

Identification of the Need for and Formulation of a Training Program for Educators in Adult Education

By

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Abstract

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

Keywords: *Adult Education, Adult Educator, Adult Training Program*

Introduction

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

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

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

trainer will be posted on the organization's website one month before the beginning of the program.

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

Identify the need for a training program for educators in Adult Education

To identify the need for a training program for educators in adult education, it is essential to gather feedback and insights from both educators and learners. Here are some steps you can follow:

1. **Conduct a needs assessment:** Start by conducting surveys or interviews with educators working in adult education to understand their current skill levels, challenges they face, and areas where they feel additional training is required. Similarly, obtain feedback from adult learners on their learning experiences and areas where they believe educators could improve.
2. **Analyze the feedback:** Compile and analyze the gathered information to identify common themes and specific areas where educators require additional training or support. This could include teaching methodologies, instructional design, working with diverse learner populations, integrating technology into the classroom, assessing learner needs, or addressing learning barriers.
3. **Formulate program objectives:** Based on the needs assessment, define clear program objectives that address the identified gaps in educator skills and knowledge. These objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).
4. **Design the curriculum:** Develop a curriculum that aligns with the program objectives. Identify the key areas of focus and determine the training methods and resources required. Consider incorporating a mix of theoretical and practical components, such as interactive workshops, case studies, group discussions, role-playing activities, and real-world application.
5. **Incorporate flexibility and differentiation:** Adult learners have diverse backgrounds and learning styles. Ensure the training program incorporates flexibility and differentiation to cater to different learning needs. Offer a variety of delivery formats, such as in-person workshops, online modules, webinars, or blended learning approaches.
6. **Identify qualified trainers:** Select trainers who possess extensive experience and expertise in adult

education and are skilled in delivering effective and engaging training sessions. Ideally, look for individuals who have firsthand experience as adult educators themselves.

7. **Implement and evaluate the program:** Roll out the training program and monitor its effectiveness through ongoing evaluation.

Training formulation and the need for training

Training formulation refers to the process of creating a structured plan or program to meet specific training needs within an organization. It involves identifying the skills, knowledge, and behaviors that employees need to develop or improve upon to perform their jobs effectively. The formulation stage includes analyzing the gaps between desired and existing competencies, setting training objectives, determining training methods and resources, and outlining evaluation criteria.

The need for training arises from various factors. Here are a few reasons why organizations invest in training:

1. **Skill enhancement:** Training helps employees acquire new skills and knowledge that are essential for their job roles. It ensures that they stay updated with the latest industry trends and best practices, ultimately enhancing their performance and productivity.
2. **Improved job satisfaction:** Providing training opportunities demonstrates an organization's commitment to its employees' growth and development. Employees who feel supported in their professional development are more likely to be satisfied with their jobs and stay engaged.
3. **Increased efficiency and effectiveness:** Proper training equips employees with the necessary skills to perform their tasks efficiently. It enables them to understand and use tools, systems, and processes effectively, leading to higher quality work and better outcomes.
4. **Adaptation to change:** In an ever-changing business environment, training is crucial for employees to adapt to new technologies, methods, or organizational changes. It helps them embrace and successfully navigate transitions, reducing resistance and increasing overall agility.
5. **Employee retention:** Offering training opportunities can be seen as a form of investment in employees' long-term growth. This investment fosters a sense of loyalty and commitment, encouraging employees to stay with the organization rather than seeking opportunities elsewhere.
6. **Compliance with regulations and standards:** Many industries have specific regulatory requirements or standards that organizations must adhere to. Training ensures that employees are aware of and comply with these regulations, minimizing legal risks and maintaining a safe working environment.

Thematic outline

1st Teaching section

"Introduction to Adult Education"

Duration: 50 hours

Subsections:

- Basic concepts and terms of Adult Education
- Characteristics of adult learners
- Barriers to learning and exploring educational needs.
- Learning Theories:
 - a) The theory of Andragogy (Knowles, 1984)
 - b) The theory of social change (Freire, 1970)
 - c) The theory of transformative learning (Mezirow, 2007)
- The role of the trainer

Main objectives of the teaching section:

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

2nd Teaching section

"Group Process - socially vulnerable groups"

Duration: 50 hours

Subsections:

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

Main objectives of the teaching section:

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

3rd Teaching section

"Lesson planning"

Duration: 50 hours

Subsections:

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

Main objectives of the teaching section:

Techniques and methods of planning modules and adult education programs. The study of various adult education techniques such as presentation, case study, brainstorming, simulation, group work and role play. Selection of educational techniques and audiovisual means and ways of shaping educational space according to the needs of any educational process.

4th Teaching section

"Evaluation in Adult Education"

Duration: 50 hours

Subsections:

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

Main objectives of the teaching section:

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

Methodology application – meetings description.

A. First training session lasting five hours.

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

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

Break.

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

B. Second training session lasting five hours.

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

Break.

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

C. Third training session lasting five hours.

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

Break.

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

D. Fourth training session lasting five hours.

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

Break.

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

E. Fifth training session lasting five hours.

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

Break.

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

F. Sixth training session lasting five hours.

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

Break.

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

G. Seventh training session lasting five hours.

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

Break.

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

H. Eighth training session lasting five hours.

Discussion regarding the self-assessment of the trainer and evaluation of the educational program. Talk about the voluntary participation of some learners in microteaching the next two meetings. Activities related to the above.

Break.

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

I. Ninth training session lasting five hours.

Comments and discussion on the fourth and final written exercise.

Conducting micro-teaching.

Break.

Microteaching commentary.

J. Tenth training session lasting five hours.

Conducting microteaching.

Break.

Microteaching commentary.

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

Training material

This consists of:

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

Trainees' evaluation system

The evaluation is based on the following criteria:

- a) The physical presence, which is compulsory for all learners in the training sessions. There is the

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possibility of an absence, which may not take place during the first or last meeting.

- b) Active participation throughout the educational progress of the program.

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

Scale A: Very good participation

Scale B: Satisfactory participation

Scale C: Unsatisfactory participation

Scale D: More than one absence - rejection

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

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

Scale A: Very good

Scale B: About satisfactory

Scale C: Unsatisfactory

Scale D: works late or not carried out.

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

The successful outcome leads to an Education Certificate program.

Table 1: Program Time Schedule

1st Saturday	1st Educational meeting	
1st Sunday	2nd Educational meeting	
	1st week	1st exercise given
	2nd week	
	3rd week	
	4th week	
2nd Saturday	3rd Educational meeting	
2nd Sunday	4th Educational meeting	
	5th week	Submission of 1st exercise
	6th week	2nd exercise given
	7th week	
	8th week	

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

Conclusion

Overall, training formulation and implementation contribute to the professional development and success of both individuals and organizations. It is an investment that yields positive outcomes, such as improved performance, increased job satisfaction, and enhanced competitiveness in the market.

Gather feedback from educators who participate in the training to assess their satisfaction and determine if the program is meeting their needs. Use this feedback to make any necessary adjustments or improvements. Adult education is a dynamic field, so it is crucial to regularly review and update the training program to ensure it remains relevant and addresses emerging needs in the field.

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