

ET2020 WG on Adult Learning

Report from in-depth workshop  
in Oslo 11 – 13 March 2015

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# Attendance

- 16 countries and 2 international stakeholder
  - AT, BE (fr), CY, DK, EE, ES, FI, DE, IS, LV, NO, PL, RS, SE, SK, and SI
  - European Lifelong Guidance Policy Network (ELGPN) and European Basic Skills Network (EBSN)
  - More than 30 experts

# Pre-Process

- Brief policy reports on national and/or regional policies on use of ICT and OER in adult learning
- Extensive materials from 22 countries
- What worked and why? Challenges?
- Summary available on Yammer
- Litterature review on ICT and social media in adult learning

# On-site Presentations

- 4 countries selected: AT, DE, DK, and ES
- 25 minutes presentation of success stories
  - What worked and why
  - Impact and/or evaluations?
  - Lessons learned?
- 2 ad hoc presentations: PL, and BE (fr)

# Summary of presentation from DK

- Mobile Adult Education Centres (in large trucks)
- Adult school with only tablets – no books
- QPDG-principles:
  - Quiet rooms – for reflection, concentration and own learning.
  - Presentation rooms – for gatherings, common focus, reviews and presentations.
  - Dialogue rooms – with a horizontal teacher role, contact at eye level, focus on learner production rather than the teacher, sharing and showing products.
  - Group rooms – for working crosswise, active course work.

# Summary of the presentation from ES

- The challenge of adapting schools to the spectacular progress of the new technologies
  - create a national strategy for a digital culture in schools
  - set up special plans for teacher training and support (asking teachers what they need)
  - improved school connectivity and high speed access
  - teacher training both online and face-to-face

# Key messages

- Blended learning
  - Use online learning and digital resources mixed with face-to-face meetings and printed materials
- Communication or PR to reach out to new groups of learners
  - Good course design is not enough if the target groups are not aware of their existence
- Involve partners at different levels of the educational system
  - Macro, meso, and micro level to make initiatives more sustainable over time
- Policy coherence (Four in Balance)

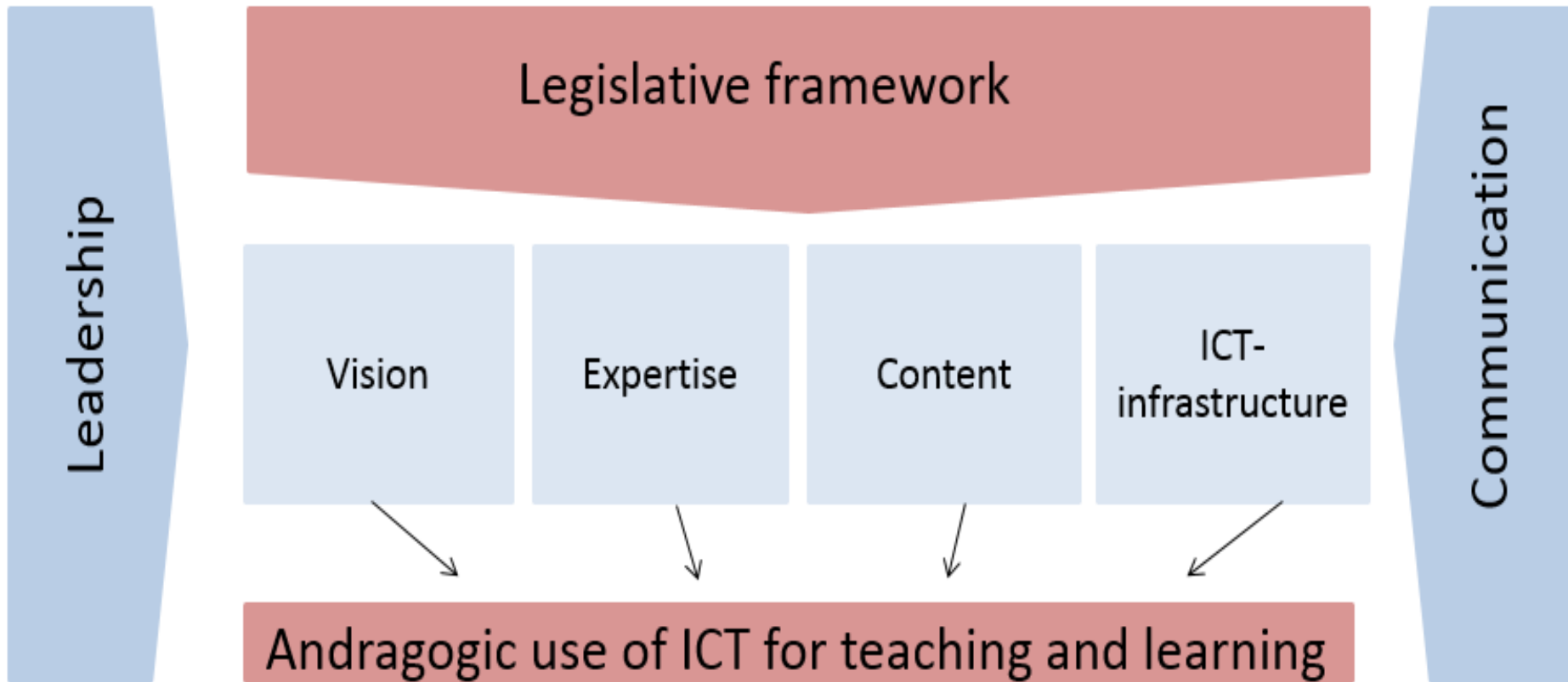
# 4 in Balance

- Infrastructure and hardware
- Content
- Knowledge and expertise
- Vision and leadership





# Modification of Four in Balance



# SWOT-analyses

- Outreach and communication
- Intensified cooperation between stakeholders
- Use knowledge and best practice from workshop to strengthen arguments for including digital skills among basic skills
- Ask teachers what they need and take that as a starting point for future in-service training

THANK YOU FOR YOUR ATTENTION

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