboratories and tutors in 14 local community centres. The course was attracting a large number of students who had not experienced success in mainstream education. If you have not 'succeeded' in school education, it can be easier to return to education by studying a 'new' subject such as ICT (that was either not part of the curriculum when you attended school, or because it is recognised as continually changing) and therefore one is justified in trying to take it up. This, combined with the relevance of ICT for gaining employment, could be contributory reasons for the popularity of ICT as a subject with these adult learners.

At first the University tutors travelled out to the centres, sometimes making 'round trips' of 130 kilometres. Evaluation forms completed by students about the courses revealed that there was a concern that the tutors, in some instances, 'came from a different world'. This was revealed further in the personal development aspects of the training, where different values and aspirations became apparent. Mayo (1999) describes this as 'cultural capital'...'by this I mean a cultural value system and 'grammar of taste' that reflects a particular social location....One of the effects of such 'cultural capital' is that the experiences and culture(s) of those learners who are located differently are not valorised....I would argue that the best one can hope for in this regard is a recognition on the educator's part of the gender, race and class differences that set her or him apart from the learners. This entails a process of unlearning one's privilege.'

The purpose of providing the ICT training was twofold.... one was to provide the skills in ICT but the other underlying and, to us, as a Department of Adult Continuing Education, equally important purpose, was to attract adult learners and encourage them to undertake further learning..... We felt it possible that the lack of identification with the tutors could be replicating the original feelings of alienation from education that were experienced by many of our students when in school, and which had effectively removed them from the participation figures. We made a decision to take a different approach.

In our context, the community and its' shared values remain intact, and the imported existing tutor is the owner of a different cultural capital. By training a local member of the community in the ICT skills and how to teach them, the new tutor's cultural capital is retained and remains common with the students. In a low-skilled economically poor environment, a criticism of our current system of HE (UK) is that successful students leave their communities to go away to study and never return, due to the lack of opportunity for well paid and interesting employment. The development of HE opportunities within the community raises the educational levels and aspirations of that community without further fragmenting it. New skills and attitudes will lead to the development of new employment opportunities and there is potential for community based regeneration of the local economy.

HOW WE ARRIVED AT A SOLUTION: CHOOSING COMMUNITY STUDENTS

(All quotations are from community tutors, but we have changed their names.)

At the same time as the realisation that we needed a local, differently skilled tutor, with a personal history as an adult learner, to work in the community locations, some of the students who were succeeding on the courses were seeking progression routes. Guidance sessions incorporated into the course were helping these students to identify possible careers using their new skills. The ICT tutors were working hours that were very compatible with caring for children. (The courses are run during school

hours and cease for school holidays.) As many of the students had caring responsibilities, the role of ICT tutor was seen as attractive for a potential return to work. As recalled by one of the community tutors, *'I used to joke with my FIT tutor, that if ever she got tired of her job would she please let me know. A couple of months after completing the course I was contacted by DACE, enquiring if I would like to train up as a tutor.'* (Bronwen) At the same time, the existing tutors began to identify potential tutors amongst the students. The existing tutors could see students in their groups who were showing tutor potential - empathetic individuals who would quietly help a struggling student, who were also enthusiastic and excited by ICT. The number of courses DACE provided was growing in numbers and locations and it was decided to start to train our own tutors from the student cohort. The potential tutors were invited, upon successful completion of the course, to work alongside existing tutors as a paid assistant. The new tutors were local to the centres and from the start we realised that they empathised with the students because they really had "been there". They understood the fears and anxieties of the students about entering a centre for education; finding a course and signing up to undertake it.

ADVANTAGES OF USING LOCAL TUTORS

An important advantage in using local tutors is that, having undertaken the course, they become ambassadors for the course. Extensive publicity has not been found to be as effective as 'word of mouth' recommendation in the recruitment of students. According to McGivney (1990), this has been found to be the case in other projects working with non-participant groups. McGivney cites Geraint Evans, J. (1986), who wrote, *'The project workers concluded that personal contacts by people known and trusted in the community were essential to recruitment: Without doubt the most effective way of reaching these people is through personal contact and establishing trusting relationships. This is only likely to be achieved by having local persons acting as contacts, the wrong selection of whom would almost certainly alienate potential students.'* Our 'local contacts' were our new tutors, successful students who were involved directly in filling the classes by local recommendation.

CRITERIA FOR SELECTION OF POTENTIAL TUTORS

Educational qualifications, as regards ICT, other than this successful completion of the ICT course, were not required. *'I left school with a very basic education, no 'O' or 'A' levels.'* (Sarah)

'I left school with hardly any qualifications and did administrative jobs before I had children, then I didn't work for twelve years.' (Julie)

'I left school at the age of sixteen and would describe my academic ability at that time as average. This was in an era when every young person's thoughts at the age of sixteen were to leave school and to get a job, or preferably a trade. This trade was going to last them for life or that's what we were all told or believed at the time. I secured a five year indentured apprenticeship.' (Stephen)

This has now changed and the tutors need to also have reached the standard of the European Computer Driving Licence (ECDL). However, in practice many of the tutors selected had a good basic education and some even had degrees.

'I completed an access course to social sciences as a mature student and then went on to do an honours degree.' (Karen)

'I did a B Sc. in Engineering Science and a Postgraduate Certificate in Education.' (Helen)

Many of the tutors had a **wide range of life experience**, which they were encouraged to value in their personal development classes. These 'skills of maturity' also proved attractive to the students attracted to the course, who themselves were aged from 25+.

'Here I was for the first time ever, redundant at the grand old age of forty nine and waiting surgery to have two replacement knee joints and no obvious job prospects for the future, not a very good year.' (Peter)

'Before becoming a Fit tutor, I was a part time sales assistant on a market stall in Neath- selling T towels and old ladies thermal undergarment.' (Bronwen)

The over riding qualification was **an enthusiasm for the subject**. This was essential as the tutors had to be self motivated to ensure that their knowledge was extended beyond that of the students. Most tutors eventually develop a specialism in an aspect of information technology.

'Having found this new world of computers to be totally captivating, and amazed with what one is able to achieve with a computer, I went on to complete almost every short course on the curriculum. I felt I had found this new career path I had been looking for. This was to pursue a new career in teaching other adults how to use computers.' (Stephen)

They all had to have a strong desire to impart this knowledge to other adults and be approachable to students. *'I wanted to pass on my knowledge and skills to other people, and show them that they can do it too.'* (Sarah)

QUALITIES OF THE TUTORS

No formal criteria were listed or even discussed at the time of the development of the programme. This may account for the wide variety of people who are successful in becoming ICT tutors for the Department. However, when we asked the tutors about the qualities they felt were important in themselves, some of the answers were very similar. Patience, empathy and the ability to motivate and encourage appeared most frequently. Many tutors also identify the need to constantly learn by reflecting on one's own teaching and by keeping skills up to date.

'Cheerful, optimistic, encouraging, patient.' (Sally)

'As a tutor who has been an adult learner, I have a better understanding of where my students are coming from, and some of the fears they have. As a tutor I'm learning all the time and reinforcing my prior skills.' (Alison).

'Having been an adult learner, it gives me an insight and empathy with people who have put themselves back into education after a break for whatever reason. I understand their responsibilities, their fears and issues.' (Karen).

'I'm fortunate to have always had a patient disposition, which is an advantage in teaching. As I've come through the system myself, students can relate well to me. I get regular feedback that I'm patient and encouraging and cope well in a crisis.' (Alison)

It was also indicated that they felt it was important that the course and tutors were community based. *'It is vital that it is convenient to get to, many are put off by a University elite image that they imagine.'* (Helen)

TRAINING THE NEW TUTORS

'An individual confronted with the responsibility of becoming an educator of adults learns partly by the process of participation and partly by his own examination of that process.' Houle, 1960.

The chosen method was essentially a return to the 'sitting by Nelly' method used in the original training of teachers in the U.K. The existing tutor would teach the next group with the new tutor as a paid assistant. The group would attend for five months on a part time basis and gradually over this time the new tutor would begin to take responsibility for some aspects of the teaching, until by the end of the course, the new tutor could teach modules independently.

'I shadowed a current FIT tutor for two complete courses. In the first instance I watched, took notes and studied timings. As I became more confident I prepared and taught an increasing amount of the time. I think the positive aspects of being trained in this way were being able to watch and observe. While I was on the FIT course myself many of the aspects we covered were new to me, so much of my time was taken with taking this knowledge in and applying it. Being able to sit and watch it being taught was completely different, I could think about how the information was being put across, how to manage a class of people who were learning at different rates and how to approach teaching adult learners. I could then prepare to teach just one topic, then one morning and then a complete day as a progression.'
(Mary)

The course tutors meet regularly to compare work in progress and results as a "moderation panel". During these sessions teaching methods were compared and new ways of approaching problems were shared. Student-completed evaluation forms are considered.

I always read the students evaluations and take on board what they say, in an attempt to improve my teaching style. I believe there is always room for improvement, and that I still have a lot to learn.'
(Sarah).

ACCREDITATION OF TUTORS

At first it was difficult to gain recognition for the tutors within the University system, which required a degree in Computing or equivalent as a first requirement. Computer science postgraduates had been employed but it was found that they were accustomed to teaching a more homogenous group and did not relate well to students who came for a wide variety of backgrounds and had such different starting points.

Due to the lack of formal qualifications of the new community tutors, it was recommended that they attend a course about teaching methodology, to supply the theoretical background. The course 'Further and Adult Education Teaching Certificate' (FAETC) is available on a part time basis and was the most suitable to fit in with the part time employment offered. After extensive negotiations it was agreed that the FAETC combined with successful completion of the FIT (and later the ECDL) was acceptable (with suitable references) for the tutors to be recognised as 'Associate Tutors' of the University. Tutors also were observed teaching by the external moderator of the course.

THE ETHOS OF THE FIT COURSE

The ethos of the Fit course is mutual trust and tolerance, from day one when students are asked individually what they hope to gain from the course, to the tutor's repeated reminders that they were students too and know how overwhelming the amount of information can seem. No question is belittled

and any concerns are given a hearing, with a constant dialogue between the tutor and the class. The interactive style of teaching, a mixture of whole class teaching, group work, individual exercises, peer to peer discussion, are designed to minimise the distance between the tutor and the students and to build trust. As well as the personal development module, Adult Guidance is part of the tutor's everyday interaction with the students.

We asked tutors to describe their approach to adult learners:

'Understanding that adult students learn in different ways: an approach that is appropriate to one may be inappropriate to another. Some students learn better in a group through interaction with the tutor and other students whilst others find interaction difficult. Some may learn by listening and reading, others through the application of the knowledge they have gained.' (Peter)

'I became aware that although the choice of learning method may be down to one's own individual teaching style, one must take into consideration the aims and objectives that you expect the students to achieve. This is coupled with and influenced by the size of the group along with the needs, ability and motivation of each individual student.' (Stephen)

'When I reflect on and understand my own reasons for returning to adult education it makes me aware and careful to consider the possible reasons of others who return to adult education. It made me realise that any returning adult comes with a widely varying background, and at different stages of their life. Each one is an individual with their own personal strengths and anxieties and hopes for the future. It is my role as a tutor to recognise the uniqueness of each person and to work in ways that will best help that individual to achieve and satisfy their learning objectives.' (Andrew)

HOW DID YOU LEARN TO TEACH?

'I learned to teach through my training, watching others and life skills.' (Sarah)

'I completed the European Computer Driving Licence (EDCL) and the Further and Adult Education Teaching Certificate (FAETC). The training received was positive and I learnt a lot from it...it made me aware of a lot of policies I'd never considered. Even if I'd never become a tutor, I think the training was fulfilling and has made me a more empathetic person.' (Peter)

WHAT WERE THE ADVANTAGES AND DISADVANTAGES OF TRAINING BY WORKING ALONGSIDE ANOTHER TUTOR?

'My FIT tutor was inspirational. She instilled in me a sense of the high standard that the course required as well as giving me the confidence to do it. She has a very good sense of humour and her storytelling is legendary. She made our session's informative and good fun but ensured the student's work was both correct and complete. She once said that all her students become her friends and she is right. She also said that if you have a skill you should pass it on to someone else, I admire this quality and her ability to do it.' (Mary)

'An advantage was the opportunity to get the feel of the computer room and gain confidence before teaching alone. I shadowed a tutor for the 5 month duration of a FIT course. The tutor I worked alongside knew her profession inside out, and was always well organised. She had control of her class and was well respected.' (Alison)

'I had the advantage of being able to work with several experienced tutors throughout my time as an assistant tutor. This process I found very rewarding in that it enabled me to experience the practical side to the theory I was learning whilst completing the FAETC.'(Andrew)

'Another advantage was the opportunity for problem solving and to encounter some of the problems that were likely to arise.'(Sarah)

'It was very important to see how the lessons were formulated, with a group exercise, followed by individual work, reinforced by homework exercises.'(Helen)

'She encouraged me all the way, she gave me small chunks of the programme, went through it with me as to how approach it and deliver it and then gave me feed back regarding effectiveness and improvements.' (Bronwen)

'My tutor certainly helped me with every aspect of my training, she spent many hours outside the teaching both tutoring me and working with me so that I could see how everything worked from the marking down to the paperwork. She had complete confidence in my ability from the start and without her I would probably have given up.'

The tutor supporting the training can be, and often was, described as a mentor. We asked tutors if they felt they had gained from this support. The existing tutors developed the period of training to include an informal mentoring support for the new tutors when they were first teaching alone.

'I had a family tragedy during my training, which made studying very difficult. My tutor was very supportive and understanding during this difficult time and I think without her support I would not have continued.' (Alison)

'Each tutor or mentor as they had become to me had slightly different teaching techniques and practices to each other. It soon became evident that all were highly respected by their students for their knowledge, motivation and teaching skills.'(Peter)

'To reflect on the overall role of my mentors made me realise how many varied hats a tutor wore within their chosen profession. I've now come to realise that the role would not only take the form of a communicator of knowledge, attitude and skills, but also a counsellor, a motivator, a manager, a planner not forgetting team member all rolled into one.' (Stephen)

'What I would like to emulate from my mentors can be summed up as "a good tutor... transfers their knowledge and skills in an effective, communicative, non-judgemental and creative manner.'(Andrew)

We selected tutors from certain communities to work within them. Can these tutors adapt to working in changing and different communities?

From working with indigenous people who are long-term unemployed, some areas have had influxes of refugees and asylum seekers, hence the composition of the community has changed. The ability to empathise with people facing a variety of difficulties has transferred well into working with different groups.

'My targeted audience are the unemployed, ethnic minorities, asylum seekers and refugees. I've found teaching these groups of people challenging, especially those whose first language is not English. I find it very rewarding to see how far the students come by the end of the course. How pleased they are with what they've learnt, and the confidence they gain.'(Alison)

'The asylum seekers are very appreciative and keen; they very much welcome the chance of education in the hope of a job and to provide a break from their concerns.'(Helen)

'As I teach the refugees as a women only group there is a special bond.' (Sally)

AS ADULT EDUCATORS, WHAT DO THE TUTORS HOPE THAT STUDENTS WILL ACHIEVE WITH THEIR NEW SKILLS?

'I often bump into ex-students and am impressed with the jobs they're doing on the strength of the IT knowledge they gained from the course.'(Alison)

'Some of my past FIT students have got together to form an asylum seekers support group. They have written a web page and are using their FIT skills to update their site, and produce regular newsletters.'(Karen)

Tutors have an impact on the future development of the course, as it is continually evolving to meet the changing community needs. The 'ownership' of the course has an impact on tutor job satisfaction and retention.

'I helped train two tutors. I found it very enjoyable seeing their confidence and skill level increase. I tried to minimise the hindrance by ensuring that they had all my resources and teaching materials, lesson plans and exercises.'(Bronwen)

'I've put FIT students names forward as prospective tutors, but not actually trained them myself. I've given them all the information available to me and encouraged them.'(Sarah)

ARE THE TUTORS ADULT EDUCATORS?

By training community students to become tutors, are we empowering communities? Is it possible for these tutors to make a transition from a provider of skills training to an adult educator? The opportunity to embark on a period of study as an adult can be introduced during the Fit course as the course includes project work and educational guidance.

Learning to use the ICT and alternatively learning to use ICT to gather information and develop knowledge are different aspects of the course. An important component of the Fit course is the inclusion of project work. This is introduced to the students as a mechanism by which they can demonstrate all the new skills they have learned, using graphs, spreadsheets, documents, databases. In actuality, the students are conducting their own (often first as an adult) piece of research into a topic of their own interest and presenting the results in an organised and coherent fashion. This may be the first step back into adult education where they are not only learning skills but developing their own creative ideas.

For the tutors it provides an insight into the potential of the students: *'I felt teaching adults would be a really worthwhile experience and it is a privilege to be part of their growth as people.'* (Helen)

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DISKUSIJSKI PRISPEVKI
PAPER PRESENTATIONS

Ivana Mori

IZOBRAŽEVANJE UČITELJEV MULTIPLIKATORJEV ZA IZVAJANJE SEMINARJEV S PODROČJA POUČEVANJA IN UČENJA Z RAČUNALNIKOM

THE TRAINING OF TEACHERS - MULTIPLIERS, ENGAGED IN RUNNING COURSES FOR COMPUTER-BASED TEACHING AND LEARNING

POVZETEK

Informatizacija izobraževanja je del informatizacije celotne družbe, ki močno poudarja uvajanje računalnikov in druge izobraževalne tehnologije v šole. Izziv oblikovanja kvalitetne šole gotovo posega na področje stalnega strokovnega izpopolnjevanja učiteljev. Novi učni načrti, organizacija razrednih računalniških kotičkov na razredni stopnji in s tem povezana strokovna odgovornost in avtonomnost učiteljev, ko skušajo najti nove načine dela, razvijati aktivne učne oblike in metode dela, so nas pripeljali pred nujnost sistematičnega stalnega strokovnega izpopolnjevanja učiteljev na področju informatizacije. V šolskem letu 1999/2000 so začeli teči seminarji za učitelje in vzgojiteljice v prvem triletju osnovne šole z naslovom Didaktični programi na razredni stopnji. Te seminarje izvajajo svetovalci Zavoda RS za šolstvo in učitelji multiplikatorji. Cilji teh seminarjev so: (a) usposobiti učitelje in vzgojiteljice za delo z računalnikom, (b) prikazati in poiskati didaktične poti za uporabo računalniških programov in (c) uporabiti strojno in programsko opremo za poučevanje, lastno izobraževanje in za delo s starši. V prispevku želim predstaviti delo v razvojni skupini multiplikatorjev (23 članov) za izobraževanje razrednih učiteljev na področju poučevanja in učenja z računalnikom. Vsi učitelji multiplikatorji so vključeni v razvojno skupino, ki jo vodimo pedagoški svetovalci za razredni pouk na Zavodu RS za šolstvo. Temeljni cilji našega dela so: (a) razvoj didaktike učenja in poučevanja z računalnikom, (b) razvoj nove didaktične programske opreme in (c) izvajanje seminarjev za razredne učitelje. V lanskem letu smo izvedli cca. 40 seminarjev, v katerih se je izobraževalo cca. 700 razrednih učiteljev. Pogoja za uspešno delo učiteljev multiplikatorjev sta: razvojno delo in raziskovanje ter stalno dodatno izobraževanje.

ABSTRACT

Informatization of education is a part of informatization of the whole society that emphasizes the use of computers and other educational technology in school. The challenge of creating quality school requires permanent professional education of teachers. New curricula, the organization of classroom computer area in primary school level and related professional responsibility and autonomy of teachers trying to find new ways of work, has brought us to the necessity of systematical permanent professional education of teachers in the area of informatization. The seminars for teachers in the first triad of primary school titled "Didactic program in primary school" have started in the school year 1999/2000. The lecturers in these seminars are advisors at the National Education Institute of the Republic of Slovenia and teachers multipliers. The aims are: (a) To train teachers for computer work, (b) to find didactic ways of use of computer programs, (c) to use hardware and software for teaching, self-education and for work with parents. With this article I would like to present the work of the developmental group of multipliers for primary teachers' education in the area of teaching and learning with computer. All the teachers multipliers are members of developmental group that is lead by pedagogical advisors for primary school at the National Education Institute of the republic of Slovenia. The basic aims of our work are: (a) the development of didactics of teaching and learning with computer, (b) the development of new didactic software, (c) seminars for primary school teachers. In the last year we had approximately 40 seminars with approximately 700 participians. The conditions for successful work of teachers multipliers are developmental work and exploring along with permanent education.

Uvod

V poročilu mednarodne komisije o izobraževanju za enaindvajseto stoletje, pripravljeno za UNESCO, v poglavju Učenje v elektronski dobi (Delors, 1996) lahko preberemo, da je potrebno najprej razumeti naravo novih tehnologij, kar je razmeroma preprosto. Bistvenega pomena je, kakšna vprašanja si bomo zastavljali glede prihodnosti. Pomembna vprašanja pa so: Katere vsebine bomo izbrali, kakšno interaktivnost, kakšno bogatenje kognitivnih dejavnosti, kakšen odnos med sorodnimi potrebami po informacijah in različnim iskanjem, ki ga terja zgradba omrežij, katere nove oblike družbenih odnosov, kakšno novo ravnotežje med vse številnejšimi stiki med ljudmi in vse večjo zaščito zasebnosti posameznika in kakšne nove napetosti, ki nastajajo med olajšanim dostopom do tehnologij in izključevanjem, ki ga povzroča njihova uporaba.

V drugi mednarodni raziskavi uporabe informacijskih in komunikacijskih tehnologij v izobraževanju (Japelj, Čuček 2000) se je pokazalo, da je največji pomen IKT za izobraževalne sisteme v sedanjem času olajšanje prehoda v izobraževanje, ki bo bolje pripravilo posameznika za življenje v informacijski družbi. Po svetu so si mnogi načrti za spremembe podobni po ciljih, ki naj bi oblikovali šolo prihodnosti. Šolski sistemi bodo v bodoče vse bolj izpostavljeni zahtevam po izvajanju takšnih izobraževalnih programov, ki bodo posameznika pripravili za življenje v informacijski družbi. Za odgovorne v izobraževanju je med drugim pomembno tudi, do katere mere so v izobraževalnem sistemu sprejeti in uresničeni cilji, ki so temelji izobraževanja za informacijsko družbo, do katere mere je informacijska in komunikacijska tehnologija (IKT) olajšala izvajanje sprememb, ki si jih želi doseči šola, potem kakšne razlike v uporabi IKT obstajajo znotraj posameznega in med izobraževalnimi sistemi in kakšen je vpliv IKT na izobraževalne organizacije, procese, učinke in dosežke v različnih sistemih.

Udejanjanje lizbonske strategije je v središče umestilo pojmovanje in pomen znanja za blaginjo družbe. Vseživljenjsko učenje je pravi odgovor na potrebe družbe znanja, za razvoj navad, veščin in stališč, ki so ključnega pomena za vseživljenjsko učenje, pa je odločilno prav obdobje obveznega šolanja. Poglavitna sporočila Memoranduma Evropske komisije o vseživljenjskem učenju in pozneje dopolnjena strategija, potrjujejo temeljna izhodišča kurikularne preнове v Sloveniji in Zavoda RS za šolstvo pri uresničevanju le-te. (Zavod RS za šolstvo, 2004)

Večina avtorjev poudarja, da mora biti poskrbljeno za organizirano pridobivanje temeljnih znanj in spretnosti informacijske pismenosti, ki ne sme biti omejeno zgolj na poznavanje računalniške strojne in programske opreme ter veščin njene uporabe. To pa omogoča le na učenca osredinjen učni proces kot sta npr. problemsko in raziskovalno učenje. Tu so učenci aktivni, več razmišljajo in postanejo soodgovorni za svoje napredovanje. (Batagelj, Rajkovič, Krapež, Wechtersbach, 2004)

SPREMENJENA VLOGA UČITELJA

Učitelji opažajo, da je njihova vloga pri poučevanju in učenju z računalnikom spremenjena. Učitelji niso več vir informacij, pač pa so to didaktični računalniški programi, s katerimi se učenci učijo. (Massoudi, 2003) Novi učni načrti, organizacija razrednih računalniških kotičkov na razredni stopnji in s tem povezana strokovna odgovornost in avtonomnost učiteljev, ko skušajo najti nove načine dela, razvijati aktivne učne oblike in metode dela, so nas pripeljali pred nujnost sistematičnega uvajanja računalnika na razredni stopnji. S tem pa so se pojavila vprašanja o strokovni in didaktični usposobljenosti učiteljev, organizaciji prostora, timskem delu, kvaliteti in ustreznosti didaktičnih programov (Mori, Smolko, 2000) Mlajši učenci še nimajo dovolj izkušenj pri uporabi računalnika. Potrebujejo čas in dostop za doseganje

znanja in veščin za uporabo računalnika, preden se sploh lotijo učenja z njim. Učenci preskušajo didaktične programe, ki jih potem dajo v praktično uporabo. Imajo veliko priložnosti, da se na igriv način z didaktičnimi programi naučijo uporabljati računalnik. Te razvite spretnosti seveda učencem pomagajo pri delu z odprtimi ali zaprtimi računalniškimi programi tudi kasneje pri uporabi zahtevnejših računalniških programov, ki so del obveznega učnega programa.

Učitelji so pri uporabi nove učne tehnologije otrokom za zgled. Če uporabljajo elektronsko pošto, internet in elektronske prosojnice pri svojem delu, bodo učenci živeli v spodbudnem učnem okolju in bodo sprejeli računalnik kot del njihovega življenja in dela. Na spremenjeno vlogo učiteljev so opozorili tudi strokovnjaki kot so Murphy, DePasquale in McNamara (2003). Učitelj postaja vse bolj organizator vzgojno-izobraževalnega procesa.

IZOBRAŽEVANJE UČITELJEV ZA DELO Z RAČUNALNIKOM

Spreminjanje učenja in poučevanja ni končano z nabavo in namestitvijo tehničnih in drugih pripomočkov, takrat se najpomembnejše šele začne, učitelje in učence je treba usposobiti za življenje z novo tehnologijo. (Wechtersbach, 1999, str. 6)

Hiter tehnološki razvoj zahteva, da učitelji neprestano dopolnjujejo in osvežujejo svoje znanje. Glavni namen izobraževanja učiteljev z vidika učnega sistema, je sprememba njihovega odnosa in pristopa k predmetu in obenem obogatitev njihovega znanja in spretnosti. Domači in tuji strokovnjaki so si enotnega mnenja, da je sprememba njihovega odnosa in pristopa k predmetu in obenem obogatitev njihovega znanja in spretnosti dolgotrajen in naporen proces, ki se ne konča s sprejemom novega učnega načrta ali novega pristopa k poučevanju. Ugotovili so, da je potrebno najmanj tri do štiri leta, preden učitelji bistveno spremenijo svoj način poučevanja.

V praksi se je veliko učiteljev v okviru projekta Računalniško opismenjevanje izobraževalo na seminarjih, ki so jih izbrali v Katalogu stalnega strokovnega spopolnjevanja. Izobraževanje, ki je bilo usmerjeno v didaktiko poučevanja in učenja ob računalniku, je potekalo v računalniških učilnicah centrov za izobraževanje, Računalniško opismenjevanje in drugih dejavnih šolah.

V šolskem letu 1999/2000 pa so začeli teči seminarji za učitelje in vzgojiteljice v prvem triletju osnovne šole z naslovom Didaktični programi na razredni stopnji. Te seminarje izvajajo svetovalci Zavoda Republike Slovenije za šolstvo in učitelji multiplikatorji. Cilji teh seminarjev so:

- usposobiti učitelje za delo z računalnikom,
- prikazati in poiskati didaktične poti za uporabo računalniških programov,
- uporabiti strojno in programsko opremo za poučevanje, lastno izobraževanje in za delo s starši.
- usposobiti učitelje za razvijanje novih učenčevih kompetenc in znanja (Čampa, Kepec, Kolar, Kušćar, Mori, Skok, Smolko, 2000)

Ena izmed pomembnih nalog nove učne tehnologije v izobraževanju je tudi večja motiviranost za iskanje različnih novih poti v izobraževanju. V polni meri se učinki uporabe računalnika lahko pokažejo, če ga učitelji znajo vključiti v pouk ob pravem času in na pravem mestu in če organizirajo pouk problemsko in tako, da so učenci lahko kreativni in kritično razmišljajoči. (Bergan, 2000) (Wechtersbach, 2003)

Učitelji razrednega pouka morajo znati uporabiti računalniško tehnologijo pri pouku in pomagati učencem, da se naučijo računalniških veščin in da računalnik znajo uporabiti na varen, ustvarjalen in sodelovalen način. Najpomembnejše pa je, da te razvite računalniške veščine znajo uporabiti pri svojem učenju in življenju zunaj šole.

OPIS IZKUŠENJ

Delo v razvojni skupini

Učitelje učijo učitelji, ki so se posebej usposabljali za to svoje poslanstvo in njih imenujemo multiplikatorji. Že večkrat smo razmišljali, da bi izraz multiplikatorji spremenili, pa nismo našli ustrežnejšega izraza. Multiplikator je namreč učitelj učiteljev, ki svoje znanje in izkušnje razvija in prenaša naprej med ostale učitelje.

V naši razvojni skupini je bilo štirinajst učiteljev razrednega pouka, pet računalničarjev in šest pedagoških svetovalcev. Temeljni cilji našega dela so bili:

- razvoj didaktike učenja in poučevanja z računalnikom,
- razvoj nove didaktične programske opreme,
- vrednotenje didaktične programske opreme,
- razvoj didaktike učenja in poučevanja z internetom,
- oblikovanje vsebine seminarjev za učitelje razrednega pouka,
- predstaviti naše delo na državnih in mednarodnih posvetih.

Razvojno skupino smo vodili štirje pedagoški svetovalci vključeni v vodstveni tim. Naša naloga je bila priprava strategije razvoja razvojne skupine. Delovne naloge smo si delili glede na naše kompetence in načrtovane naloge. Multiplikatorji so bili iz vseh regionalnih enot Zavoda RS za šolstvo. Delovali smo v osmih skupinah. Skupina je štela tri člane. V skupini je deloval učitelj razrednega pouka, računalničar in pedagoški svetovalec, ki je bil tudi vodja. V lanskem šolskem letu smo opravili 40 izvedb seminarja Didaktični programi v prvem triletju. V njih se je izobraževalo 726 učiteljev razrednega pouka.

KRITERIJI ZA IZBOR MULTIPLIKATORJEV

Pri izboru multiplikatorjev so imeli prednost učitelji, ki so:

- že uspešno in ustvarjalno uporabljali informacijsko komunikacijsko tehnologijo pri učenju in poučevanju ter pri drugem strokovnem delu,
- imeli željo po stalnem dodatnem usposabljanju,
- se želeli usposobiti za raziskovanje,
- želeli delati v timu in upoštevati načela timskega dela,
- želeli izobraževati druge učitelje.

Izkazalo se je, da smo izbrali uspešne multiplikatorje, saj so evalvacije o delu na seminarjih to v polni meri potrdile.

IZOBRAŽEVANJE MULTIPLIKATORJEV

Vedeli smo, da imamo pred seboj zelo dobre učitelje, eksperte na svojem strokovnem področju, vendar z zelo različnim znanjem na ostalih področjih, ki so tudi zelo potrebna za uspešno izvajanje seminarjev za učitelje. Pri oblikovanju vsebine nas je vodila želja po izpolnitvi njihovih potreb in želja ter oblikovanje vsebine in načina dela, ki bi usposobila multiplikatorje za uresničevanje novih nalog.

Izbrali smo si aktivne oblike in metode dela z učitelji. Prevladujoča oblika je bilo delo v delavnicah s sodobno informacijsko-telekomunikacijsko tehnologijo in njihove predstavitve seminarskih nalog in gradiv, ki so nastala v procesu učenja in poučevanja.

Vsebine smo razdelili na več področij. To razdelitev prikazuje tabela.

PODROČJE	VSEBINA
OSNOVNO ZNANJE UPORABE RAČUNALNIKA	<ul style="list-style-type: none"> • poznavanje in uporaba Word-a, Excel-a, Power point-a, Slikarja, uporaba digitalnega fotoaparata
UČENJE IN POUČEVANJE OB RAČUNALNIKU	<ul style="list-style-type: none"> • poznavanje didaktične programske opreme kot npr.: Miškin potep, Igrive številke, Stavnica... • didaktika uporabe računalnika pri predmetih • poznavanje interneta in spletnih strani za učitelje in učence • delo v sodelovalnih projektih na internetu • izdelava gradiv • evalvacija izobraževalnih gradiv • strategije učenja in poučevanja ob računalniku
RAZVIJANJE LASTNE PROFESIONALNOSTI	<ul style="list-style-type: none"> • usposabljanje za raziskovanje • usposabljanje za reševanje problemov • lastno vseživljenjsko učenje
POUČEVANJE ODRASLIH	<ul style="list-style-type: none"> • razlike in podobnosti v izobraževanju otrok in odraslih • načela uspešnega poučevanja odraslih

Tabela 1: Vsebine za izobraževanje multiplikatorjev

ZAKLJUČEK

Učitelji multiplikatorji so vse teme postopoma usvojili in modele učenja in poučevanja preizkusili v razredu s svojimi učenci. Rezultate svojega dela so napisali v seminarskih nalogah in jih predstavili na naših srečanjih. Na ta način smo skupaj razvijali in preizkušali novosti. Dobre in uspešne načine učenja in poučevanja z računalnikom smo vključili v vsebine seminarja, ki smo ga na ta način timsko oblikovali.

Ugotovili smo, da sta pogoja za uspešno delo multiplikatorjev njihovo razvojno timsko delo in stalno dodatno izobraževanje. Torej jih po enkratnem usposabljanju ne moremo prepustiti njihovi lastni iniciativi, ampak moramo še naprej ustvarjalno sodelovati v razvojni skupini.

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Srečka Božič

IZOBRAŽEVANJE UČITELJEV, VZGOJITELJEV IN STARŠEV INTEGRIRANIH OTROK IN MLADOSTNIKOV, KI GA IZVAJA CENTER ZA KOREKCIJO SLUHA IN GOVORA PORTOROŽ

THE EDUCATION OF TEACHERS, PEDAGOGUES AND PARENTS OF INTEGRATED CHILDREN AND YOUTH AT CKSG PORTOROŽ

POVZETEK

Družbeno skrb za primorske gluhe, naglušne in otroke z govorno-jezikovno motnjo izvaja CKSG od svoje ustanovitve novembra 1945. V zadnjih desetletjih je v svetu in pri nas prišlo do silovitih družbenih sprememb. Problemi otrok in mladostnikov s posebnimi potrebami (v nadalje: OPP) so postajali vse bolj predmet obravnave in skrbi družbe kot celote. Spreminja se vključevanje teh oseb v socialno okolje, življenje in delo. Razvijajo se številne nove oblike dela, predvsem v smeri integracije v domače okolje. Vse bolj se poudarja pomen in odgovornost staršev ter aktivno vključevanje družine v sistem zgodnjega in nadaljnega usposabljanja. Nič manj pa ni pomembna vloga pedagoškega kadra v vrtcu, osnovni in srednji šoli, kamor so OPP vključeni. Tu se je marsikateri učitelj znašel pred veliko neznanko in v stiski. Naš Center se je pred dobrimi 15 leti zavestno odločil za celovit pristop k integraciji OPP. Razvil se je svojstven koncept dela z integriranimi. Postopoma se je razvila mreža sodelovanja med vsami, ki so potrebni za uspešno vključevanje OPP v polnočutno okolje. Pokazala se je nujnost uvedbe neke oblike izobraževanja vzgojiteljev in učiteljev kot tudi delo s starši. S ciljem uspešnega usposabljanja OPP v polnočutnem okolju je bilo in je nujno, da se načrtno in odgovorno izvajajo vse oblike dela, ki jih zajema model integracije CKSG Portorož. To so: (1) mobilna služba, (2) ambulantna avdiologopedska obravnava, (3) skupinsko delo z otroki, (4) delo s starši – individualno in skupinsko, (5) delo z okoljem, usposabljanje vzgojiteljev in učiteljev za delo z OPP, (6) program poletne šole, (7) supervizija. Namen mojega prispevka je prikazati oblike usposabljanja odraslih za sprejemanje drugačnosti in za uspešno delo z otroki in mladostniki, ki so gluhi, naglušni, z govorno-jezikovnimi težavami in s povžkovim vsadkom.

ABSTRACT

The Portorož Centre for Speech and Hearing Correction (CKSG) has been providing social care for deaf and partially deaf children, and for children with speech and language disorders since its set-up in November 1945. Over the past decades, abrupt social changes have taken place all over the world, including Slovenia. The problems encountered by children and adolescents with special needs (hereinafter CSN) have become an issue that directly concerns society as a whole. The integration of these persons into their social environment, life and work is changing. Numerous new forms of work, especially focusing on integration in a domestic environment, are developing. The role and the responsibility of parents are ever more highlighted, and so is the integration of family in the system of early and advanced training processes. Just as important is the role of the pedagogic staff in the kindergartens, the primary and the secondary schools that these children attend. Many teachers have had to face new circumstances and problems in this respect. Fifteen years ago, our centre made the conscious decision to adopt a more complete approach to the integration of CSN. A special concept of work with integrated children evolved, leading to the gradual development of a cooperation network of people involved in the successful integration of CSN into a sympathetic environment. What became evident was the need for a new form of training for teachers, alongside thorough cooperation with the parents. With the aim to successfully educate CSN in a sympathetic environment, it was and it still is essential that all forms of work comprised in the integration model of the CKSG Portorož are conducted systemically and responsibly. These forms of work include: (1) mobile teachers, (2) ambulatory treatment for hearing and speech therapy, (3) group work with children, (4) **individual and group work with parents**, (5) **work with the environment, training of teachers for work with CSN**, (6) summer school programmes, (7) supervision. **The purpose** of my paper is to present specific forms of adult education which can train teachers, pedagogues and parents to accept diversity and to work, to teach and to educate successfully the children and adolescents who are deaf, hard of hearing, who have speech and language disorders or problems and deaf children with the Cochlear Implant.

Uvod

Razmišljanja strokovnih delavcev CKSG Portorož o vključevanju ali integraciji gluhih in naglušnih otrok v redne vrtce in osnovne šole v domačem okolju so bila že pred 30 leti usmerjena v prizadevanja, da bi otroci ostali pri svojih starših, da ne bi že rano odhajali v rejniške družine zaradi potrebe oziroma nujnosti zgodnjega usposabljanja. Pomembno se nam je zdelo in se nam še zdi:

- Podpirati družino pri realizaciji odgovornega starševstva, kar je predpogoj, da se otroci čutijo sprejete, varne, se celostno osebnostno razvijajo, postanejo delavno samostojni in se odgovorni zase vključujejo v svoje okolje.
- Poiskati in podpreti, kar je v nekem socialnem okolju na razpolago in sodelovati z vsemi, ki so pomembni za reševanje težav integriranega OPP.
- Sprejemati spremenjeno vlogo lastne ustanove, ki je le delček v celotnem mozaiku skrbi za integriranega otroka.
- Biti nosilci strokovnega znanja, organizatorji in koordinatorji dela in izvajalci potrebnih strokovnih storitev.
- Poiskati uspešen način in pristop za vsak primer posebej.
- Nuditi specifične vsebine in omogočiti vsem, ki se z integriranim otrokom ukvarjajo, da se seznanijo s specifikami gluhot, posledicami in nujnimi podatki, katere je potrebno upoštevati pri oblikah dela in pristopih, ki omogočijo učenje in čim bolj naraven razvoj otroka.

OSNOVE RAZVOJA CENTRALNO ORGANIZIRANE PODPORE

- | | |
|-----------|--|
| 1972/73 | Prvi učenci so integrirani v redno osnovno šolo. |
| 1984/85 | Začne se redno izvajanje mobilne surdopedagoške službe. |
| 1988/89 | Je prva Poletna šola za gluhe in naglušne in njihove družine ter začetek organiziranega izvajanja oblik dela za otroke, staršer, vzgojiteljce in učitelje. |
| 1993/94 | je v Centru organiziran prvi seminar o gluhoti, načinih dela in pristopih h gluhemu ali naglušnemu otroku za vzgojiteljce, ki so v vrtcih imele vključene "naše" malčke. |
| 1994/95 | Interni projekt Portoroški model integracije - opredeli se posamezne oblike dela, oblikuje cilje in globalne usmeritve za programe. |
| 1994-2000 | Potekajo inovacijski in razvojni projekti za posamezna področja: tri faze (stopnje) programa za usposabljanje predšolskih otrok; smiselno nadaljevanje in nadgradnja programa za nižjo razredno in nadaljnje stopnje osnovne šole; področje podpore in dela z družino-starši ter področje dela z okoljem in izobraževanja vzgojiteljev in učiteljev, ki neposredno delajo z otrokom. |
| 1997-1999 | Poteka raziskava: Ocena otrokovega razvoja v pogojih prilagojenega izvaja- nja programa vrtca in OŠ za gluhe in naglušne otroke (empirično ovrednotenje ustreznosti centralno organizirane podpore). |
| 1999-2003 | Intenzivno delo na urejanju zakonskih in normativnih podlag za integrirane. |

ZNAČILNOSTI CENTRALNO ORGANIZIRANE PODPORE

- Upošteva potrebe gluhih, naglušnih, njihovih staršev in okolja, v katerem družina živi.
- Oblike dela so v skladu z deklaracijami in konvencijami o pravicah otrok in staršev.
- Skladen je s sodobnimi načeli in cilji vzgoje in izobraževanja otrok s PP.

- Omogoča aktivno in odgovorno sodelovanje vseh zainteresiranih.
- Oblike dela izvajamo v otrokovem okolju in Centru v različnih intervalih preko celega šolskega leta.
- Izvajalci programov so strokovni delavci Centra z različnimi dopolnilnimi znanji in zunanji sodelavci.
- Zajema oblike dela:
 - z otroki s posebnimi potrebami,
 - z družinami (starši, sorojenci),
 - z okoljem (vzgojitelji in učitelji).

DRUŽINA

Družina je skupnost, ki je vse do danes ostala nenadomestljiva. V njej ima vsak družinski član smiselno funkcijo. Učinkovito zorenje vseh družinskih članov znotraj družinske skupnosti je vir učenja za poznejše obvladovanje sožitja v družbi. Družinska šola in socializacija potekata samodejno in učinkovito.

Vsaka družina doživi ob spoznanju, da ima drugačnega otroka hud stres. Rojstvo drugačnega otroka pomeni spremembo v odnosih med družinskimi člani in v ustaljenem družinskem življenju. Starši se soočajo z vrsto novih obveznosti, nalog in odvisnostjo od različnih institucij. Vse to pomeni večje fizične obremenitve, materialne obveznosti in novo organizacijo družinskega življenja. Ob vsem tem pa ne bi smele biti zanemarjene osnovne otrokove potrebe, ki so pogoj za zdrav celosten razvoj otroka. Starši so v svoji nesebični želji motivirani za uspeh in zadovoljstvo svojega otroka. Nedvomno bodo izpolnili številne zahteve, vendar potrebujejo pomoč, da bodo pri tem res uspešni in zadoščeni.

V Centru smo uspeli organizirati različne aktivnosti, s katerimi pomagamo staršem in celotni družini otroka s PP. Pri tem uporabljamo različne oblike individualnega in skupinskega dela. Cilji našega dela z družino so:

- pomagati posamezniku pri soočenju z resnico,
- razvijati sposobnosti staršev pri soočenju s problemom in iskanju ustreznih rešitev,
- razvijati sposobnosti staršev, da znajo oceniti otrokove realne sposobnosti in mu nudijo ustrezno pomoč,
- ohraniti kvaliteto družinskega življenja,
- pridobivanje življenskih, socialnih in komunikacijskih spretnosti,
- vzpostavljanje vezi s sorodnimi družinami in razvijanje občutka pripadnosti, sprejetosti,
- razvijanje občutka odgovornosti in zaupanja v lastne aktivnosti.

OBLIKE DELA ZA REALIZACIJO TEH CILJEV

Pri rednem, skrbno načrtovanem in ustrezno vodenem skupinskem delu uporabljamo metode, ki so se pokazale kot učinkovite. Te so: Kemplerjeva izkustvena družinska terapija, Realitetna terapija ter Kontrolna teorija in integralna metoda. Staršem skušamo pomagati že na samem začetku pri predelovanju občutkov, ki se pojavijo ob spoznanju, da je njihov otrok drugačen. Pogovori so lahko individualni ali v skupini staršev, ki so že doživeli to izkušnjo.

Da bi svojemu otroku uspešno pomagali pri usposabljanju, se morajo nekaj tega naučiti tudi sami. Tako so na začetni stopnji rehabilitacije prisotni pri individualni obravnavi otroka kot tudi pri skupinskem delu, kjer skupno z otrokom sodelujejo pri realizaciji programa.

S posebej organiziranimi tematskimi pogovori in izkustvenimi delavnicami postopno širimo njihovo vedenje o gluhoti, o načinih dela in pomoči otroku. Pri tem jim nudimo naša znanja in izkušnje; vsekakor pa so najdragocenejše izkušnje staršev, ki so s svojim otrokom že dalj časa v procesu usposabljanja. Center je tudi prostor, kjer se družine s podobnimi težavami srečujejo, med seboj spoznavajo in povezujejo.

Posebnost našega dela je tudi "Poletna šola" za družine OPP. To je enotedenska intenzivna obravnava in druženje OPP in njihovih družin. V tem času potekajo različne aktivnosti za vse družinske člane: starše, polnočutne brate in sestre ter otroke s PP. Na predvečer zaključnega dne je prirejen piknik z družabnim srečanjem vseh udeležencev in strokovnih delavcev. Zadnje dopoldne pa je zaključna prireditev, kjer s svojimi točkami nastopa vsaka skupina udeležencev "Poletne šole". Podeljene so tudi nagrade, priznanja ali diplome, odvisno od organiziranosti dejavnosti in izbir.

OKOLJE

V zadnjih letih, odkar se otroci s PP usmerjajo z odločbo, se je vloga našega Centra delno spremenila. Vendar so oblike dela in sodelovanja z okoljem, ki smo jih gojili vrsto let, še vedno prisotne. Te dejavnosti zajemajo vzpostavljanje stikov, informiranje, povezovanje in sodelovanje z vsemi tistimi službami, ki so na terenu zadolžene za "naše" otroke. Že od vsega začetka namenjamo posebno pozornost sodelovanju z vrtci in osnovnimi šolami, ki vključujejo v svoje oddelke gluhega, naglušnega ali otroka z govorno jezikovnimi težavami in so bili pripravljene sprejeti tak izziv takrat, ko to še ni bilo zakonsko določeno.

Vzgojiteljeva oziroma učiteljeva vloga je pri vključevanju drugačnega otroka v polnočutni oddelek in njegovem usposabljanju izjemno pomembna in seveda odgovorna. Ne gre le za posredovanje znanja, ampak tudi za to, da bo otrok v življenju znal znanje uporabiti.

Vzgojitelj/učitelj mora poleg naklonjenosti do otroka imeti tudi dovolj volje, energije in poguma, da sprejme otroka in delo z njim kot izziv – tudi za lastno rast.

Polnočutna populacija pogosto gleda na drugačnost z odporom, strahom ali usmiljenjem.

Prva reakcija vzgojiteljev ali učiteljev pri srečanju z gluhoto je stiska, negotovost ali strah pred neznanim, novim. Zavedajoč se občutij, ki jih lahko doživljajo vzgojitelji in učitelji v rednih vrtcih in osnovnih šolah, smo začeli z usposabljanjem le-teh za delo z gluhim in naglušnim otrokom postopno kot so rastle otroci. Tako smo že v šolskem letu:

- 1990/91 organizirali prvo srečanje vzgojiteljev in učiteljev,
- 1993/94 prvi seminar izobraževanja za spoznavanje specifične gluhotne in specialnih pristopov za delo z otrokom,
- 1995/96 dalje smo strokovni delavci Centra z nekaterimi zunanjimi sodelavci organizirali in izvajali seminarje za sistematično izobraževanje vzgojiteljev in učiteljev preko kataloga Stalnega strokovnega spopolnjevanja strokovnih delavcev v vzgoji in izobraževanju MZŠŠ.

Cilji našega dela z okoljem so:

- seznaniti vzgojitelje in učitelje s problemi in značilnostmi slušnega primanjuljaja,
- predstaviti realne zmožnosti gluhega in naglušnega ter specifičnosti v razvoju,
- iskanje načinov in poti sodelovanja, obveščanja, izdelave prilagojenih-individualnih programov ter skupno načrtovanje in evalviranje dela,

- posredovanje in izmenjava izkušenj, ki so se v praksi pokazale kot ustrezne pri posredovanju znanj in komunikaciji z otrokom,
- razvijanje občutka pripadnosti in soodgovornosti vseh sodelujočih v tem procesu,
- spoznati program in oblik usposabljanja teh otrok v Centru in na terenu.

Oblike dela za realizacijo ciljev:

1. Individualna srečanja in razgovori
 - mobilni surdopedagog v vrtcu in OŠ
 - občasni stiki individualnih terapevtov v vrtcu in OŠ
 - obiski vzgojiteljev in učiteljev v CKSG
2. Skupna letna srečanja
 - vzgojiteljev in učiteljev v CKSG
 - timski sestanki v posamezni VVO ali OŠ
3. Usposabljanje vzgojiteljev in učiteljev kot sestavni del permanentnega izobraževanja strokovnih delavcev.

Program izobraževanja je nastal na pobudo pedagoških delavcev iz vrtcev in osnovnih šol. Na rednih letnih srečanjih smo v razgovorih oblikovali dogovora za izbor vsebin.

Tako je bil prvi seminar **"Usposabljanje vzgojiteljev in učiteljev za delo z gluhih in naglušnim otrokom v vrtcu in OŠ"** organiziran v treh delih:

I. del: zajema osnove teoretičnih znanj s področja gluhot;

predstavitev oblik, metod in načinov dela z gluhih otrokom v vrtcu in OŠ; hospitacije, ogled video posnetkov, kar omogoča spoznavanje sposobnosti gluhega otroka in problematiko, ki jo ta drugačnost prinaša.

Pomemben cilj je, da se udeleženci znebijo strahu, predsodkov pred drugačnostjo in začno kreativno razmišljati o osvojem delu.

II. del: je nadaljevanje prvega. Zajema poglobljanje teoretičnih znanj s področja prepoznavanja problematike ter razvijanja poslušanja in govora, kot tudi spoznavanje različnih metod in načinov dela z otrokom, kar nudimo preko predavanj, hospitacij in delavnic.

III. del: zajema učenje uporabnih in učinkovitih tehnik vodenja skupin.

V skupinski dinamiki začitijo svojo vlogo pri delu z otroki s PP in njihovimi starši.

Spoznajo različne vrste komunikacij. Poskušajo presojeti svoja ravnanja in iskanje načinov za učinkovito in uspešno delo.

Teokom nekaj let so se pokazale nove potrebe, seminar smo obogatili z dopolninimi vsebinami in ga preimenovali: **"Delo z gluhih in naglušnim otrokom in učencem z govorno-jezikovno motnjo v vrtcu in osnovni šoli"**. Tem so se pridružili še drugi: **"Na poti do govora in jezika"**, ki zajema vsebine o razvoju govora in odstopanjih, o motnjah glasu in izreke, o spaciocepciji in razvoju poslušanja, o pomenu branja za razvoj komunikacije; o vidnem, slušnem zaznavanju in spoznavnem razvoju; o težavah in motnjah pri branju in pisanju; o govorni in glasbeni ritmiki; o govornih igrah in jezikovni ustvarjalnosti ipd. **"Piktografska ritmika"** zajema: gibanje in govorne vrednote; fonetični grafizmi v usposabljanju; metoda dela s piktografi; gibanje in prostor v komunikaciji,...

"Usposabljanje za začetno opismenjevanje prvi triadi",

**"Zgodnja obravnava otrok z Downovim sindromom",
"Dežela črtarija in žarek v besedi" – igriv način opismenjevanje,
"Kako pomagamo otrokom z govorno jezikovno motnjo v devetletni OŠ,"
"Podporni programi za delo z otroki s posebnimi potrebami".**

Posamezni vzgojitelji in učitelji se tudi aktivno vključujejo v program izobraževanja s svojimi prispevki iz prakse. Vsekakor se vsi odzivajo z zanimivimi seminarскими nalogami.

Vsebine seminarjev so se vsako leto prilagajale potrebam pedagoških delavcev v vrtcih in šolah, zavodih, zadnja leta tudi v srednjih šolah.

4. Aktivno sodelovanje v Poletni šoli

Vzgojitelji in učitelji se lahko prostovoljno vključijo v realizacijo programa "Poletne šole". Sodelujejo lahko kot izvajalci ali kot obiskovalci.

ZAKLJUČEK

Sistem usposabljanja, povezovanja in sodelovanja gradimo že drugo desetletje. Strokovnih srečanj in izobraževanja v treh delih se je udeležilo letno okrog 30 vzgojiteljev, učiteljev, svetovalnih delavcev in celo ravnateljev. Zadnja leta je šlo skozi seminarje do 120 udeležencev.

V program "Poletne šole" pa se letno vključi po dva do štiri vzgojitelji oz. učitelji.

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Alenka Hebar

VZGOJNO-IZOBRAŽEVALNA VLOGA DRUŽINSKEGA TERAPEVTA

EDUCATIONAL ROLE OF FAMILY THERAPISTS

POVZETEK

Družinski terapevt pri svojem delu uporablja tako psihološke kot andragoške metode za doseganje čustvene pismenosti pri klientih. Zametki čustvene pismenosti so v otroštvu, ko se čustev učimo z opazovanjem staršev, ko nastanejo prvi čustveni zarisi v naši duši, ki nas spremljajo skozi vse življenje. Četudi se zdi, da so ti zarisi neizbrisljivi, pa se čustev in o čustvih učimo vse življenje. Lahko bi dejali, da procesi čustvenega opismenjevanja potekajo vse življenje. Družinski terapevt pri tem lahko odigra pomembno vlogo. Čustveno pismenost lahko morda opredelimo po analogiji s funkcionalno pismenostjo kot temeljno mrežo mentalnih vzorcev, znanja, spretnosti in stališč, pa tudi obnašanja, ki omogoča, da človek vstopa v odnose, jih razume, vzdržuje in rešuje. V formalnem izobraževanju je malo prostora za čustveno opismenjevanje, tako ni nenavadno, da je večina izobraževanja s njo v zvezi neformalne narave.

ABSTRACT

Approaching their clients, family therapists apply andragogic and psychological methods as to enable them to enhance their emotional literacy. It is in childhood that emotional literacy starts developing through children's observing and imitating their parents, together with first emotional engravings in their soul: engravings that will be there for their life time. Though it seems that these engravings are indelible, emotional literacy can be improved and developed lifelong. Family therapists can be of great assistance in this respect. Drawing an analogy with functional literacy, emotional literacy could be defined as a network of mental patterns, knowledge, skills, attitudes and ways of behaviour enabling us to start, comprehend, maintain and resolve relationships. Formal education does not allow a lot of room for emotional literacy development; therefore non-formal adult education seems to be education of choice in this field.

Uvod

Temeljno znanje, spretnosti, stališča in obnašanje v medsebojnih odnosih tj, čustveno pismenost pridobivamo predvsem v družini, kot temeljni skupnosti, pa tudi v vrstniških skupinah, v šoli, na delovnem mestu, v lokalni skupnosti in nenazadnje v vseh drugih skupnostih v katere vstopamo skozi življenje. (Edwards, 2004)

Čeravno od daleč spremljamo najrazličnejše *motnje in čustvena stanja* -npr. anksioznost, depresijo, učne težave, prestopništvo, agresivnost, motnje hranjenja, osamljenost, zatekanje k mamilom, izogibanje konfliktov, žrtvovanje za druge, ipd., ki so pogostna v družinah, ugotovimo, da so te motnje in ta stanja lahko *posledica čustvene nepismenosti*. Kadar so navzoča, otežujejo življenje posameznemu članu in hkrati vsej družini. Sprašujemo se, *kakšno znanje potrebujemo danes v družini, da bi dosegli zadovoljive medosebne odnose?* Ali lahko govorimo o nekakšni mreži, mentalnih vzorcih, oziroma *temeljnih spretnostih*, ki jih potrebujemo, da bi lahko pridobili bolj kompleksno znanje in spretnosti za življenje v družini? Da bi postali pismeni. Nemalo ljudi, ki so se z izobraževanjem čustveno opismenili, je dejalo: »Ko bi takrat to vedeli, bi ravnali čisto drugače!«

Dejstvo je, da prav vsa čutenja, četudi so še tako destruktivna, ki so se ob postopanjih staršev zarisala v nas v obdobju otroštva, zmeraj znova izzovemo in ponavljamo v odnosih z bližnjimi. Da pa bi s takšnimi vzorci lahko prekinili, se moramo teh prvotnih vplivov čustvenih zapovedi, prepovedi ter dopustitev ovesti. Še več, potrebujemo vsaj temeljno znanje o odnosih. Lahko bi dejali da moramo biti čustveno pismeni.

Današnja družina za funkcionalno življenje, mnogo bolj kot v preteklosti, potrebuje odzivne, spreminjajoče se in v najrazličnejših situacijah iznajdljive, tj, »prožne« ljudi. Biti prožen, iznajdljiv odporen za bremena pa pomeni biti tudi usposobljen za prenašanje čustev, ki vzvalovijo v nas pod različnimi bremenami, biti trden in prepoznati ter upoštevati čustva drugega. K čustveni trdnosti pripomore tudi znanje, ki ga imamo o tem, kako čutimo, in zakaj tako čutimo ali kako čuti in zakaj tako čuti drugi. Naša občutenja so pogosto posledica tega, kar smo doživljali v otroštvu v družini pa tudi tega kar doživljamo v družini kot odrasli ljudje. Zrcalijo se tudi v drugih odnosih, ki jih navezujemo z ljudmi bodisi s sodelavci, bodisi s prijatelji in naključnimi znanci.

Spraševali se bomo o *čustveni pismenosti in o tem, kaj pomeni čustvena pismenost*, predvsem za vzpostavljanje in doseganje *funkcionalnih čustvenih vezi v družini in o vzgojno – izobraževalni vlogi družinskega terapevta pri tem*.

Zdi se, da je funkcionalna pismenost podlaga tudi za čustveno pismenost. Težko si je namreč predstavljati, da bo človek razvijal čustveno pismenost in bo postal čustveno pismen, če ne obvlada vsaj jezikovnih spretnosti. Branje, pisanje in razumevanje besedil. Pa tudi ustno izražanje in obvladovanje razmerij prispevajo k čustveni pismenosti.

POSKUS OPREDELITVE ČUSTVENE PISMENOSTI

V literaturi srečujemo izraz čustvena pismenost razmeroma redko in še takrat je blizu pomenu, ki ga ima v nestrokovni javnosti izraz čustvena inteligentnost. *Izhajajoč iz analogije s funkcionalno pismenostjo, jo lahko pojmuje tudi kot temeljno zmožnost oziroma usposobljenost, ki omogoči, da nekdo zadovoljivo vodi odnose v družini.*

Za malo čustveno pismene osebe je značilno, da jih čustva pogosto in nenadzorovano zmedejo in jim preprečijo, da bi trezno razmišljali. Pomembno pa je, da dovolimo, da se čustva izrazijo, tako v zasebnem kot v javnem življenju.

Ko zavestno dojamemo naravo čustev in korenine čustvenih vzgibov - ti vodijo naša dejanja in odzivanje nanja - to pomeni, da postajamo čustveno pismeni. Tedaj bolje razumemo sebe in druge. Čustvena pismenost nam tako omogoči prepoznavanje čustev, vpogled v naša in tuja čustvena stanja in njihove korenine. Lahko nam tudi omogoči, da jih obvladamo in znamo z njimi ravnati.

Ta spoznanja nas navajajo na naslednji poskusni opredelitvi čustvene pismenosti.

»Čustvena pismenost je sistem temeljnega znanja, spretnosti, stališč in obnašanja, s katerim je moč opazovati, navezovati, razumevati in vzdrževati odnose pri čemer človek dojema samega sebe in druge tako, da dojame svoja lastna in tuja čustva in njihove vseživljenjske korenine«.

»Čustvena pismenost je skupek kompetenc, ki omogočajo, da se človek boljše odziva v medsebojnih odnosih tako v družini kot zunaj nje. Z njeno pomočjo se lažje sooča z najrazličnejšimi čustvenimi stanji in se odziva nanje, pri čemer je zmožen izhajati iz sebe ter drugih in upoštevati različne, tudi pretekle okoliščine«

Čustvena pismenost omogoča, da bolje funkcioniramo v medsebojnih odnosih. *Ena temeljnih prednosti čustvene pismenosti je, da zmoremo prepoznati tudi disfunkcionalne čustvene vezi in z njimi povezane težave v družini.* Tako lahko znotraj družinskega sistema izboljšamo odnose, ki omogočajo vzpostavljanje funkcionalnih čustvenih vezi ter *funkcionalnost družinskega sistema.* Naša trditev v zvezi s tem je, da *bolj ko je družina pismena bolj funkcionalne so lahko njene čustvene vezi.*

Da bi lahko dosegli višjo raven čustvene pismenosti v družini in s tem tudi večjo funkcionalnost družinskega sistema, se zdi potrebno poznati izvor in naravo medsebojnih odnosov ter zakonitosti družinskega sistema, pa tudi vloge posameznih družinskih članov v tem sistemu. In kako lahko to dosežemo? Z izobraževanjem in vzgojo lahko izboljšamo čustveno pismenost v družini. Izobraževali in vzgajali za čustveno pismenost naj bi se predvsem odrasli. Naša teza namreč je, da *so odrasli tisti, ki morajo skrbeti za funkcionalne čustvene vezi v družini. Če temu ni tako, se vloge zamenjajo in otroci postanejo nosilci odgovornosti za funkcioniranje družinskega sistema.*

Ves družinski sistem je podvržen učenju. Naša teza je, *da otroci od svojih staršev preprosto prevzamejo družinske vzorce, ki jih kasneje spremljajo v življenju in jih v svojih novih družinah ponovijo in ponavljajo toliko časa, dokler z njimi zaradi vrste vzrokov ne prekinejo.* Za to, da lahko z njimi prekinejo pa je visoka raven čustvene pismenosti odločilnega pomena.

Ljudje iščemo rešitve tako znotraj kot zunaj družine, vendar vseh rešitev ne moremo vedno najti v družini. Tako se zdi, da *tudi čustveno pismenost dosežemo tako znotraj kot zunaj družine.*

Priprava na partnerstvo in starševstvo je tudi oblika vzgoje in izobraževanja za večjo čustveno pismenost. Njen namen jeboljšati čustvene vezi med partnerjema in/ali družinskimi člani in omogočati osebno rast. Pomanjkanje čustvene pismenosti se namreč še drugače izkaže takrat, ko se odrasli srečajo s težavami v partnerskih odnosih, pri vzgoji otrok, o katerih nimajo izkustvenega znanja. Največja težava pa se pojavi, ko se družinski člani- predvsem to velja za partnerja, in starša- niso pripravljeni učiti in spreminjati. Ko ne zmorejo povečati čustvene pismenosti.

Nekatere temeljne kompetence, ki tvorijo čustveno pismenost so:

- usposobljenost za prepoznavanje in razumevanje svojih in tujih čustev,
- uživanje v čustva drugih,
- razmejitve med lastnimi čutenji in čutenji drugih,

- obvladovanje čustev in ravnanje z njimi,
- prepoznavanje disfunkcionalnih čustvenih vezi,
- prepoznavanje in zadovoljevanje lastnih potreb in potreb drugih
- izvor in poznavanje narave medsebojnih odnosov,
- odprtost komunikacije,
- reševanje konfliktov,
- zmožnost navezovanja zdravih, konstruktivnih medsebojnih odnosov,
- poznavanje zakonitosti delovanja družinskega sistema in vlog posameznih družinskih članov,
- poznavanje in uporaba literature o čustvih.

Ob teh temeljnih kompetencah so potrebne tudi jezikovne spretnosti in poznavanje jezika, ki omogoča čustva imenovati in o njih pripovedovati.

METODE ZA RAZVIJANJE ČUSTVENE PISMENOSTI PRI ODRASLIH IN VZGOJNO-IZOBRAŽEVALNA VLOGA DRUŽINSKEGA TERAPEVTA

Splošno veljavna resnica je, da moramo vsi skozi dolgotrajno šolanje za pridobitev formalne izobrazbe. Le redko pa razmišljamo, da takšno izobraževanje potrebujemo tudi na področju čustev in družine, čeprav čutimo potrebo po pridobivanju znanja in spretnosti s tega področja. In kako jih lahko pridobimo? Čustveno se lahko opismenimo npr. s pomočjo pisnih virov (literature, različnih medijev, tudi elektronskih), radijskih, in televizijskih oddaj, izkustvenega učenja, krajših, daljših izobraževanj, s pomočjo izobraževalcev, svetovalcev in družinskih terapevtov.

Človeka navadno najbolj zaznamuje učenje čustvene pismenosti, ki poteka v družini ali v drugih bližnjih odnosih. Člani družine vplivajo drug na drugega. Tako kot starejši učijo ali prenašajo čustveno (ne)pismenost na mlajše, tudi mlajši vplivajo na ta proces pri starejših. Eni in drugi so si socialno okolje v katerem poteka socializacija enih in drugih in se oblikuje čustvena pismenost, v katero vodijo tako čustveni kot kognitivni procesi. Lahko rečemo, da učenje čustvene pismenosti v družini poteka iz generacije v generacijo in to v vseh smereh, bodisi zavedno, bodisi nezavedno. Vsi se učijo od vseh. Družina ima tako ne samo pomemben temveč celo odločilen vpliv na razvoj čustvene (ne)pismenosti vseh njenih članov. *Od znanja in razvijanja čustvene pismenosti, predvsem odraslih nosilcev družinskega sistema, je odvisno ali se bo v družini razvijala čustvena pismenost oziroma nepismenost.* Smiselno se nam zdi, da odrasli, poleg že prejetih družinskih vzorcev čustvene pismenosti, odkrivajo in uporabljajo predvsem druge poti za odpravljanje čustvene nepismenosti oziroma za povečevanje svoje čustvene pismenosti. Prav tako se nam zdi pomembno, da se istočasno poslužujejo različnih metod razvijanja čustvene pismenosti.

Za razvoj čustvene pismenosti potrebujemo več različnih metod. V kolikor te potekajo vzporedno, je bolj verjetno, da se čustveno opismenimo. *Metode čustvenega opismenjevanja, ki jih zvečine srečujemo v neformalnem izobraževanju, so tako preventivne kot kurativne narave, vsem pa je skupno, da nam pomagajo pridobiti uvid in razumevanje čustev ter posledično spreminjanje.* Delimo jih lahko na tiste s pomočjo katerih se sami opismenjujemo in na tiste, kjer za čustveno opismenjevanje potrebujemo oporo. Z vidika pridobivanja čustvene pismenosti pa se nam nekatere zdijo podporne, kar pomeni, da jih uporabljamo kot dopolnitev k drugim metodam.

Neformalno izobraževanje se bolj približa potrebam odraslih, zato je najprimernejše za večanje čustvene pismenosti. Sem štejemo predvsem seminarje, tečaje, informativna srečanja, študijske krožke,

predavanja, ki se dotikajo najrazličnejših tem, kot so recimo medosebni odnosi, priprava na skupno življenje, prihod otroka, vzgoja, učne težave, bolezen, starost,... S pomočjo teh oblik in metod izobraževanja se lažje soočimo z življenjskimi situacijami, bolje razumemo situacije v katerih se nahajamo in tako svoja kot tudi čustva drugih, ki so povezani z nami. Predelujemo travme, ugotovimo, da nismo edini, ki imamo težave, se družimo z drugimi, stopamo z njimi v odnose in pridobivamo znanje. To nam omogoča, da spremenimo vedenje in lažje najdemo konstruktivne rešitve za situacije, v katerih se nahajamo.

NEKATERE METODE ZA RAZVIJANJE ČUSTVENE PISMENOSTI ODRASLIH

- *biblioterapija* se zdi na videz najbolj preprosta in dostopna metoda za razvijanje čustvene pismenosti. Seveda moramo imeti razvite jezikovne spretnosti, in miselne procese, da se je lahko poslužujemo, saj pri tem uporabljamo pisne vire.⁴ Od tega je ne samo odvisen izbor pisnih virov, temveč tudi tematika in pot, kako do takšnega vira priti. Poti so lahko naslednje: vpišemo se v knjižnico, gremo v knjigarno, udeležimo se literarnih večerov, brskamo po internetu, sledimo različnim revijam in člankom v njih, poslušamo radio, iščemo informacije, smo deležni spodbud iz okolja (prijatelj, sodelavec, znanec nam priporoči knjigo, delamo v fotokopirnici in stranka prinese kopirat en del knjige, ki nas pritegne in spodbudi, da si jo preberemo,...) ali pa to poteka ob pomoči in pod vodstvom mentorja/terapevta. S pomočjo nekaterih navedenih poti odkrijemo pisne vire na podlagi katerih prihajamo do novih spoznanj, zagledamo razmerja in pojave, ki se nas dotaknejo. Še več, predelujemo svoje stiske, pričnemo razmišljati drugače in na takšen način razvijamo svojo čustveno pismenost. Nema lokrat z navedenimi načini k takšnemu ravnanju motiviramo, morda tudi (ne)zavedno prisilimo svoje bližnje in okolje, ker nam je pomembno, da bi tudi oni razumeli in videli stvari drugače ter se razvijali skupaj z nami. S tem pa dajemo zgled tudi tistim, ki so od nas odvisni. *Biblioterapija se zdi uspešna predvsem takrat, ko imamo v bližnjem ali v okolju zrcalo, kjer dobimo odzive, izmenjamo misli, spoznanja, ovrednotimo svoje mesto.*

Literarna dela, ki povečujejo čustveno pismenost so, denimo: Marguerite Duras: Ljubimec, Lev Nikolajevič Tolstoj: Ana Karenina, Wolfgang von Goethe: Trpljenje mladega Wertherja, Thomas Bernhard: Na kraju, Françoise Sagan: Dober dan žalost, Vladimir Nabokov: Lolita, Charles Perrault: Rdeča kapica, Oscar Wilde: Salome, itd..

Čustveno pismenost povečujejo tudi psihološka dela, denimo dela Viktorja Frankla in drugih psihologov, ki svojo pripoved gradijo na doživetem.

- *elektronski mediji* (sledenje televizijskim, radijskim oddajam, gledanje filmov, uporaba interneta, sodelovanje v forumih, klepetalnicah,) prinaša številne prednosti. Na voljo nam je več tujih in nekaj domačih oddaj, kjer lahko spremljamo življenjske zgodbe ljudi, njihove izkušnje, stiske, preizkušnje, strokovna spoznanja na različnih področjih, ki spodbujajo razvoj čustvene pismenosti. Pri tem imamo včasih možnost postaviti tudi vprašanja in nanje dobiti odzive.

Posebej vplivni se zdijo filmi, televizijski in igrani filmi, ki so posneti po resničnih življenjskih zgodbah in tudi tisti, ki prikazujejo stiske, težave in življenje ljudi. Zaradi vpliva slike in zvoka hkrati filmi močno vplivajo na našo predstavljenost in imajo lahko močan vpliv na nas. Seveda pa je od stopnje naše čustvene pismenosti odvisno, kako močno se nas bo film dotaknil. Pri gledanju filma, ki npr. prikazuje narkomana in njegovo družino ter različne situacije, v katerih se družina nahaja, ni nujno, da bomo na

⁴ Težko si predstavljamo, da se bodo tisti ljudje, ki imajo odpor do branja in nasploh slabe izkušnje z izobraževanjem, posluževali te metode brez spodbude iz okolja.

podlagi prikazane zgodbe prišli do spoznanj, ki vodijo v prekinitev takšnega stanja. Morda ne bomo dojeli enega izmed bistvenih sporočil filma, da je nenehno zadovoljevanje potreb odvisniku (kuhanje, pospravljanje, pranje, omogočanje bivanja, dajanje denarja), čeprav je naš otrok, pot v nadaljevanje zasvojenosti. Po drugi strani pa ne bomo prišli do spoznanja, da je potrebno potegniti ostre meje, kjer ni več prostora za zadovoljevanje teh potreb, da bi zasvojenec dosegel in vzdrževal abstinenco ter na ta način lahko zaživel svoje življenje. Pri tem potrebujemo odzive drugih in okolja. *Odzivi iz okolja so namreč tisti, ki lahko v nas povzročijo pritisk, na podlagi katerega se poveča naša čustvena pismenost, ki nas lahko spodbudi k drugačnemu ravnanju.*

Filmi, ki po našem mnenju spodbujajo razvoj čustvene pismenosti, so naslednji: Billy Wilder: Fedora, Jane Campion: Klavir, Michael Haneke: Učiteljica klavirja, Alfred Hitchcock: Rebecca, Ingmar Bergman: Jesenska sonata, Fritz Lang: Skrivnost za vrati, itd..

Tudi internet postaja vse pomembnejši za razvijanje čustvene pismenosti. Vse več različnih forumov, kjer se tako strokovnjaki kot drugi udeleženci odzivajo na našo problematiko, nam svetujejo ali pa nas usmerijo na neko pot, odraža potrebe ljudi po tovrstnem znanju. Opazili smo, da si ljudje, ki iščejo pomoč ali pa morda zgolj odzive na svoje razmišljanje, pri tem želijo ostati anonimni. To nas vodi v razmišljanje, da se jim tovrstni problemi zdijo še vedno nekaj, kar je potrebno ohraniti zase.

Na internetu je na voljo tudi vse več člankov, prispevkov strokovnjakov, raziskav, informacij o oblikah pomoči, odlomkov knjig, skratka najrazličnejših možnosti za razvijanje čustvene pismenosti. Da pa lahko ta medij uporabljamo, moramo biti računalniško pismeni. Ponovno se potrjuje teza, da je za čustveno pismenost potrebna tudi funkcionalna pismenost.

Podporne metode čustvene pismenosti so:

- *pisanje dnevnika* vrši po našem mnenju predvsem funkcijo razbremenjevanja, saj na papir odlagamo svoja čustva. Na ta način izrazimo svoja občutja, pomisleke, ideje, stališča, pri čemer se sprostimo napetost in razbremenimo »duša«. Pri tem občutimo olajšanje, saj smo se »izpovedali«. Ta metoda je po našem mnenju učinkovita predvsem skupaj z drugimi metodami, kjer lahko stvari tudi analiziramo.

- *skupina za samopomoč* nam daje oporo, da lahko zdržimo v neki situaciji. Dragocena je predvsem zaradi izkustvenega učenja, ki poteka med ljudmi, ki imajo podobne stiske, pa so se že čustveno opismenili.

- *analiza družinskih slik* nam ob pomoči druge osebe odkrije marsikatero spoznanje, tako o nas samih, naši družini, kot o vlogah, ki smo jih v njej imeli. Da nam svež pogled na družinska razmerja in na čustvene zapise v nas.

- *pogovor*, ki lahko poteka bodisi med prijatelji, znanci, na telefonskih linijah za pomoč, ob naključnih srečanjih, kjer izmenjamo mnenja, pridobimo informacije, izvemo kaj novega, odkrijemo za nas pomembne stvari,...

METODE RAZVIJANJA ČUSTVENE PISMENOSTI OB PODPORI DRUŽINSKEGA TERAPEVTA

Med te metode uvrščamo terapijo, analizo življenjske zgodbe, psihodramo, študije različnih terapevtskih šol. S takšnim načrtnim načinom dela se človek lahko dobro čustveno opismeni.

- *terapija in analiza življenjske zgodbe*, za katero se posamezniki največkrat odločijo ali so jo prisiljeni sprejeti, takrat, ko ne vidijo več izhoda iz situacije. Zanje se odločijo, ko občutijo močno stisko, ko se jim zdi, da ne zmorejo več. Ko so postavljeni pred dejstvo, da bodo ostali

brez nečesa ali nekoga, saj jim grozi izguba oseb, ki so jim pomembne, ali tistih, od katerih so odvisni. To je metoda, ki zahteva celostno delo na sebi. Poseže predvsem na področja, ki so nam neznana in se skrivajo globoko v nas. Ob sebi imamo strokovnjaka, ki skupaj z nami odkriva naše življenje, ob vsem tem pa se odvijajo najrazličnejši procesi, ki nam pomagajo, da se predrugačimo. Lahko rečemo, da se na ta način čustveno opismenjemo.

- *psihodrama*, ki jo je prvi uvedel Jacob Levy Moreno, je terapevtski postopek s katerim se človek lahko otrese potlačenih čustev, odvede tesnobo, ki je posledica takšnih čustev. V psihodrami gre za zrcaljenje človekovih čustev. Človekova čustvena pismenost se poveča, ko lahko kot opazovalec zagleda svojo situacijo in svoja čustva. Psihodrama pomaga ljudem, da se izvijejo iz svojih potlačenih čustev, da svobodno prevzemajo odločitve in da lahko nadzorujejo svoje vedenje. Pri tem je pomembno, da vstopimo v bližino drugega človeka, da smo spontani in ustvarjalni. Tisti, ki so morali v otroštvu potlačiti nekatera čustva, so težko spontani in ustvarjalni. Učimo se iz odnosov z drugimi. Telesa ne moremo ločiti od duše. Potlačena čustva načenjajo telo. Skupina ima velik pomen za posameznega človeka, ki si pridobiva čustveno pismenost. Dobro je, če imamo na razpolago zdrave modele, vzorce za odnose z drugimi ljudmi. Bolje zdrave modele kot patološke modele. Vsi soustvarjamo ta svet. Smo odgovorni zanj. Zdravimo se lahko le v sebi. V terapevtski skupini so člani drug drugemu terapevti. Psihodrama človeka vodi v odkrivanje osebne resnice s pomočjo spontane dramske improvizacije. V psihodrami je moč doživeti čustveno katarzo z vključenjem v skupino, z delovanjem in interakcijo. Igralčeva katarza poveča katarzo gledalcev. Kadar je stvarnost preveč težka, jo moramo preseči, vstopiti v kraljestvo neke druge stvarnosti, v nekaj kar bi se morda lahko zgodilo ali bi se bilo moralo zgoditi. Naše izkušnje so utemeljene na percepciji dogodkov in oseb in percepcija se lahko spremeni.

Morenovo načelo srečanja s samim seboj je temeljno za sleherno spreminjanje, tudi čustveno. Človek s čustvenimi motnjami živi v ravnovesju, četudi bolečem, sam s seboj. Podoživljanje nekdanjih in potlačenih čustev ga sili v spreminjanje ravnovesja. V opazovanje in razumevanje svojih čustev. Tako se poveča čustvena pismenost.

SKLEP

Čeprav se zdi, da človek lahko da samo tisto, kar je že v njem, učenje čustvene pismenosti poteka vse življenje. Pot vanjo nam utrejo starši in drugi pomembni odrasli. Predvsem od njihove (ne)pismenosti na tem področju je odvisno, v kakšno osebnost se bomo oblikovali. Posledice čustvene (ne)pismenosti so vidne in nevidne – najbolje pa se pokažejo v odnosih.

Lahko rečemo, da je čustvena pismenost pravzaprav skupek zmožnosti za vzpostavljanje in doseganje funkcionalnih čustvenih vezi. Omogoča nam, da lahko v neki situaciji naredimo in ravnamo drugače, kot smo se naučili od staršev in bi sicer ravnali.

Metode za doseganje čustvene pismenosti z implicitnim in eksplicitnim učenjem, izobraževanjem in usposabljanjem so različne in gredo od biblioterapije do psihodrame in drugih terapevtskih tehnik, pri katerih je pomembna tudi vzgojno – izobraževalna vloga družinskega terapevta.

Kognitivni in čustveni procesi skupaj oblikujejo posameznikovo identiteto, od nje pa je odvisno, kako dobro se človek sooča z različnimi življenjskimi situacijami.

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FACULTY READINESS IN HIGHER EDUCATION? THE CHALLENGE OF TECHNOLOGY ENHANCED TEACHING AT UNIVERSITY WORKPLACES

ALI SO FAKULTETE PRIPRAVLJENE NA IZZIVE, KI JIH V PROCES POUČEVANJA VNAŠA NOVA IZOBRAŽEVALNA TEHNOLOGIJA?

ABSTRACT

Educational technologies have the potential to introduce educational innovations in higher education and to support changes in university workplaces in terms of new practices and paradigms like self-regulated and collaborative learning. Meanwhile, universities are in a situation where there is a widespread adoption of educational technology by so called innovators and early adaptors, but limited adoption by mainstream faculty. The paradox of inefficient transfer between the scientific knowledge of both new technological developments and new educational theories in the academic field and their missing implementation is astonishing as one may argue that such changes should quickly take place in the faculty workplace according to the academic origins. In fact, technology enhanced teaching and learning cannot be explained by the degree to which an individual is relatively earlier in adopting new technologies than other members of the system. Faculty readiness for technology enhanced teaching cannot only be explained by the time dimension. Thus, teachers have to change their conceptions about learning and teaching to be able to integrate educational technologies into their teaching expertise. The main obstacle of implementing technology enhanced teaching in university workplaces is its relation to the adoption of good teaching practices, the change of teachers' attitudes towards (educational) technologies and the change of epistemic beliefs on teaching and learning. This paper aims to outline the challenge to prepare and support faculty for technology enhanced teaching in helping developing effective skills and competencies along with obtaining assistance and support according to faculty needs. Especially, informal processes of faculty networking and communities are discussed within concerns of faculty engagement for the profession of teaching.

POVZETEK

Uvajanje izobraževalne tehnologije v izobraževalne procese na fakultetah predstavlja možnost za inoviranje visokošolskega izobraževanja, za uvedbo sprememb ter odpira vrata fakultet novim paradigmam v izobraževanju kot sta samostojno učenje in sodelovalno učenje. V tem trenutku vpeljujejo na fakultetah tehnološke dosežke v izobraževalni proces le tako imenovani inovatorji in tisti, ki se hitro odzivajo na spremembe, večina (mainstream) osebja pa to počne v zelo omejenem obsegu. Prenos, prepletanje in uporaba aktualnih znanstvenih spoznanj na tehnološkem področju in področju teorije izobraževanja v visokošolsko izobraževanje je nezadovoljiv, predvsem pa paradoksalen, saj bi njuno prepletanje in hitro vpeljavo v akademsko izobraževanje pričakovali že zaradi skupnih akademskih korenin. Vendar pa se s tehnologijo podprto poučevanje in učenje ne da pojasniti zgolj s tem, kako hitro se posameznik navadi njene uporabe v primerjavi z drugimi posamezniki v sistemu. Prav tako pripravljenost fakultet na tako poučevanje ne more biti pojasnjeno samo s časovno komponento. Predpogoj je, da visokošolski učitelji najprej spremenijo svoja subjektivna pojmovanja o učenju in poučevanju. Šele tako bodo izobraževalne tehnologije lahko postale sestavni del njihovih strokovnih kompetenc. Poglavitne ovire se skrivajo v odnosu učiteljev do različnih primerov dobre prakse, v stališčih učiteljev do (izobraževalnih) tehnologij ter v subjektivnih prepričanjih o učenju in poučevanju. Namen prispevka je opozoriti na pomen priprav in na zagotavljanje podpore fakultetam, da razvijejo sposobnosti za učinkovito izrabo tehnologij za izobraževalne namene v skladu z njihovimi posebnimi potrebami. Glede na obveznosti (odgovornosti), ki jih imajo fakultete do izobraževanja in poučevanja, želimo v prispevku posebej poudariti pomen neformalnega povezovanja fakultet in skupnosti.

INTRODUCTION

Researchers have detected the innovation theory to explain the factors that may influence a faculty members' likelihood of utilizing a new technology for instructional purposes (Hagner, 2000; 2001). The innovation literature also describes the characteristics of the innovation and its influence on the likelihood of adoption (Rogers 1995).

In general, the term innovation refers to the inventive process by which new things, ideas and practices are created. It can also mean the new thing, ideas, and practice itself as well as it can describe the process whereby an existing innovation becomes a part of an adopter's cognitive state and behavioural repertoire (Goldsmith and Foxall 2003).

In the context of education research, an innovation is described as having two subcomponents (Evans 1967): First, there is the idea or item which is novel to a particular individual or group and, second, there is the change which results from the adoption including recombinations of previously accepted ideas. Meanwhile ways of using new devices in higher education calls for a recombination or even reflection on existing educational efforts.

If we look at individual contributions for the emergence of an innovation, we can summarise it as capabilities, to develop new ideas (creativity), to convince others about it (self efficacy, persuasiveness) and to initiate an innovation, to perform services in an innovation process. Furthermore, educational innovativeness contains a reactive component whereby an individual has to react on alterations and to develop attitudes to the changes concerning the innovation (Rogers 1995; Staudt 2002; Hartmann and Meyer- Wölfing 2003).

Educational innovations refer always to the creation of sustainable learning environments and is about much more than the curriculum materials alone (Fishmann and Krajcik 2002). Thus, technology enhanced learning environments emphasizes the introduction of new teaching and learning methods, ideas and devices initialised through information and communication technologies.

Technological innovations will diffuse faster if it is perceived as having (1) relative advantage over the methods it supersedes in terms of economies, convenience, social prestige, or satisfaction, (2) a high degree of compatibility with existing values, past experiences, and needs of potential adopters, (3) a low degree of complexity, (4) a high degree of "triability" before commitment is required, and (5) a high degree of visibility to other potential adopters (Rogers 1983).

In the case of technology enhanced educational innovations we cannot yet demonstrate and prove any of these characteristics because of the nature of the phenomenon under study. A positive relative advantage is outweighed by many disadvantages like time pressure, difficulty of the implementation, no available support, no accountability and inadequate supervision. Furthermore, meta analysis of studies on new media research demonstrate no significant differences of new media compared to traditional settings (Kulik and Kulik 1991). An effective adoption and use of technology enhanced teaching methods calls for new conceptualisation of teaching and learning (change of epistemic beliefs) and positive attitudes towards ICT in teaching and learning. Technology enhanced teaching in his nature is a very complex phenomenon as it describes an innovation on different stages and levels and evolves different stakeholders. Teaching environments and situations are highly complex professional areas of work that do not readily accept simplistic and generic solutions and therefore complicate the study on teaching expertise. Excellent teaching and learning by educational/ instructional technology has not been diffused to the extent to which all faculty members have adopted this innovation. The triability of the innovation is

reduced because most eLearning initiatives are realised in lonesome projects and tested in the service industry of teaching and learning. As a consequence, the transfer of the experiences and knowledge into the faculty is not ensured. Faculty readiness as self-regulated disposition for educational innovations in the scope of technology enhanced teaching has to be considered.

ADOPTER CATEGORIES AS INDICATOR FOR FACULTY READINESS

One possibility to decrease the complexity and risk of technology enhanced innovation is to offer demand- oriented professional development opportunities for the different faculty target groups. As individuals in a social system do not attempt an innovation at the same time, it is helpful to place individuals into adopter categories which are classifications of members of a system on the basis of their innovativeness. The aim is to analyse and observe the diffusion process by which "an innovation is communicated through certain channels over time among the members of a social system." (Rogers 1983). At the individual level we describe the innovation- decision process "by which an individual (or other decision- making unit) passes from first knowledge of an innovation, to forming an attitude toward the innovation, to a decision to adopt or reject, to implementation of the new idea, and to confirmation of this decision (Rogers, 1983, p. 20). This process consists of a series of actions and choices over time with varying stages and is embedded or influenced by prior conditions, characteristics of the decision- making unit, the perceived characteristics of the innovation, and communication channels (Dooley 1999).

The degree to which an individual is relatively earlier in adopting new ideas than other members of a system constitutes adopter categories which make comparisons possible based on characteristics of the normal distribution and partitioned by the mean and standard deviation (Rogers 2003).

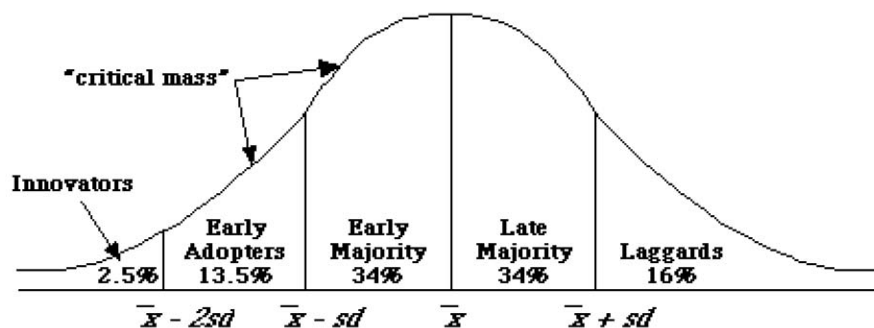


Figure 1 Rogers (2003) Adopter Categorization

These time adoption typologies are sufficient to analyse the resistance status at one institution or organisation but not to implement productive professional development opportunities for technology enhanced educational innovations. Furthermore, there are many flaws concerning the time adoption method like the behavioural phenomenon which is explained and predicted with one of the chief concepts employed to explain and predict it.

(Hagner and Schneebeck 2001) offer a simplified version of the adopter classification categories that they believe can be useful in understanding faculty on the basis of their underlying motivational states with regard to using emerging technologies to change the way they teach. Conducting 240 interviews with faculty at the University of Hartford, the authors found out that faculty demonstrate predominant characteristics of one of the four groups and that these characteristics appear to be related to the

probability that the faculty member will or will not adopt new ways of teaching and learning. The first wave of faculty members are entrepreneurs and represent the vanguard of innovation and risk taking in teaching and learning. They possess a high level of commitment to quality teaching and learning and informed competency with the new teaching and learning technologies. Their work tends to be idiosyncratic and not transferable to other faculty, but they are content to use their expertise to solve their own instructional problems. However, due to lack of expertise most faculty members are risk averse. Even if they are committed to quality teaching and learning and are attracted to educational technology because of the potential of improving teaching, they do not try to integrate educational technology into their teaching experience. Others are award seekers and adopt technology-enhanced teaching techniques as a way to advance their professional careers. Their motivational structure is tied closely to the university's reward structure. The last group of faculty members includes those who are computer illiterate or firmly believe that traditional models of learning are superior.

Hagner (2001) emphasizes the diagnosis of the faculty mix of a university as a prerequisite for the introduction of reforms, but forgets the complexity of influencing individual factors on innovativeness and faculty readiness. Introducing the faculty groups as a precondition for the transformation process of any educational innovation, it remains a secret how somebody can systematically and methodically predict an individual to these categories as they offer really little information and characteristics and certainly one person can possess characteristics of more than one of the four described groups.

Although the research on faculty engagement is accumulating, much of the work on faculty reaction to change in the context of technology enhanced teaching has been relatively limited. By approaching these reactions with a key underlying assumption implicit in most of the prior studies that individuals are part of an adopter category, they pay little attention to the role and nature of beliefs, the role of perceptions, attitudes, social and work group factors that may exert the effects on adoption.

AN INTEGRATIVE MODEL FOR FACULTY READINESS

Despite huge investments in eLearning projects at universities, these innovations are not necessarily widely used. Past studies indicate that several organizational, behavioural and contingent factors inhibit the adoption of such innovations. Above all, empirical research on educational innovations is largely lacking. Practitioners and academics alike still know little about what mechanisms are effective and which factors influence faculty readiness concerning technology enhanced teaching.

In general, research literature about variables related to faculty readiness can be summarized as socioeconomic status, personality values and communication behaviour (Rogers, 2003). This paper concentrates on the faculty member as a person and its qualities and traits emphasizing especially the epistemic beliefs for instructional innovations.

The Concern-Based Adoption Model analysis the change process of educational innovations and focuses on concern as the composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue or task (Hall and Hord 2001). Each person perceives and mentally contends with a given issue differently. According to the personal make-up, knowledge and experience, a person examines the various motivations, perceptions, attitudes, and feelings in relation to changes (Hall et al., 1973). "To be concerned means to be in a mentally aroused state about something, whereby the intensity of the arousal will depend on the person's past experience and associations with the subject of the arousal, as well as on how close to the person and how immediate the issue is perceived as being." In

this context, change entails an unfolding of experience and a gradual development of skill and sophistication in the use of an educational innovation (Dooley 1999).

Hall and Hord (2001) have identified a set of seven specific categories of concerns about the innovation including the four levels of concern unrelated, self, task, and impact. Teachers who have not had any direct contact with technology enhanced teaching or experiences in technology-enhanced environments show unrelated concerns on technology and teaching.

Self concerns tend to be most prevalent when faculty begin with technology enhanced teaching. At the category of informational concern the person knows little, but would like to know more and is therefore interested in substantive aspects of the innovation in a selfless manner, such as general characteristics, effects, and requirements for use. The second level of self concern is called personal concern and indicates uncertainty about the demands of the innovation, his/her inadequacy to those demands, and his/her role with the innovation. The person analyzes at this stage its role to the reward structure of the organisation, decision making, and consideration of potential conflicts with existing structures or personal commitment. At the task level the individual's attention is focused on the processes and tasks of using the innovation and the best use of information and resources including issues like efficiency, organizing, managing, scheduling, and time demands.

The stage of impact begins with the consequence level in which the attention is focused on impact of the innovation on the students in his or her immediate sphere of influence. The person tries to understand the relevance of the innovation for clients, evaluation of outcome including performance and competencies, and changes needed to increase client outcomes. In the impact stage of collaboration teachers focus on coordination and cooperation with others regarding the use of the innovation. In the next phase, individuals explore more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. They develop ideas about alternatives to the proposed or existing form of the innovation.

The model also describes concerns as a move in developmental progression from those typical of non-users of an innovation to those associated with fairly sophisticated use.

Thus, the "Levels of Use" concept describes eight classifications or levels of how people act or behave within a change including three non-use and five use levels.

The state, in which the user has little or no knowledge of the innovation, indicates also no involvement with the innovation and doing nothing toward becoming involved. In the state of orientation the user recently has acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system. The "preparation level" of the Nonusers describes the state in which the user is preparing for first use of the innovation. The first user level indicates a stabilized use of the innovation where few or any changes are being made in ongoing use and little preparation or thought is being given to improving innovation use or its consequences. The user varies the use of innovation to increase the impact on clients within immediate sphere of influence in the refinement phase where the variations are based on knowledge of both short- and long term consequences for clients. In the "Integration Level of Use" the teacher is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence. At the Renewal State the user re-evaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.

Instead of looking at the two stages models separately, we have to underline the correlations between

concern and use, motivation and action. As too many individual factors are influencing the concern stage and levels of use, we cannot diagnose faculty readiness according to an adoption curve based on the normal distribution and standard deviation. Moreover, we should realise the awareness of concern and the negative/or positive level of use and relate it to individual factors to be able to analyse the effects of these factors for the different adopter categories.

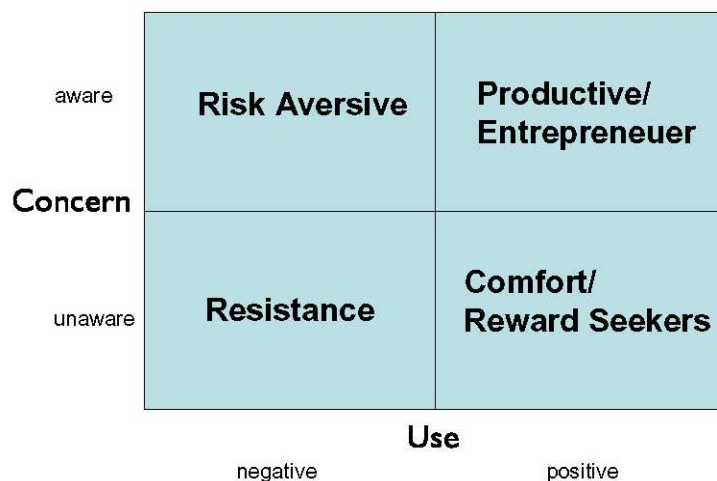


Figure 2: An integrative model for faculty readiness

Of particular importance are epistemic beliefs as a key mediating influence on technology enhanced teaching and learning. The beliefs teachers hold about knowledge and knowing, and the very nature of how they come to know the world influence the way in which students and teachers access information, evaluate the source of information, coordinate theory and evidence and justify their knowledge assumptions in technology-enhanced learning environments (Hofer 2001). An integrative approach to personal epistemology proposes three interrelated components of a change mechanism including epistemic doubt, epistemic volition and resolution strategies (Bendixen and Rule 2004). Epistemic doubt is an important part of relativistic thinking whereby one continually questions the existence of one's beliefs at any stage of epistemological development. Change not only involves epistemic doubt, but also requires action and progresses on to the volition component which focuses attention on metacognitive awareness and individuals taking responsibility for their epistemological beliefs. The final component of the mechanism of change is resolution strategies which are dependent upon previously experiencing epistemic doubt and volition and include strategies like reflection and social interaction.

As the teachers' epistemology is a key mediating influence on students' utilisation and learning in technology enhanced learning environments, implications for the instructional design have to be considered to support students' development of epistemic beliefs (Maor and Taylor 1994). Above all, the professional development for teachers to be able to adopt constructivist pedagogies has to be offered by every single institution.

PROFESSIONAL DEVELOPMENT APPROACHES FOR FACULTY READINESS

A person is acting professionally in education if she or he develops an occupational self related to educational values, has an extensive action repertoire for the fulfilment of tasks, communicates with members of the occupational group in a professional language, justifies actions by referring to the science of the profession and takes personal responsibility for consequences of action in the sphere of

influence (Bauer 1999).

Individual action competence of a faculty member means to be able to meet the demands of technology enhanced teaching by applying technology- enhanced educational methods, tools or adequate educational concepts according to a specific learning environment.

The challenge in higher education is to prepare and support faculty for instructional technology innovation and/or technology-enhanced teaching experience in helping developing effective skills and competence along with obtaining assistance and support. But what skills and competence do faculty need to be innovative in what? What are technology enhanced innovations? In this context it is important to distinguish between teaching expertise and technological adoption.

For example, it is not improved that early adopters of educational technology are excellent teaching specialists or persons with a high degree of expertise in teaching. The discrepancy between the two expertises is evidenced by the nature of the faculty: Younger faculty members are likely to adopt educational technology according to their biography where teaching experts have many years of experiences and are older than the technology adopters. One main question is how these two kinds of expertise can be combined.

Therefore, faculty readiness is often described by different roles like content facilitator, technologist, designer and process facilitator a competent teacher has to take over (Goodyear, Salmon, Spector, Steeples & Tickner, 2001). There exist rare cases where all roles are placed within the same individual, but if so, then it is worth profiling this expertise for the benefit of other faculty members who wish to develop both their technology and teaching knowledge and skills (Kearsley, 1996).

Development for staff can only be effective if the design of support is aligned to the levels of need and/or readiness levels of the academic staff. (Wilson 2004) summarizes different stages in learning and staff development content appropriate for the particular stage delivering the right mix of skills and knowledge just in time.

Levels	Description of staff at this level	Staff Development content and approach
Level 1 Resistance	<ul style="list-style-type: none"> • Beginners, novice, lack of familiarity with online teaching, lack of experience with technology in teaching. • Aware of innovation using technology in teaching, • Varying levels of interest in technology amongst staff at this level, some are reluctant. • Primary need is the identification of opportunities to use technology effectively 	'Show and Tell' activities, operational training, short seminars on current activities within the institution, guest speakers, and exemplars.
Level 2 Risk aversive	<ul style="list-style-type: none"> • Advanced beginner, limited exposure, required to use technology • Some experience in teaching in flexible learning environments • 'Learning the process' 	Stage 1 activities plus instructional design skills, skills in online pedagogy, learning management system skills, skills in use of email, discussion boards, role play and debates to increase interactivity online. More reflection encouraged at this stage to consolidate staff theoretical knowledge; project-based learning. Support structures: Consulting, Coaching
Level 3 Comfort/ Reward Seekers	<ul style="list-style-type: none"> • Want to try things out; want to use online learning environments, still may have limited skills and exposure to technology in teaching. • Implementing the innovation in their work • Exploring and experimenting • Applying the process 	Stage 1 and 2 skills plus focus on more complex technical knowledge, more complex forms of interactivity online (eg. collaborative group learning), preparing staff to handle problems of more intensive online discussions (e.g. flaming, lack of responses); case studies are useful approach with this stage of development
Level 4 Productive	<ul style="list-style-type: none"> • Competent • Advanced • Proficient • Expert • Improving the innovation • Consolidation of skills and learning 	Staff at this stage becomes role models for others, act as resource for other staff, providing advice, engaged in research and development focussed activities, can be used as formal and informal participants in a staff development program. Experience and knowledge exchange for experts

Table 1: Matching levels of needs of academic staff to content of staff development (Wilson, 2004)

The development or change of teacher's beliefs and competence about/for technology enhanced teaching and learning is predominantly self- directed, possibly based on dissatisfaction about an actual teaching and learning situation. Hence, further research has to consider faculty's immediate working context influencing the adaptation of a faculty member. Personal traits like faculty's self-efficacy and coping strategies have to be analysed. The faculty community and what they find important about student learning and teaching influences the adaptation as well as the communication and cooperation in and/or between faculty communities on technology- enhanced teaching. Furthermore, the epistemic beliefs of students and their competencies have to be interrelated to the faculty readiness to be able to design and introduce sophisticated, effective learning environments.

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ACTION LEARNING - A SUCCESSFUL METHOD FOR ADULT EDUCATION

AKCIJSKO UČENJE – USPEŠNA METODA V IZOBRAŽEVANJU ODRASLIH

ABSTRACT

The present paper brings together the contribution of all the participants to PHARE 1700 project „Action Learning pentru IMM-urile din județele Bihor, Sălaj și Satu Mare – un nou model de școală antreprenorială în domeniul resurselor umane” and represents an instrument of dissemination of our experience in applying Action Learning method within the field of Human Resources. The ones that benefited from this project were divided according to the three levels of implementation: 24 promoters, 191 managers from the 187 SMEs from the North -West region of Romania and 5500 people representing the employees of all the SMEs involved in the project. The paper was structured on two levels: a theoretical one that describes Action Learning method and an empirical one based on applying the method within the framework of the above mentioned project. The theoretical approach has as reference the work of prof. Reg Revans and the papers of prof. A.E. Barker. With all the difficulties while carrying through the project and having as a background an extremely heterogeneous process of mentality changing in Romania we can say here that the model of an Entrepreneurial School based on Action Learning method was successful.

POVZETEK

Prispevek je nastal na osnovi projekta PHARE 1700, "Action Learning pentru IMM-urile din județele Bihor, Sălaj și Satu Mare – un nou model de școală antreprenorială în domeniul resurselor umane" in predstavlja izkušnje vseh udeležencev projekta pri vpeljevanju akcijskega učenja na področje razvoja človeških virov. Sodelujoči v tem projektu so bili razdeljeni glede stopnje implementacije v tri skupine: 24 promotorjev, 191 managerjev iz 187 majhnih in srednje velikih podjetij iz severovzhodnega dela Romunije in 5500 zaposlenih v majhnih in srednje velikih podjetjih, vključenih v projekt. V prispevku predstavljamo metodo akcijskega učenja in njeno uporabo v projektu. Pri teoretičnem prikazu metode smo izhajali iz dela prof. Reg Revans in prispevkov prof. A.E. Barker. Kljub vsem težavam, ki so se pojavile med izpeljavo projekta, in dejstvu, da se v Romuniji dogajajo velike in izrazito heterogene spremembe v razmišljanju in vedenju ljudi, lahko trdimo, da je model Podjetniške šole, zasnovan na metodi akcijskega učenja, uspešno zaživel.

GENERAL DESCRIPTION OF THE PROJECT

The **PHARE Project PH1700 ACTION LEARNING FOR SMEs** - a new model of school for entrepreneurship skills - was localised in the Northwest region of Romania in three neighbouring counties: **Bihor, Sălaj and Satu-Mare** from **1st of May 2003 till 30 of April 2004**.

The project is based on the collaboration between University of Oradea and The Revans Institute for Action Learning and research from Salford University, Great Britain; The Bihor, Salaj and Satu Mare Chamber of Industry and Commerce; The local Council of SMEs from Bihor and Salaj.

The present partnership between University of Oradea and Revans Institute is the result of a six years collaboration (1997-2003) built through the effort and enthusiasm of Prof. Albert E. Barker, all these years the University of Oradea gained experience not only in Action Learning but also in the field of Human Resources Management.

THE OBJECTIVES, THE CORE IDEA AND THE PLANNED EFFECTS OF THE PROJECT

The objective of the project was justified through two aspects.

First of all in the West Europe countries was noticed that managers find while working lots of problems that were not captured in any book and that are not acknowledged by the management theoreticians. The managers can find and go deeper with the information while meeting and discussing in a less school-based environment, exchanging know-how they developed in their current activity.

This process of learning **"with & from each other" in a group called "set"**, was studied and developed by Prof. Reginald W. Revans through all his life and he founded in 1995 at Salford University the institute with his name in which was our partner in this project.

Revans saw the need for sets to be free to work without artificial hindrances. The members must all be able to exchange thoughts freely, explore ideas without restraint, and not be restricted to working to a preconceived agenda, which would direct the process. There were to be no chairmen, leaders, authority figures, advisors, facilitators, or other interlopers who would interfere with the natural operation of the set. In recent years research in the field of behavioural psychology has confirmed what Revans always held... that third party presences (even as "silent observers") affect the dynamics and inter-relationships of the set members.

In the process of addressing the problems, which they separately and jointly face, the set members learn about each other and themselves. They learn to deal with a dominant personality, how to encourage the reticent and how to stimulate each other; how to encourage or restrain, comfort or admonish. Whilst this is happening as part of their social interaction, they learn about themselves and adjust their attitudes in the light of what they learn about themselves from others. There is no role for an "interventionist" or an "educator". There is no need for an organiser or referee. It is not unusual for people to modify their behaviour patterns as they begin to realise their personal weaknesses and failings. In short, they become better people... and as better people they also become better managers, engineers, teachers and companions, etc. It is not Action Learning which solves the problems, but the people involved who are better equipped as a result of Action Learning. It allows people to learn to fish (an ongoing process) and be fed for life... rather than them being given a fish (a technique based solution) and being fed just once. This then is why Action Learning is seen by many as the most effective way of promoting HRD - Human Resource Development. It is why Lord Arnold Weinstock called it "the most powerful management tool ever identified".

Based on this core idea, the aim of our project was to introduce the Action Learning method as a new type of Human resources Management in the SMEs of North-West part of Romania. The target groups were formed of entrepreneurs and employees of the targeted SMEs.

The objective of introducing Action Learning to the participants was changing the mentality of the entrepreneurs, managers or employees concerning their relationships with other entrepreneurs, managers or employees and with different institutions or with their superiors and their colleagues.

Secondly, the selected counties are characterized by an intense activity of the SMEs and in the same time the Romanian SMEs are in a strong competition with the foreign ones, mostly Italian, Hungarian and German, having a more competitive management and being more flexible to the constrains.

One of the most important problems affecting the Romanian SMEs is the communication employee-employee and employee-manager due to the fact of Human Resource Management being underestimated by most of the Romanian managers. That is why every time a new company with foreign capital is set into the region the Romanian companies are losing their best employees. There are also problems communicating with the public and with their clients and with the state institutions as well.

So our project is innovative and had multiple positive **effects** and on different levels:

- **Social:** was concerned with stimulating the entrepreneurial spirit, developing and consolidating the entrepreneurs group as the main component of the Romanian society middle class;
- **Education:** contributes to the formation and perfecting managers by the European model;
- **Economic:** will determine the raise of performances of the SMEs that had managers and employees involved in this project.

THE ORGANISATIONAL STRUCTURE OF THE PROJECT AND THE IMPLEMENTATION

With the direct and intense support of Prof. A. E. Barker from Revans Institute we decided to use Action Learning as a teaching method within the courses of the project, courses that had 40 important themes for the activity of entrepreneurs. These 40 themes were divided in 9 groups with 4-5 themes and they were called "Actions". So the "Actions" defines a monthly "couple" of a formal course with the promoters and a meeting with the target groups on a certain group of themes that were established at the beginning of the project.

As we already mentioned one of the most important problems is the problematic communication between the different categories of people, employees, managers, public employees, the project tried to put together under the same positive framework, of the real exchange of information, people from all economic and social environments (University, SMEs, public institutions, banks, NGOs etc.).

The organisational structure of the project implies the existence of the following **working groups:** project coordinating group; the operational group; the scientific group, human resources group; finance and accounting group; media group; acquisition group; administrative group and also:

- **Central promoters** (8 persons) they were selected from those people that were already in contact with the Action Learning method (starting with 1997) and they were continuously trained by the *British consultant* within the framework of the monthly promoter's classes that took place at the University of Oradea, these people are from the Commerce and Industry Chambers, from the Local Councils of the SMEs, private companies and NGOs.
- **Local promoters** (16 persons), they were selected from the Commerce and Industry Chambers, from the Local Councils of the SMEs, private companies, university, schools, banks and NGOs, being

trained by the central promoters in the counties they came from, but they are trained as well by the *British consultant* within the monthly promoters' classes held at the University of Oradea. The central promoters are responsible with the scientific and methodological quality of the implementing performed by the local promoters. At the end of the project the 24th promoters (11 from Bihor county, 7 from Salaj county and 6 from Satu Mare county) were awarded with a participation certificate.

- **The target groups** of the project, 24 of them (191 persons), had into their structure a number of 7 to 11 entrepreneurs, managers or employees from the SMEs. They had a promoters that was responsible for them and they were localised in one of the three counties participating on this project (42% were in Bihor county, 29% in Salaj county and 29% in Satu Mare county). The implementing meeting at the level of target groups took place monthly one week after the promoters' training class. The members of the target groups also received a participation certificate at the end of the project.
- **The extended target groups** (over 600 persons) represented by the employees of the targeted SMEs were built after the 7th month of the project.

The implementation of the project had three phases:

- **The first phase** was of 6 month, and the implementing of the project followed the next scenario:
 - **The promoters' training classes** took place once a moth, nine meetings of two days (Saturday and Sunday), 16 hours in total. During these meetings the main purpose was to train the promoters both from the methodological (implementing Action Learning method) and the theoretical point of view. So, the main objective was to introduce the Action Learning method (as a way to interact within the promoters' meetings as well as the promoters-target groups working groups; between the coordinating group and the promoters during the training sessions on Action Learning that took place in Great Britain but also between the members of the target groups and their colleagues from the SMEs) having as a base a class that would characterize an entrepreneurial school in the field of Human Resources. The discussions were held in sets as well as plenary meetings (when meeting with experts on the theme were organized or when the promoters presented the conclusions of the set meetings).
 - **Implementing meetings/The working groups of each promoter with his/her target group** took place once a moth, during 9 meetings of one day (Saturday), 10 hours in total, after one week from the training course. During each meeting the themes of that action were open for debate. The objective was to allow the members of the sets to learn form each other according to their experience, to identify themselves with the solutions of the problems they have to deal with, problems that were captured in the themes of the Action. The debates between the members had to cover 4/5 of the monthly 10 hours. The intervention of the promoter was not one of a "facilitator" but of an observer of the way the meeting and the debated took place, the promoter having the option to become a member of the set but only if the group decided this way. According to the principles of Action Learning the groups had the same members during all these meeting if the members of the Set didn't decide to exclude or replace one of the members that didn't respect the rules of the game.
- The **second phase**, meaning from month 7, together with the training courses and working meeting with the target groups, an average of three SMEs in each target group, **the implementing of Action**

Learning method started, having as a ground the course of the entrepreneurial school, with the employees of the SMEs. This step had as model the working meetings with the target groups, each of the 4 activities of implementing Action Learning at SMEs level concentrated the themes of two or three Actions together. The objective of this step was to extend the effects of Action Learning method at the SMEs level, to have better employee-employee and employee-manager communication, a raise in the participating SMEs performances.

- The **third phase**, meaning month 9, during four days a final evaluation meeting was held with all the target groups in one centre – Oradea. The objective was to accomplish an experience exchange through the members from the three counties (during the first and second step this exchange was only between the promoters from the three counties), so the members of the target groups worked in new Action learning Sets specially created for this occasion.

As a conclusion we could say that during the first step of the project the total number of direct beneficiaries were of **215** persons, during the second step **600** persons were indirectly benefiting and the social impact of applying the Action Learning method will cover more than **5500** people, if we calculate the number of all the employees from the participating SMEs.

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VLOGA IZOBRAŽEVALCEV ODRASLIH NA LJUDSKIH UNIVERZAH PRI SPODBUJANJU E-IZOBRAŽEVANJA IN ODPRAVLJANJU REGIJSKEGA NESKLADJA

THE ROLE OF ADULT EDUCATORS IN PEOPLES' UNIVERSITIES IN FOSTERING E-LEARNING AND THE REGIONAL DISPARITIES

POVZETEK

V prispevku predstavljamo projekt, v katerem smo se posvetili vlogi izobraževalcev odraslih Ljudskih univerz pri širjenju kakovostne ponudbe e-izobraževanja v Sloveniji. Posebno pozornost smo namenili manj razvitim regijam. Razkorak pri razširjenosti informacijsko-komunikacijskih tehnologij in pri uporabi interneta je v Sloveniji izrazit med regijami. Razvili smo model e-izobraževanja, ki obsega management, pedagoško andragoška in tehnološka izhodišča ter profesionalni razvoj izobraževalcev odraslih. Posebno pozornost smo namenili kakovosti e-izobraževanja odraslih z vpeljavo skupnega sistema ugotavljanja in zagotavljanja kakovosti. Podlaga kakovostnemu delu izobraževalcev odraslih pri uvajanju e-izobraževanja je njihov strokovni razvoj, ki obsega razvijanje znanj in spretnosti za management e-izobraževanja in sodobne pristope pri poučevanju in učenju. Oblikovali smo model strokovnega razvoja, ki obsega program usposabljanja ter ga ustrezno nadgrajuje. Njegovo izhodišče je sodelovalni model strokovnega razvoja, ki bo omogočal sodelovanje izobraževalcem z ljudskih univerz vseh regij.

ABSTRACT

We are presenting the project titled Fostering E-learning of adults and the Regional Disparities.

In the presentation we would like to stress the importance of the role of adult educators in the Peoples' universities in development of quality e-learning programmes in Slovenia. Special attention is paid to the regions where the gaps in the diffusion of ICTs and in the use of Internet are very large.

In the frame of the project we had developed the model of e-learning that includes management in e-learning, pedagogical and technological aspects and professional development of adult educators. We also developed a quality system. The basic condition for quality educational praxis is professional development that includes knowledge and skills for management in e-learning and new teaching and learning approaches. We developed a model of professional development based on collaborative model of professional development and will support cooperation of adult educators in Peoples' universities in all regions.

Uvod

V prispevku predstavljamo projekt, v katerem smo se posvetili vlogi izobraževalcev odraslih Ljudskih univerz pri širjenju kakovostne ponudbe e-izobraževanja v Sloveniji. Posebno pozornost smo namenili manj razvitim regijam. V prvi fazi projekta⁵ smo oblikovali model e-izobraževanja, ki temelji na sodelovanju izobraževalcev odraslih v okviru omrežja promotorjev ZLUS. Temeljni cilj je bil zagotoviti pokritost vseh regij. Omrežje promotorjev bo omogočalo podporo ljudskim univerzam pri vpeljavi e-izobraževanja in skupnemu razvoju izobraževalnega gradiva. Na ljudskih univerzah bo s tem pospešena vpeljava e-izobraževanja ob znatno nižjih stroških razvoja. Model e-izobraževanja obsega management, pedagoško andragoška in tehnološka izhodišča ter usposabljanje izobraževalcev odraslih. Posebno pozornost smo namenili kakovosti e-izobraževanja odraslih z vpeljavo skupnega sistema ugotavljanja in zagotavljanja kakovosti. V drugi fazi projekta smo pričeli z oblikovanjem prvega skupnega e-izobraževalnega programa.

V okviru projekta je bila naša pozornost usmerjena na strokovni razvoj izobraževalcev odraslih za uporabo IKT pri izobraževanju odraslih. Podlaga kakovostnemu delu izobraževalcev odraslih pri uvajanju e-izobraževanja je njihov strokovni razvoj, ki obsega razvijanje znanj in spretnosti za management e-izobraževanja in sodobne pristope pri poučevanju in učenju z IKT. Oblikovali smo model strokovnega razvoja, ki obsega program usposabljanja ter ga ustrezno nadgrajuje. Njegovo izhodišče je sodelovalni model strokovnega razvoja, ki bo omogočal sodelovanje izobraževalcem z ljudskih univerz vseh regij.

V prvi fazi projekta smo izpostavili dve ključni področji, ki sta hkrati tudi ključna problema v izobraževanju odraslih v Sloveniji:

- Dvig kakovosti izobraževanja skupin odraslih udeležencev z nedokončano srednjo izobrazbo.
- Ugotavljanju možnosti za odpravljanje regijskega neskladja na področju ponudbe e-izobraževanja odraslih v okviru ZLUS.

V prvi fazi projekta smo se osredinili na odrasle z nedokončano srednjo izobrazbo, ki se na ljudskih univerzah vključujejo v programe srednjega izobraževanja. Iz dokumentov, ki urejajo področje izobraževanja odraslih, je razvidno, da je med ključnimi problemi prav zagotavljanje kakovostnega izobraževanja skupinam odraslih z nižjo izobrazbo. Ta problem še dodatno povečuje neenakomerna razporejenost izobraževalne ponudbe po regijah. Podatki kažejo veliko neskladje med regijami na področju vlaganja v izobraževanje, razmestitve izobraževalnih programov in programov usposabljanja ter udeležbe odraslih v izobraževanju in usposabljanju. (ReNPIO 2004) Da bi se zagotovilo dostop do kakovostnega izobraževanja vsem ciljnim skupinam odraslih, je tudi izvajanje ukrepov, za spodbujanje vseživljenjskega izobraževanja v Sloveniji, prostorsko (regionalno) usmerjeno. Med temeljnimi cilji Nacionalnega programa izobraževanja odraslih je cilj, da se čim večjemu deležu odraslega prebivalstva omogoči vključevanje v vseživljenjsko učenje. Poudarek je tako na dvigu izobrazbene ravni, kot tudi na prilaganju in izpopolnjevanju znanja ter na specializacijah (Drofenik 1998).

E-izobraževanje lahko poveča prožnost in odzivnost izobraževalnega sistema ter ravnovesje med izobraževalno ponudbo in zahtevami trga dela. Uvajanje e-izobraževanja pa je oteženo v manj razvitih regijah ter pri izobraževanju manj izobraženega prebivalstva. E-izobraževanje lahko prispeva k regijski izenačitvi ponudbe izobraževanja odraslih in k izenačevanju deleža odraslih, ki je vključeno v izobraževanje po regijah.

⁵ Prva faza projekta je potekala leta 2003 na Filozofski fakulteti Univerze v Ljubljani, odgovorna nosilka je bila dr. Andreja Istenič Starčič; Druga faza projekta poteka leta 2004 na Zvezi Ljudskih univerz Slovenije, odgovorni nosilec je mag. Andrej Sotošek in strokovna nosilka projekta dr. Andreja Istenič Starčič.

Po Evropskih Indikatorjih razširjenosti uporabe interneta: odstotek gospodinjstev/domov, ki imajo dostop do interneta, odstotek prebivalstva, ki redno uporablja internet, odstotek zaposlenega prebivalstva, ki na delovnem mestu pri vsakodnevni dejavnosti uporablja internet, odstotek prebivalstva, ki uporablja internet v povezavi z usposabljanjem in izobraževanjem, ugotovimo, da so med ogroženimi skupinami prebivalstva prav skupine prebivalstva z nižjo izobrazbo. V raziskavah uporabe interneta v Sloveniji je bilo ugotovljeno, da je velik razkorak tudi med regijami. Za uporabnike interneta se je opredelilo največ anketirancev iz Obalne regije 61%. Sledijo: Osrednja Slovenija 54%, Goriška 48%, Gorenjska 46%, Podravska 37%, Savinjska 33%, Dolenjska 29%, Prekmurje 15%. (Vehovar, Pajtler 2004, str.5). Največ anketirancev z dostopom do interneta od doma je v Obalno-kraški (47%), Gorenjski in Osrednje-slovenski regiji (38%); najmanj pa v Pomurski (21%), Savinjski (25%) in Spodnje-posavski (28%) regiji. (Vehovar, Pajtler, str. 88)

SIBIS navaja socialno-ekonomske dejavnike, ki vplivajo na razkorak pri uporabi interneta. Ti so izobrazba, dohodek, spol. Med izključene skupine spadajo ženske, starejši odrasli, odrasli z nizko izobrazbo, prebivalstvo z nizkim dohodkom. (SIBIS 2003, str. 28) V Sloveniji je največji razkorak v izobrazbi 7,5%, medtem ko je v EU-15 27%. Drugi največji razkorak pa je v starosti 35%, v EU-15 je 53%. Razkorak v dohodku je primerljiv z evropskim, med tem, ko je razkorak v spolu, v primerjavi z evropskim, celo manjši. (SIBIS Slovenia 2003, str. 26-27)

Skupine odraslih z nižjo izobrazbo tudi nimajo ustrezno razvitih znanj in spretnosti za uporabo IKT. Spretnosti, ki jih po Indeksu COQS vključuje digitalna pismenost, so: sposobnost komuniciranja prek računalniških omrežij, pridobivanje in namestitve programske opreme, iskanje informacij na internetu ter kritična ocena verodostojnosti pridobljenih informacij. (SIBIS 2003, str. 49) SIBIS navaja stopnjo digitalne pismenosti v Sloveniji, ki je le nekoliko pod evropskim povprečjem. Indeks COQS znaša za Slovenijo 0,7, povprečje EU-15 znaša 0,8. (SIBIS 2003)

Razvoj spretnosti in znanja za uporabo IKT bo med odraslimi z nizko izobrazbo zagotovila le redna uporaba IKT. Tem skupinam odraslih je potrebno zagotoviti dostop in jih spodbujati k redni uporabi IKT: na delovnem mestu, pri izobraževanju in usposabljanju v izobraževalnih ustanovah in na drugih mestih v lokalnem okolju. Zviševanje spretnosti in znanja za uporabo IKT pri manj izobraženem prebivalstvu bo pospešila tudi integracija informacijsko-komunikacijskih tehnologij v programe srednjega izobraževanja odraslih.

Rezultati raziskav na področju uporabe interneta so za vso Slovenijo sicer ugodni, obstaja pa viden razkorak pri uporabi interneta, predvsem v izobrazbi (osnovna šola - 22% uporabnikov interneta, višja&visoka - 78%), dohodku (do 70,000 SIT - 18%, nad 140,000 SIT - 56%) in med regijami. (Vehovar, Pajtler 2004) Da gre za razkorak pri uporabi interneta v starosti, dohodku, spolu in po regijah dokazujejo ti podatki raziskave: Med uporabniki interneta prevladujejo mlajši (do 29 let), moški, izobraženi, anketiranci z višjimi dohodki. (Vehovar, Pajtler 2004, str. 43) Med neuporabniki interneta prevladujejo starejši (od 30 let), ženske, nižje izobraženi ter anketiranci z nizkimi dohodki. Med uporabniki, ki internet uporabljajo vsak dan, še vedno prevladujejo: moški (moški: 48% uporabnikov interneta - ženske: 37%), visoko izobraženi (12 let in več izobrazbe 66%, manj kot 12 let 24%), premožnejši (dohodek do 70,000 SIT: 34% , nad 140,000 SIT 65%). (Vehovar, Pajtler 2004, str. 5).

ODPRAVLJANJE REGIJSKEGA NESKLADJA S PONUDBO E-IZOBRAŽEVANJA NA ZLUS

Uporaba e-izobraževanja je v Sloveniji majhna. Le 6,6% zaposlenih je bilo vključenih v e-izobraževanje, med tem ko je bilo v EU-15 14% delovne sile vključene v e-izobraževanje. Nizek odstotek pojasnjujejo poročevalci z odsotnostjo ponudbe e-izobraževanja. (SIBIS Slovenia 2003, str. 29) V okviru projekta, ki ga predstavljamo želimo prispevati k izboljšanju ponudbe e-izobraževanja v Sloveniji.

E-izobraževanje prinaša največje možnosti prav na področju izobraževanja odraslih. Da bi možnosti, ki jih prinašajo informacijsko-komunikacijske tehnologije v izobraževanje, bile kakovostno izkoriščene, je potrebno poskrbeti, da se pri njihovi vpeljavi zagotovi ustrezne dejavnike kakovosti pri izobraževalni ustanovi, andragoških kadrih in udeležencih izobraževanja. Izobraževalne ustanove se težko odločijo za vključevanje novih tehnologij v svoje izobraževalne programe. Med poglavitnimi razlogi so: nizka digitalna pismenost nekaterih skupin odraslih udeležencev, nezadostna usposobljenost andragoških kadrov na področju uporabe informacijsko-komunikacijskih tehnologij pri organizaciji in izpeljavi izobraževanja ter razkorak pri uporabi interneta med regijami.

Kakšno je stanje na področju informatizacije izobraževanja se je v preteklosti ugotavljalo predvsem z raziskavami v osnovnošolskih, srednješolskih in visokošolskih zavodih. Deloma so v teh raziskavah pokrili tudi informatizacijo izobraževanja odraslih npr. izredni študij na univerzi. Raziskavam, ki bi proučevale stanje na področju informatizacije izobraževalnih organizacij, ki se ukvarjajo predvsem z izobraževanjem odraslih, pa ni bilo namenjeno dovolj pozornosti. Med temi organizacijami so pomembni akterji Ljudske univerze. Na ljudskih univerzah sodelujejo učitelji teh zavodov, zato bi, iz izsledkov raziskav o usposobljenosti za poučevanje z IKT, morda lahko sklepali tudi za potrebe izobraževanja odraslih.

Kaj lahko storijo Ljudske univerze in Zveza ljudskih univerz Slovenije? Ljudske univerze so zelo raznolike po številu zaposlenih in ponujajo tudi raznolike izobraževalne programe. Po svojih zmožnostih za ponudbo e-izobraževanja se močno razlikujejo. V okviru projekta smo zato oblikovali model delovanja, ki temelji na partnerstvu in sodelovanju pri vzpostavljanju ponudbe e-izobraževanja in razvoju kadrov. Vzpostavili smo model e-izobraževanja in vzpostavili omrežje promotorjev e-izobraževanja.

S projektom Spodbujanje vpeljave e-izobraževanja odraslih in odpravljanje regijskega neskladja smo pričeli leta 2003. Cilji projekta so usmerjeni na odpravljanje primanjkljaja dejavnosti v regijah na področjih:

- Spodbuda, ozaveščanje in usposabljanje za e-izobraževanje s posebnim ozirom na ciljne skupine z izobrazbenim primanjkljajem in zagotavljanjem enakih možnosti.
- Dvig kakovosti e-izobraževanja z uvajanjem modelov za ugotavljanje in razvoj kakovosti izobraževanja s posebnim ozirom na nove oblike in metode učenja in poučevanja podprtega z IKT.
- Spodbuda informatizacije izobraževanja tako na upravno-administrativni ravni, kakor tudi pri poučevanju in učenju.
- Uvajanja sodobnih pristopov in oblik izobraževanja ob podpori IKT, kar bo vplivalo na povečevanje dostopnosti do izobraževanja v regijah in različnim ciljnim skupinam udeležencev.

Dejavnosti v okviru 1. faze projekta:

- Model e-izobraževanja odraslih, ki obsega management, pedagoško andragoška in tehnološka izhodišča ter usposabljanje izobraževalcev odraslih.
- Vrednotenje e-izobraževanja, pri katerem je izhodišče ugotavljanje in zagotavljanje kakovosti e-izobraževanja za vse vrste izobraževanja odraslih.

- Omrežje promotorjev za partnerstvo pri vpeljavi e-izobraževanja v programe ljudskih univerz.
- Modelni inštrumentarij za razvoj, vodenje in upravljanje ter vrednotenje e-izobraževanja.
- Izobraževanje promotorjev e-izobraževanja, avtorjev gradiva in drugih andragoških delavcev za e-izobraževanje "*Kakovostno e-učenje in poučevanje ter management v izobraževanju odraslih*".

Dejavnosti v okviru 2. faze projekta:

- Svetovalno središče na ZLUS za e-izobraževanje odraslih.
- Oblikovanje modularnih e-izobraževalnih programov ZLUS, njihovo preskušanje in uvajanje.

Ugotovili smo, da so glavne prednosti partnerskega pristopa pri vpeljavi e-izobraževanja v izobraževalne programe ljudskih univerz:

- *Učinkovit razvoj e-izobraževanja odraslih v Sloveniji.*
- *Zagotavljanje regijske pokritosti s ponudbo e-izobraževanja. Tudi v regijah, kjer imajo ponudniki in uporabniki slabše možnosti za e-izobraževanje.*
- *Oblikovanje skupnih izkušenj in skupnega znanja pri vzpostavljanju in zagotavljanju kakovosti e-izobraževanja odraslih.*
- *Ekonomičnost.*
- *Izobraževanje izobraževalcev odraslih vseh članic ZLUS.*
- *Izboljšanje kakovosti e-izobraževanja odraslih z vpeljavo skupnega sistema ugotavljanja in zagotavljanja kakovosti.*
- *Preglednost ponudbe in povpraševanja ter obveščanje uporabnikov in ponudnikov.*

Učinkovitost e-izobraževanja odraslih je odvisna od ustreznega preoblikovanja strukture izobraževalnega managementa in pristopov k poučevanju in učenju. V okviru ZLUS s projektom vzpostavljamo potrebne pogoje na vseh ravneh.

STROKOVNI RAZVOJ IZOBRAŽEVALCEV ODRASLIH

Kako uspešna je uporaba informacijsko komunikacijske tehnologije pri poučevanju in učenju je odvisno od mnogih dejavnikov. Ti dejavniki so na sistemski in organizacijski ravni ter pri posamezniku: učitelju in udeležencih izobraževanja. Med dejavniki pri izobraževalcih, ki vplivajo na uspešno uporabo računalnika pri poučevanju sta pomembna digitalna pismenost in didaktična usposobljenost. Raziskava, ki sta jo opravila Vehovar in Čikić (2003), je prinesla spodbudne ugotovitve glede udeležbe učiteljev osnovnih in srednjih šol (ki pogosto nastopajo tudi v vlogi izobraževalcev odraslih) v programih usposabljanja na področju uporabe računalnika pri poučevanju in o njihovi usposobljenosti. Na učiteljevo uporabo računalnika pri poučevanju predvsem vplivajo zahteve izobraževalnega sistema in izobraževalne organizacije. Za kakovostno poučevanje z informacijsko tehnologijo je pomembno učiteljevo pojmovanje kakovostnega poučevanja in učenja ob podpori informacijsko-komunikacijske tehnologije. »Pri vpeljavi informacijsko-komunikacijske tehnologije v poučevanje je potrebna temeljita sprememba učiteljevih stališč in stilov poučevanja.« (Hassell 1983, cit. po Dillemans idr. 1998, str. 83.)

Pojavljajo se nove vloge, ki jih mora učitelj sprejemati pri svojem strokovnem delu. C. Razdevšek Pučko je strnila nove vloge po pomembnosti: »/.../ med njimi je najprej preusmeritev od poučevanja k učenju, nadalje poudarek na uporabi sodobne informacijske tehnologije, usposobljenost za delo z različnimi učenci (različne sposobnosti, posebne potrebe, multikulturne razlike), nujnost sodelovanja z drugimi

učitelji, drugimi strokovnimi delavci, usposobljenost za refleksijo, raziskovanje in evalvacijo lastnega dela. Za uspešno prevzemanje vseh teh novih vlog mora biti učitelj odprt za spremembe in motiviran za vseživljenjsko učenje in stalni profesionalni razvoj.« (Razdevšek Pučko 1994, str. 3.) Med najpogostejšimi zahtevami, s katerimi se sooča učitelj, so zahteve po novih načinih poučevanja in uporaba informacijsko komunikacijske tehnologije pri poučevanju. L. Cuban je opozoril na neuspešnost pri vpeljavi novih izobraževalnih tehnologij v procese poučevanja in učenja. Meni, da so med pglavitnimi razlogi za premalo kakovostno in učinkovito uporabo tehnologij pri poučevanju, pristopi pri poučevanju, ki se niso preoblikovali za poučevanje z novimi tehnologijami. To pa velja tudi pri vpeljavi računalnika v poučevanje. (Cuban 1986, Cuban 2001.)

Izobraževalci odraslih na ljidskih univerzah pri vpeljavi e-izobraževanja sprejemajo nove vloge in dejavnosti predvsem na področjih izobraževalnega managementa ter pristopov pri poučevanju in učenju.

Management e-izobraževanja vključuje:

- analizo pogojev in potreb po e-izobraževanju,
- razvijanje novih organizacijskih oblik izobraževanja,
- sodelovanje v skupini strokovnjakov pri pripravi izobraževalnih programov,
- dogovarjanje v izobraževalni organizaciji,
- vodenje strokovnih skupin,
- sodelovanje z avtorji gradiva,
- sodelovanje z učitelji, ki bodo e-izobraževanje izvajali,
- marketizacijo e-izobraževanja,
- spremljanje kakovosti, učinkovitosti in ekonomičnosti.

Novi pristopi pri poučevanju in učenju se odmikajo od transmisijskih modelov poučevanja. Izobraževalci odraslih odrasle udeležence spodbujajo in usmerjajo, uporabnike e-izobraževanja motivirajo in jim nudijo oporne dejavnosti pri njihovem učenju.

Oblikovali smo program usposabljanja izobraževalcev in promotorjev e-izobraževanja. Temelji na sodelovalnem pristopu in na usmerjanju lastnega strokovnega razvoja. Pri razvijanju kompetenc učiteljev za e-izobraževanje so se v preteklosti usmerjali predvsem na razvoj tehničnih kompetenc za uporabo informacijske tehnologije. Putnam in Borko (2000) sta pri strokovnem razvoju učiteljev za uporabo IKT izpostavila kontekstualno umeščenost učiteljevih izkušenj in vlogo diskurzivnih skupnosti.

Usposabljanje promotorjev zato obsega:

- Oblikovanje načrta za vpeljavo e-izobraževanja v izobraževalne programe ljidskih univerz.
- Identifikacija potreb in ovir pri vpeljavi e-izobraževanja.
- Sodelovalno delo pri razvoju e-izobraževalnih programov v omrežju ZLUS.
- Strategija razvoja, vpeljave ter vodenja in upravljanja e-izobraževanja.
- Izhodišča pri didaktičnem oblikovanju e-izobraževalnega programa.

SKLEP

Model e-izobraževanja temelji na strokovnem razvoju izobraževalcev odraslih za sprejemanje novih vlog. Omogoča premagovanje ovir, ki izhajajo iz neenakomerne regijske porazdeljenosti izobraževanja, pri zagotavljanju kakovostnega izobraževanja vsem prebivalcem Slovenije. V modelu bo predvidena postopna vpeljavo e-izobraževanja na vseh ravneh izobraževanja odraslih. Spodbudili bomo razvoj e-

izobraževanja, ki bo dostopno vsemu prebivalstvu s tehnologijo, ki jo imajo na voljo v svojem lokalnem okolju. Tako bomo povečali delež odraslih tudi maj izobraženih, ki redno uporabljajo informacijsko komunikacijsko tehnologijo in pospešeno razvijajo svoje spretnosti na tem področju.

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Ester Možina

LICENCA ZA VREDNOTENJE IN POTRJEVANJE TEMELJNIH VEŠČIN

QUALIFIED ASSESSORS AWARD - EUROPEAN PROJECT ON ACCREDITATION OF BASIC SKILLS

ABSTRACT

The article and the presentation concentrate on the Qualified Assessors Award as a part of and one of the products of Leonardo da Vinci pilot project dealing with accreditation of basic skills on the six areas namely communication, numeracy, ICT, learning to learn, interpersonal skills and citizenship targeted to socially and economically excluded groups of adults. Eight European countries working in partnership strive to develop an European certificate in basic skills as a pathway to validation and certification of skills and competences gained in through non-formal and informal learning. The licence of the assessor in the process of validation and certification of basic skills represents a new challenge for adult educators, defining new roles of adult educators and bringing an European dimension in the area of basic skills.

Uvod

"Licenca za vrenotenje in potrjevanje temeljnih veščin" je sestavni del mednarodnega triletnega pilotnega projekta Evropsko spričevalo o temeljnih veščinah, v katerem poleg Slovenije sodeluje še sedem Evropskih držav.⁶ Namen projekta je vpeljati evropski sistem vrednotenja in potrjevanja neformalno in priložnostno pridobljenega temeljnega znanja in spretnosti za odrasle na šestih ključnih področjih: sporazumevanje, uporaba sodobne informacijske tehnologije, računanje, odnosi z ljudmi, učne veščine in državljanstvo. Za vodenje in izvajanje postopkov ugotavljanja in preverjanja v procesu pridobivanja spričevala se v sklopu projekta razvija licenca za ocenjevalce.⁷ Razvoj licence za ocenjevalce je svojevrsten izziv za partnerje v projektu, saj se ob tem odpirajo vprašanja o njihovi posebni vlogi v postopkih preverjanja in ocenjevanja temeljnih veščin, o njihovih kompetencah in tudi o priznavanju tovrstne licence izven nacionalnih meja. Pri snovanju licence je treba namreč upoštevati, da gre preverjanje in priznavanje temeljnih veščin pri odraslih in pri izobraževalcih odraslih je v nekaterih državah uveljavljeno prepričanje, da sistemi vrednotenja in potrjevanja niso primerni za odrasle, vključevali naj bi se predvsem v ustrezne izobraževanje programe. Poleg tega gre za evropski projekt vrednotenja neformalnega in priložnostnega učenja, pri katerem je treba zagotoviti enakovrednost in transparentnost standardov, pri čemer imajo ocenjevalci ključno vlogo. V prispevku kratko predstavljamo mednarodni projekt in zasnovo licence za ocenjevalce.

TEMELJNE VEŠČINE V DRUŽBI ZNANJA

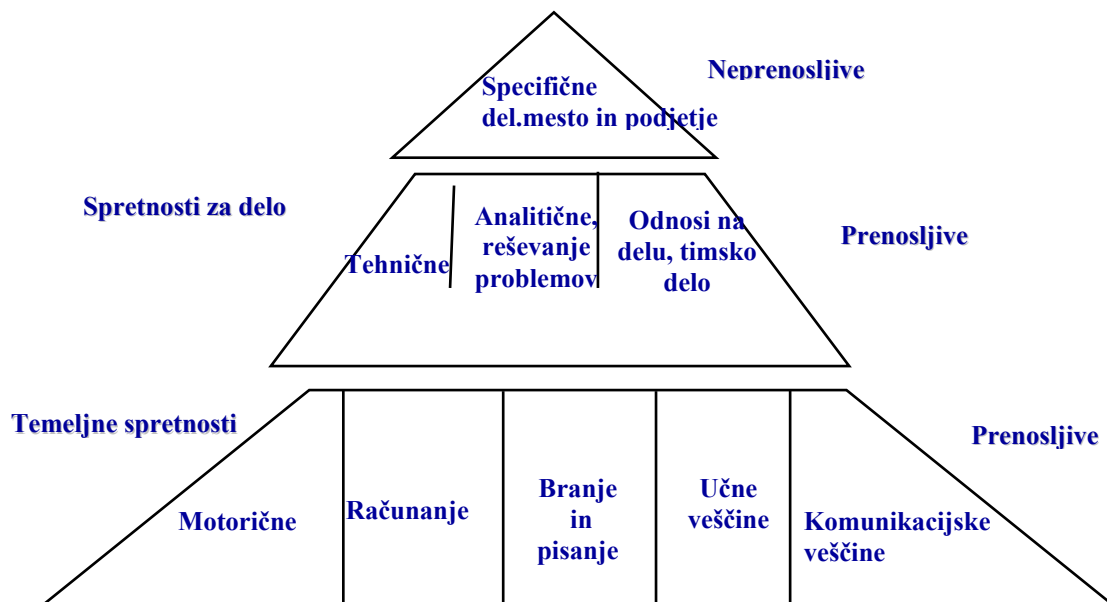
Projekt EUCEBS je utemeljen na vedenju, da so za družbo, ki vse bolj temelji na znanju, temeljne veščine ključno »orodje« za pridobivanje znanja, doseganje različnih osebnih ciljev v vsakdanjem življenju in pomemben dejavnik za razvoj celotne družbe. Razvitost temeljnih veščin se odraža na različnih področjih delovanja posameznika; vpliva na pridobivanje izobrazbe, zaposljivost in uspešnost na delovnem mestu, kakovost življenja v domačem okolju, splošno razgledanost. Na trgu dela v družbi znanja se nenehno postavljajo zahteve po novih znanjih in spretnostih, šolski sistemi se na te zahteve ne odzivajo dovolj hitro. Odrasli na trgu dela morajo imeti določene veščine in znanja, ki so prenosljive in jim omogočajo stalno prilagajanje in spopolnjevanje na delu in za delo. Prav tako sta hitrost in uspešnost uvajanja novih tehnologij v veliki meri odvisna od usposobljenosti in prilagodljivosti delovne sile.

Izraz temeljno znanje in spretnosti spretnosti, s katerimi se v najožjem pomenu besede označuje veščine branja, pisanja in računanja ter komunikacije, se v zadnjih letih vse pogosteje pojavlja v dokumentih in razpravah, ki se ukvarjajo z razvojem človeških virov. V literaturi in v splošni rabi naletimo na številne opredelitve in razumevanja temeljnih spretnosti, ki imajo vsaj en skupni imenovalec. Priznava se jim ključna vloga pri zagotavljanju posameznikovega dejavne vloge na trgu dela v vsakdanjem življenju. Veliko manj soglasja je o tem, katere veščine so temeljne in ključne za dejavno sodelovanje odraslih v družbi, ki temelji na znanju. Pogosta je delitev na tako imenovane prenosljive in neprenosljive spretnosti in znanja (Slika 1). Prenosljive spretnosti in znanja se nadalje uvrščajo v dve skupini, v skupino temeljnih spretnosti so najpogosteje umeščene motorične spretnosti, računanje, branje in pisanje, učne veščine in

⁶ Angleški naziv projekta je European Certificate in Basic Skills – EUCEBS. Pri izvedbi projekta, ki je del programa Leonardo da Vinci II (2000 – 2006), in sicer del akcijskega programa za poklicno usposabljanje v skupnosti, sodelujejo: Univerza v Edinburgu (koordinatorica projekta), Rdeči križ iz Nemčije, CEJAK iz Španije, Centre Populaire d' Enseignement iz Francije, Consorzio Universitario della Provincia iz Italije, Kerry Education Service iz Irske, Univerza iz Craiove v Romuniji in Andragoški center Slovenije. Projekt bo končan do leta 2005. Več o projektu na strani: <http://homepages.ed.ac.uk/eucebs/>

⁷ Delovni naziv licence v angleškem jeziku je: Qualified EUCEBS Assessors Award.

komunikacijske veščine. Drugo skupino prenosljivih spretnosti pa sestavljajo spretnosti za delovno mesto kot npr. nekatere generične tehnične spretnosti, analitične spretnosti in sposobnost reševanja problemov ter sposobnost dela v skupini. Med neprenosljive spretnosti pa sodijo specifične spretnosti, ki so vezane na posebnosti posameznega delovnega mesta ali podjetja.



Slika 1: Piramida spretnosti

Pokazalo se je, da v Evropi vsaj na splošni ravni obstoji konsenz o tem, katere spretnosti so ključne, saj je tudi Memorandum o vseživljenjskem učenju⁸ med šestimi ključnimi sporočili, ki ponujajo strukturiran okvir za uresničevanje vseživljenjskega učenja, na prvo mesto postavil sporočilo *Nove temeljne spretnosti za vse*. Memorandum definira nove temeljne spretnosti kot tiste, ki so potrebne za aktivno participacijo v družbi znanja in ekonomiji; nekatere so popolnoma nove (digitalna pismenost), ostale pa postajajo za mnoge bolj pomembne kot so bile v preteklosti. Socialne spretnosti, kot so: samozavest, samoorientacija, sprejemanje odgovornosti... so vedno bolj pomembne, ker se danes od ljudi pričakuje, da se obnašajo bolj avtonomno kot v preteklosti. Učenje učenja, osmisliti množico informacij je tudi ena od pomembnejših spretnosti, ki naj bi jo imel vsak. Delodajalci namreč vedno bolj zahtevajo od zaposlenih dobre sposobnosti učenja in hitrega pridobivanja novih spretnosti kot tudi prilagajanja novim izzivom in situacijam.

Na program skupnih evropskih ciljev izobraževalnih sistemov do 2010 se navezuje koncept ključnih kompetenc. V osnutku poročila Evropske komisije o Doseganju skupnih Evropskih ciljev v izobraževanju in usposabljanju (oktober 2003, str. 22), so ključne kompetence opredeljene kot prenosljivo in vsestransko znanje, spretnosti in vrednote, ki jih vsak posameznik potrebuje za osebni razvoj, socialno vključenost in zaposlitev. Te naj bi pridobili ob koncu obveznega šolanja in naj bi služile kot temelj za nadaljnje izobraževanje in učenje skozi vse življenje. V delovnem programu so kompetence še nadalje razčlenjene in obsegajo tale področja: pismenost in računanje, temeljne kompetence v matematiki,

⁸ Več na strani: <http://linux.acs.si/memorandum/memorandum.doc>

znanosti in tehnologiji, tuj jezik, računalniška in informacijska tehnologija, učne veščine, socialne veščine, podjetnost in splošna kultura. Zavesten odmik je narejen od prvotne opredelitve 'spretnosti', ki se običajno uporablja za označevanje spretnosti branja in računanja, h 'kompetencam', pri čemer so kompetence opredeljene z znanji in spretnostmi v najširšem smislu, ter kot zmožnost uporabljati znanje in spretnosti v najrazličnejših situacijah.⁹ Poudarjena je tudi funkcionalna dimenzija oziroma potrebe in povpraševanje, ki jih generira trg dela.

Partnerji v projektu EUCEBS zavestno uporabljamo termine temeljno znanje in spretnosti oziroma temeljne veščine, vendarle pa je že iz zasnove standardov na 6 ključnih področjih razvidno, da gre pri vrednotenju za ugotavljanje uporabnosti temeljnih znanj in spretnosti v različnih okoliščinah vsakodnevnega življenja odraslih. Projekt je potemtakem od samega začetka kompetenčno zasnovan.

PREDSTAVITEV EVROPSKEGA SPRIČEVALA O TEMELJNIH VEŠČINAH

Spričevalo bo temeljilo na enakih evropskih standardih in bo omogočalo vpogled v dejanske kompetence odraslih. Spričevalo, s katerim se bo potrjevalo obvladovanje spretnosti za vsako od šestih področjih bo zagotavljalo primerljive standarde znanja v različnih evropskih državah, predvsem pa bo zagotavljajo tisto kakovost znanja, ki bo prispevala k večji zaposljivosti posameznika v različnih evropskih državah. Avtorji projekta EUCEBS so izbor 6 ključnih področij določili povsem pragmatično, na temelju potreb, ki so jih zaznali pri manj izobraženih udeležencih izobraževalnih programov v različnih evropskih državah (analiza ponudbe). Na drugi strani pa z natančno analizo gibanj na trgu delovne sile in zahtev delodajalcev (analiza povpraševanja) v svojih državah. Listina, ki bo dokazovala, da ima posameznik znanje s področja prej naštetih spretnosti, bo prva v Evropi in Sloveniji, po sami ideji in namenu pa jo lahko primerjamo z mednarodnima standardama na področju računalniškega opismenjevanja, ki sta že prisotna v Sloveniji. To sta ECDL (European Computer Driving Licence) – evropsko računalniško spričevalo, ki potrjuje, da ima prejemnik znanje o temeljnih pojmih informacijske tehnologije in je zmožen uporabljati osebni računalnik in temeljna računalniška orodja ter Expert – evropski računalniški potni list.

Evropsko spričevalo o temeljnih veščinah je v prvi vrsti namenjeno tistim skupinam na trgu dela, ki so bodisi zaradi nezadostne in neustrezne začetne izobrazbe, socialnega položaja in etnične pripadnosti, težje zaposljivi in nekonkurenčni na trgu dela, pri tem so bile v posameznih državah identificirane tele ciljne skupine: v najširšem smislu odrasli brez formalne izobrazbe, mladi osipniki, odrasli s posebnimi potrebami, zaposleni z manj leti šolanja, brezposelni, imigranti iz »neevropskih« držav ter pripadniki marginaliziranih etničnih skupin. Posamezniki in skupine prebivalstva, ki bodo pridobili spričevalo o obvladovanju veščin, ki so na trgu dela cenjene in iskane, si bodo zvečali možnosti in zmanjšali tveganje brezposelnosti in izključenosti. Na ta način bo spričevalo posredno prispevalo k zviševanju ravni pismenosti in ostalih temeljnih spretnosti v posameznih delih evropske populacije, k večji družbeni vključenosti prebivalstva s tem ko bo odprto za marginalizirane skupine ter k večji mobilnosti delovne sile v Evropi. Prav z uvajanjem sistemov za vrednotenje in priznavanje neformalno in priložnostno pridobljenih znanj za te ciljne skupine, naj bi povečevali njihove možnosti za dejavno sodelovanje na trgu dela in za njihovo mobilnost v evropskem prostoru. Iz tega zornega kota bo imel projekt, ko bo implementiran, pomembno ekonomsko in socialno vlogo.

⁹ Evropska komisija: Second Report on the Activities of the Working Group on Basic Skills, Foreign Language Teaching and Entrepreneurship, junij 2003.

V sklopu projekta so razviti standardi iz temeljnih znanj in spretnosti, ki določajo kaj naj bi posameznik razumel, vedel in znal ter kakšne spretnosti obvladuje za vsako od šest področij. Določena so bila merila po katerih se bo vrednostilo posameznikovo znanje ter metodologija za preverjanje znanja in veščin, ki obsega oblike in metode preverjanja. Prav tako se v posameznih državah sproženi postopki za verifikacijo spričevala v nacionalnih okvirih. Tako v nacionalnih kot na evropski ravni, naj bi se zagotovila transparentnost spričevala oziroma primerljivost z obstoječimi šolskimi sistemi in projekti.¹⁰ Zato se je veliko pozornosti v razvojnem delu projekta namenjalo temu, da so standardi znanja jasno opredeljeni in sprejeti s strani vseh partnerjev ter da so natančno so določeni postopki in pogoji pod katerimi bo potekalo vrednotenje znanja in spretnosti. Vsi načrtovani postopki so zastavljeni tako, da v največji meri služijo posameznikom, njegovim ciljem, in potrebam. Prav tako, naj bi posameznika motivirali za pridobitev spričevala. Velik poudarek je na tem da so posamezniki enakovredni partnerji v postopku vrednotenja in potrjevanja temeljnih veščin.

Dolgoročni cilj projekta je tudi ustanovitev neprofitne agencije, ki bo na mednarodni ravni skrbela za širitev, razvoj ter uveljavljanje spričevala. Projekt ponuja nekatere inovativne pristope, postavlja se elektronski portfolijo kot tudi možnost za opravljanje preverjanja preko svetovnega spleta, s čimer se razvijajo in približujejo prednosti elektronskega učenja širšim skupinam ljudi.

ZASNOVA LICENCE ZA OCENJEVALCE

Ob oblikovanju standardov na šestih področjih, kriterijev in metod za vrednotenje znanja in spretnosti, partnerji v projektu iščemo odgovore na vprašanje, kako dosegati verodostojnost in zanesljivost vrednotenja znanja na evropski ravni. Zavedamo se, da je nesmiselno snovati sistem vrednotenja in priznavanja znanja, če se ob tem ne razvijejo tudi mehanizmi za zagotavljanje kakovosti. Ti omogočajo upoštevanje enakovrednosti postavljenih standardov na nacionalni in mednarodni ravni, ter s tem pravičnost in zaupanje v postopke merjenja in vrednotenja v vseh okoljih, kot tudi pri vseh vpletenih v postopke. Partnerji smo kot ključne elemente za zagotavljanje zanesljivosti, verodostojnosti in transparentnosti rezultatov vrednotenja temeljnih veščin, navedli: izbiro, usposabljanje in spremljanje ocenjevalcev, ter s tem postavili zasnovo licence za ocenjevalce. Vse tri elemente obravnavamo enakovredno, pri tem pa poskušamo postavljati takšne okvire, ki omogočajo upoštevanje lokalnih in nacionalnih potreb in zahtev. Upoštevanje lokalnih in nacionalnih zahtev pa pušča številna odprta vprašanja, ki jih bo treba reševati v procesu implementacije projekta.

Postavljanje vstopnih pogojev za ocenjevalce oziroma izbira ocenjevalcev, ki bodo sodelovali v postopku pridobivanja evropskega spričevala, je zelo občutljivo področje prav zaradi tega, ker posega na področje vrednotenja temeljnih veščin. Partnerji v projektu smo se ukvarjali z vprašanjem, ali je boljše vstopne pogoje določiti z minimalno stopnjo ali vrsto izobrazbe, ki jo morajo le-ti dosegati. Kot ključni pogoj smo nazadnje postavili zadostne izkušnje pri izobraževanju in usposabljanju manj izobraženih odraslih iz navedenih marginalnih skupin odraslih v programih, ki so prvenstveno namenjeni pridobivanju temeljnih znanj in spretnosti. Pomembno je tudi, da ima kandidat za ocenjevalca izkušnje tudi pri vrednotenju in ocenjevanju znanja pri odraslih.

Usposabljanje ocenjevalcev za pridobitev licence je osrednjega pomena. Kandidati za ocenjevalce morajo vedeti kaj se pričakuje od njih, razumeti morajo pomen vseh aktivnosti in postopkov, ki jih morajo

¹⁰ Spričevalo naj bi bilo vključeno tudi v mapo Europass. Europass je dokument, v katerem je vpisano izobraževanje in usposabljanje zunaj države stalnega bivališča. Njegov namen je spodbujanje mobilnosti pri usposabljanju, povezanem z delom. Več na strani: <http://www2:trainingvillage.gr/etv/transparency/tools.asp>

upoštevati ter številne vidike vrednotenja uporabnosti spretnosti in znanj v življenjskih in delovnih okoliščinah. Pomembno je, da se v teku usposabljanja razumejo ali se naučijo uporabljati:

- načela kompetenčno zasnovanega vrednotenja spretnosti in znanja,
- po čem se razlikuje od drugih načinov vrednotenja,
- standarde temeljnih znanj in spretnosti na šestih področjih,
- ustrezne metode vrednotenja,
- merila in kriterije za vrednotenje znanja, spretnosti in dokazil,
- vloge ocenjevalca in posameznikov v postopku vrednotenja,
- pogoje za zagotavljanje kakovosti veljavnosti in zanesljivosti vrednotenja,
- prednosti sistemov vrednotenja in potrjevanja temeljnega znanja in spretnosti.

Ocenjevalci naj bi se tudi povezovali v nacionalne in evropske mreže ocenjevalcev in izvajalcev postopkov pridobivanja evropskega spričevala, s čimer se bo zagotavljal njihov nadaljnji profesionalni razvoj.

Sistematično spremljanje dela ocenjevalcev je nujen sestavni del postopkov za zagotavljanje veljavnosti in zanesljivosti vrednotenja ter s tem transparentnosti na nacionalni in evropski ravni. Pri izvajanju spremljanja dela ocenjevalcev v postopku pridobivanja evropskega spričevala se bo upoštevalo nacionalne zahteve in sisteme.

Licenca za vrednotenje in potrjevanje neformalno pridobljenih temeljnih znanj in spretnosti je še predmet razprav in bo dobila svojo končno podobo do konca leta 2004, saj je projekt EUCEBS v sklepni fazi. Med drugim pa si partnerji v projektu prizadevamo za verifikacijo in umestitev licence v nacionalnih izobraževalnih sistemih in ob tem razmišljamo tudi o ustrezni umestitvi licence kot dokumenta v enoten evropski okvir Europass.

Zasnova licence za ocenjevalce že v veliki meri upošteva skupna načela, ki jih vključuje evropska strategija vrednotenja neformalnega in priložnostnega učenja (Svetina, 2004).¹¹ Cilj pobude za pripravo skupnih načel za vrednotenje je med drugim združiti in povezati različne nepovezane pobude, dejavnosti ter modele v skupno, transparentno in primerljivo strategijo. Opozarja na sklop temeljnih zahtev, ki jih je treba upoštevati, če se želi doseči verodostojnost, zanesljivost in pravičnost ter zaupanje v postopke merjenja. Posebno pozornost so pri oblikovanju dokumenta namenili vprašanjem, kako z različnimi pristopi pri vrednotenju učenja in učnih dosežkov spodbuditi ponovno vključevanje marginalnih skupin kot so osipniki, brezposelni in migranti, v izobraževanje, na trg dela in v družbo. Načela obravnavajo 6 osrednjih tem, in sicer namen vrednotenja, pravice posameznika, odgovornost izvajalcev vrednotenja, zaupnost in zanesljivost, pravičnost ter verodostojnost in veljavnost. Načela, tako kot drugi dokumenti EU s področja izobraževanja, ne predpisujejo nobene posebne metodološke ali institucionalne rešitve.

SKLEP

Položaj marginalnih skupin na trgu dela in evropske usmeritve na področju izobraževanja in usposabljanja, kažejo na to, da je uvajanje postopkov za vrednotenje in priznavanje neformalno in priložnostno pridobljenega temeljnega znanja in spretnosti nujno potrebno. S tem se odpirajo nove možnosti in poti za dejavnejšo vlogo izključenih skupin v vseh segmentih družbe. Projekt Evropsko spričevalo o temeljnih veščinah pa si prizadeva vpeljati te postopke na evropski ravni in s tem presega zgolj načelne usmeritve evropskih pobud. Iskanje ustreznih metodoloških in institucionalnih rešitev, kot

¹¹ Dokument z naslovom Skupna načela za vrednotenje neformalnega in priložnostnega učenja, se je začel pripravljati novembra 2003, v njegovo pripravo so se vključevali predstavniki vseh 31 evropskih držav.

je npr, vpeljevanje licence za ocenjevalce je zato zelo zahtevna naloga za partnerje v projektu. Partnerji pri projektu si med drugim tudi prizadevamo, da bi se tako Evropsko spričevalo o temeljnih veščinah kot tudi licenca za ocenjevalce vključili v projekt Europass.

Vpeljevanje in uveljavljanje evropskega spričevala o temeljnih veščinah in s tem tudi licence za vrednotenje in potrjevanje temeljnih veščin bo v Sloveniji moralo potekati v dveh smereh. Evropsko spričevalo bo treba umestiti v sedanji izobraževalni sistem, povezati ga kaže z drugimi projekti, ki razvijajo programe ali postopke za vrednotenje in priznavanje temeljnih znanj in spretnosti; tako bi v največji meri lahko dosegli transparentnost evropskega spričevala v Sloveniji. Poleg tega so standardi ključnih veščin, ki jih razvija evropsko spričevalo, v veliki meri skladni s standardi, ki jih podpirajo nekateri obstoječi izobraževalni programi¹². Po drugi strani pa bo treba doseči uveljavitev javne listine na trgu dela: pri tem bo potrebno sodelovati z vsemi socialnimi partnerji.

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¹² Mišljeni so programi Usposabljanje za življenjsko uspešnost, ki smo jih v Sloveniji smo pričeli razvijati pred desetimi leti. Cilji programa so bili obnavljanje temeljnih bralnih, pisnih in računskih veščin ter razvijanje strategij za nenehno učenje in aktivno vključevanje v družbo s pomočjo razvijanja socialnih in komunikacijskih spretnosti ter temeljnih splošnih znanj.

Ker smo želeli gradivo pripraviti do 8. andragoškega kolokvija, prispevkov ni bilo mogoče tehnično urediti in jezikovno pregledati.

Organizacijski odbor 8. andragoškega kolokvija

Soorganizator 8. andragoškega kolokvija



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Sponzor 8. andragoškega kolokvija



P R O G R A M

C O N F E R E N C E P R O G R A M

Petek, 22. oktober 2004 / Friday, October 22, 2004

9.00 – 10.00 Registracija udeležencev / *Registration*

PLENARNI DEL / PLENARY SESSIONS

Moderator / *Chair*: Vida A. Mohorčič Špolar

Velika predavalnica / *Lecture room (048)*

10.00 – 10.15 **Otvoritev 8. andragoškega kolokvija in pozdravni nagovor / Welcome address**
Vida A. Mohorčič Špolar, directress of Slovenian Institute for Adult Education
Janez Krek, Vice Dean at Faculty of Education

10.15 – 10.35 **The Changing Professional Profile of Adult Educators in Europe**
(Spreminjajoč strokovni profil izobraževalca odraslih v Evropi)
Magda Trantalidi, Greece

10.35 – 10.55 **Education and Training of Adult Educators in Serbia**
(Izobraževanje in usposabljanje izobraževalcev odraslih v Srbiji)
Aleksandra Pejatović, Serbia and Montenegro

10.55 – 11.15 **Razprava / Discussion**

11.15 – 11.45 **Odmor za kavo / Coffee Break**

11.45 – 12.10 **Contemporary Profile of Adults' Teachers Training, Educational Services and Institutions - the Bulgarian Experience**
(Značilnosti sodobno zasnovanega usposabljanja učiteljev v izobraževanju odraslih, izobraževalnih dejavnosti in ustanov - bolgarska izkušnja)
Irina Radevska, Bulgaria

12.10 – 12.30 **Uvajanje novosti v temeljno izobraževanje učiteljev v poklicnem izobraževanju (Introducing changes in VET teacher and trainer training in Slovenia)**
Brigita Rupar, Slovenia

12.30 – 13.00 **Razprava / Discussion**

13.00 – 14.00 **Odmor za kosilo / Lunch break**

DELO V SKUPINAH 1 / GROUP WORK 1

Moderator / Chair: Ema Perme

Mala predavalnica / Lecture room (134)

- Izobraževanje učiteljev multiplikatorjev za izvajanje seminarjev s področja poučevanja in učenja z računalnikom** (*The Training of Teachers – Multipliers, engaged in Running Courses for Computer-Based Teaching and Learning*)
Ivana Mori, Slovenia
- 14.00 – 15.30 **Izobraževanje učiteljev, vzgojiteljev in staršev integriranih otrok in mladostnikov, ki ga izvaja Center za korekcijo sluha in govora Portorož** (*The Education of Teachers, Pedagogues and Parents of Integrated Children and Youth at CKSG Portorož*)
Srečka Božič, Slovenia
- Vzgojno-izobraževalna vloga družinskega terapevta**
(*Educational Role of Family Therapists*)
Alenka Hebar, Slovenia

GROUP WORK 2 / DELO V SKUPINAH 2

Moderator / Chair: Aleksandra Pejatović

Mala predavalnica / Lecture room (014)

- Faculty Readiness in Higher Education? The Challenge of Technology enhanced Teaching at University Workplaces** (*Ali so fakultete pripravljene na izzive, ki jih v proces poučevanja vnaša nova izobraževalna tehnologija?*)
Jasmina Hasanbegić, Swizerland
- 14.00 – 15.30 **Action Learning - A Successful Method for Adult Education**
(*Akcijsko učenje - uspešna metoda v izobraževanju odraslih*)
Anca Drugas, Romania
- The Role of Adult Educators in Peoples' Universities in Fostering E-learning and the Regional Disparities** (*Vloga izobraževalcev odraslih na ljudskih univerzah pri spodbujanju e-izobraževanja in odpravljanju regijskega neskladja*)
Andreja Starčič Istenič, Slovenia
- Qualified Assessors Award - European Project on Accreditation of Basic Skills** (*Licenca za vrednotenje in potrjevanje temeljnih veščin*)
Ester Možina, Slovenia, Bonnie Dudley Edwards, UK

15.35 – 16.00

Odmor za kavo / Coffee Break

DELAVNICA 1 / WORKSHOP 1

Mala predavalnica / *Lecture room* (134)

16.00 – 17.00 **How to prepare a lesson that motivates the participants**
(Kako pripraviti predavanje, ki udeležence navduši)
Julijana Lapuh Bele, Slovenia

DELAVNICA 2 / WORKSHOP 2

Mala predavalnica / *Lecture room* (014)

16.00 - 17.00 **The Role of Basic Value, Unique, Social Responsible Individuum in the Multicultural Community - in the Light of Lifelong Learning (Examples of Good Practice)** *(Enkratna, socialno odgovorna oseba kot temeljna vrednota učeče se, v svet odprte, multikulturne skupnosti: Primeri dobre prakse)*
Slavica Borka Kucler, Slovenia

20.00 **Večerja v Šestici / Dinner in Šestica**

Sobota, 23. oktober 2004 / Saturday, October 23, 2004

PLENARNI DEL / PLENARY SESSIONS

Moderator / Chair: Dušana Findeisen

Velika predavalnica / Lecture room (048)

- 10.00 – 10.20 **Profesionalne vloge, ki se razvijajo na področju vzgoje in izobraževanja odraslih** (*The New Professional Roles in the Field of Adult Education*)
Nives Ličen, Slovenia
- 10.20 – 10.40 **Improving the Initial Teacher Education for Teachers of Adult Literacy, Numeracy and ESOL: An Exploratory Study**
(Izboljšanje začetnega izobraževanja učiteljev za poučevanje v programih za zviševanje ravni pismenosti odraslih (programi računstva, ustnega in pisnega sporazumevanja ter angleščine kot drugega jezika) – raziskovalna naloga)
Norman Lucas, UK
- 10.40 – 11.00 **Razprava / Discussion**
- 11.00 – 11.30 **Odmor za kavo / Coffee Break**
- 11.30 – 12.10 **Training Community Tutors: Back to Sitting by Nelly?**
(Usposabljanje izobraževalcev (tutorjev) v skupnostih)
Judith James, Jean Preece, UK
- 12.10 – 12.30 **Training Community Tutors: Back to Sitting by Nelly?**
(Usposabljanje izobraževalcev (tutorjev) v skupnostih)
Brenda Griffiths, UK (poster presentation)
- 12.30 – 12.45 **Zaključek 8. andragoškega kolokvija / Conclusion**
- 12.45 – 13.30 **Kosilo / Lunch**
- 13.30 - **Izlet (registracija in zbirno mesto PeF)**
Izlet je namenjen neformalnemu druženju, vključuje pa prevoz, obisk Predjamskega gradu in Postojnske jame ter večerjo v eni od slovenskih turističnih kmetij. Prihod v Ljubljano v poznih večernih urah.
- Excursion (registration and meeting point at Faculty of Education)**
The excursion includes the transportation, visit of Predjama Castle and Postojna Cave and dinner in one of the Slovene Tourist Farm.
Arrival in Ljubljana late at night.