Summary slides WG AL 1

Food for thought

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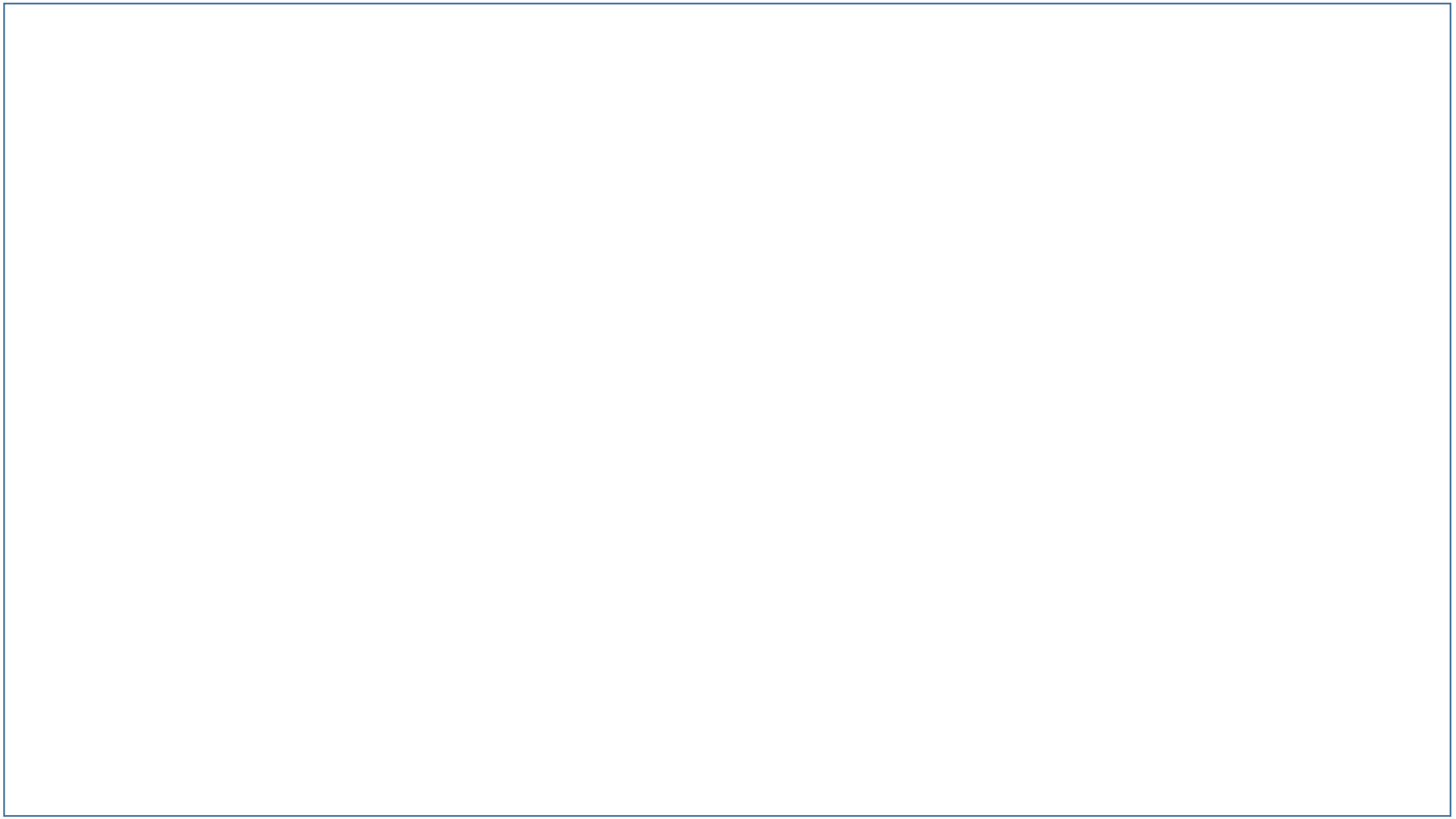
Thoughts on the concept of learning

- Learning is a broad concept having **different intensities**, such as adding bits of new knowledge to your body of knowledge and overthrowing everything you once understood as being true.
- In addition, learning can have **different purposes**; for instance being able to answer a question, to carry out a task, or using your knowledge and understanding to develop new knowledge and start innovations.

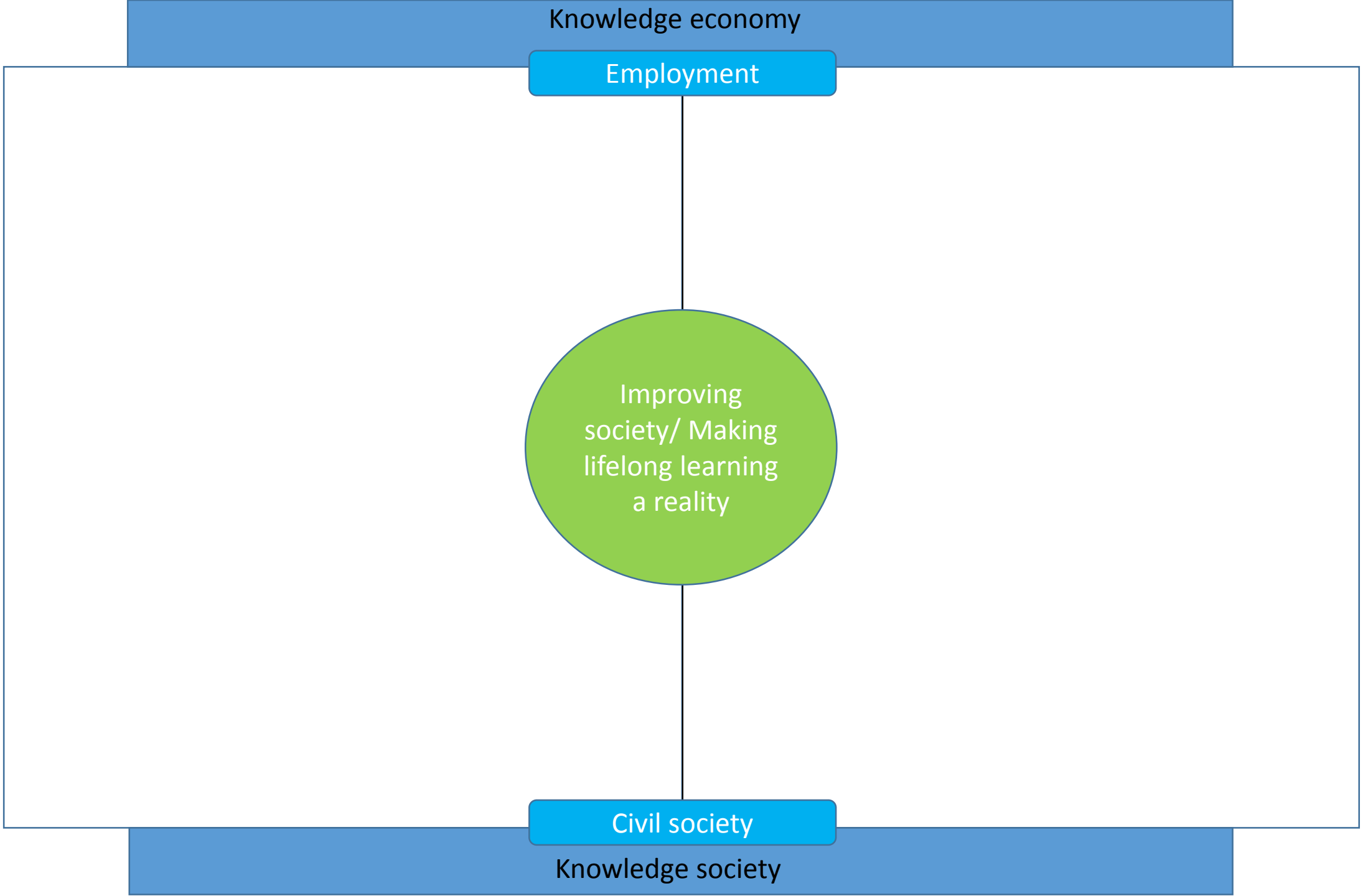
	Intensity of learning: added to the (personal) existing body of knowledge (constructive)		
Purpose of learning: directly use knowledge and understanding			Purpose of learning: use what is learned to develop new knowledge and start innovations and new opportunities
	Intensity of learning: creating a (personal) ‘paradigm shift’ (disruptive)		

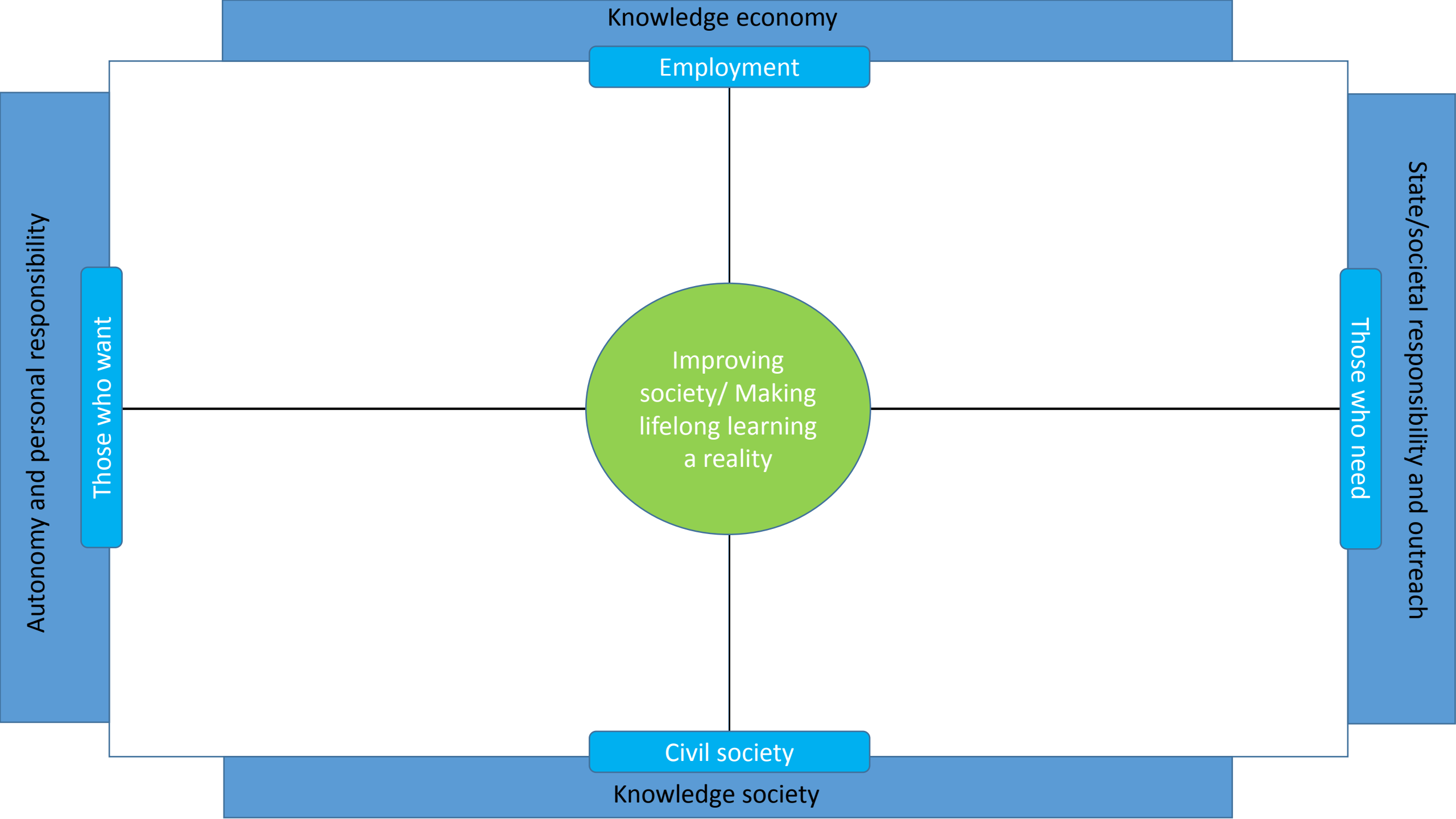
	Intensity of learning: added to the (personal) existing body of knowledge (constructive)		
Purpose of learning: directly use knowledge and understanding	Learning contributes to slightly improving conducting a task. For example: instruction course on working with an ICT tool	Learning contributes to build further towards new knowledge, innovation and new opportunities For example: a language course/ specific non-work related subject course	**Purpose of learning: use what is learned to develop new knowledge and start innovations and new opportunities**
	Learning contributes to do things differently on the basis of a new understanding. For example: a training on management skills or a personality training	Learning contributes to changes in career, work, society etc. For example: learning by experiencing a life-changing, disruptive event	
	Intensity of learning: creating a (personal) 'paradigm shift' (disruptive)		



European Commission (2011), Assessment of the impact of ongoing reforms in education and training on adult learning sector

Improving society/ Making lifelong learning a reality


Knowledge economy
Employment
Improving society/ Making lifelong learning a reality
Civil society
Knowledge society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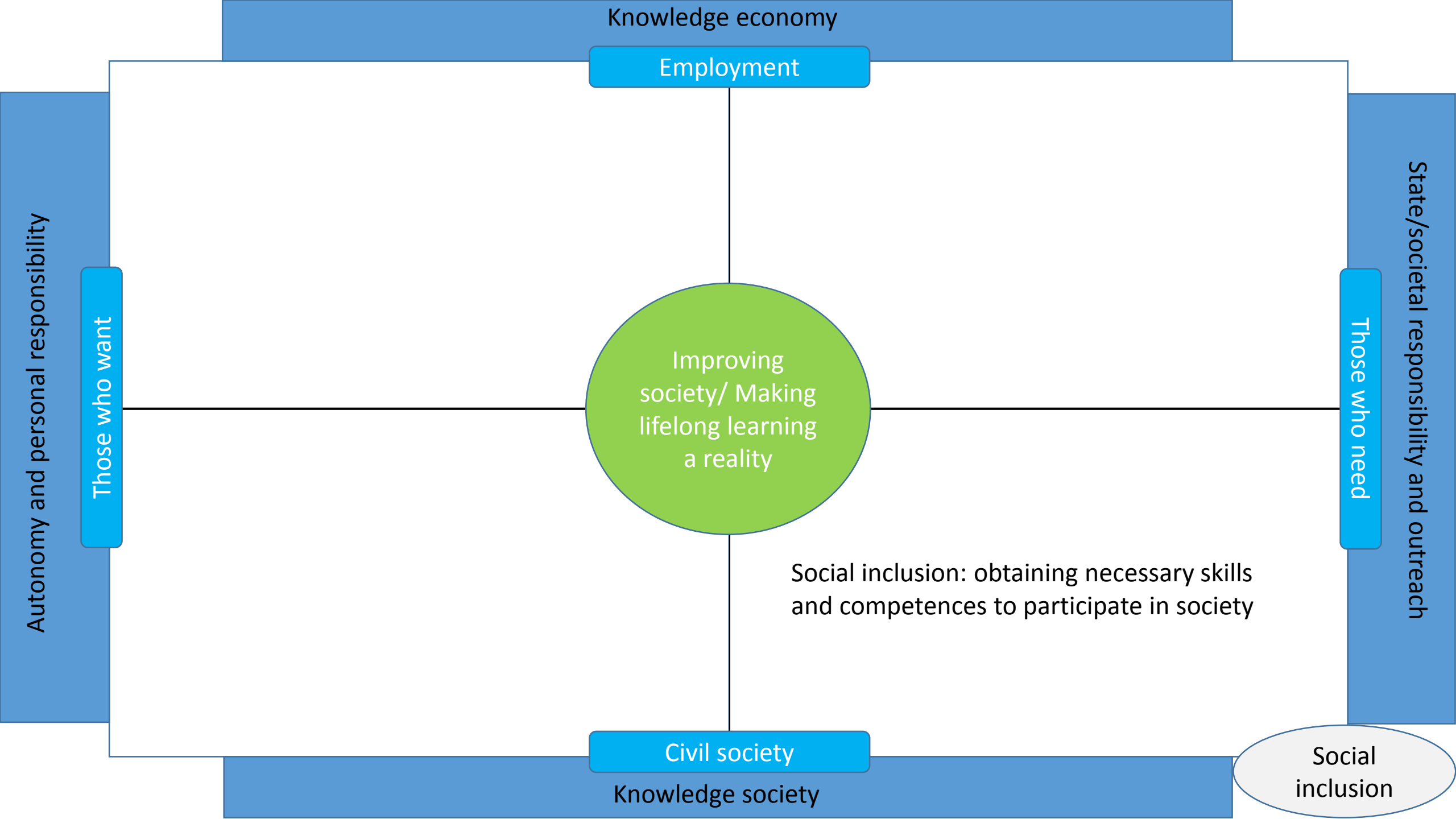
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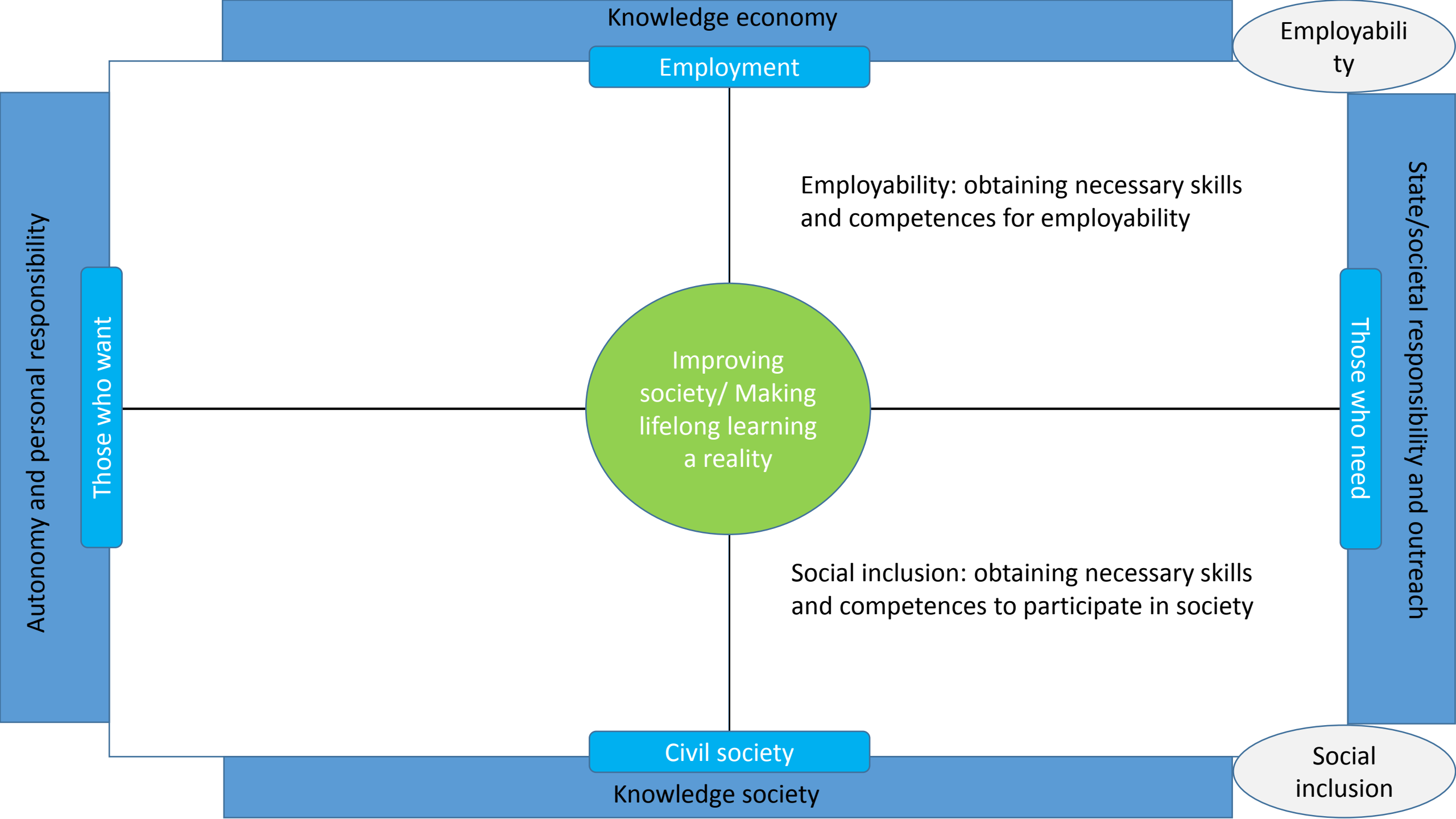
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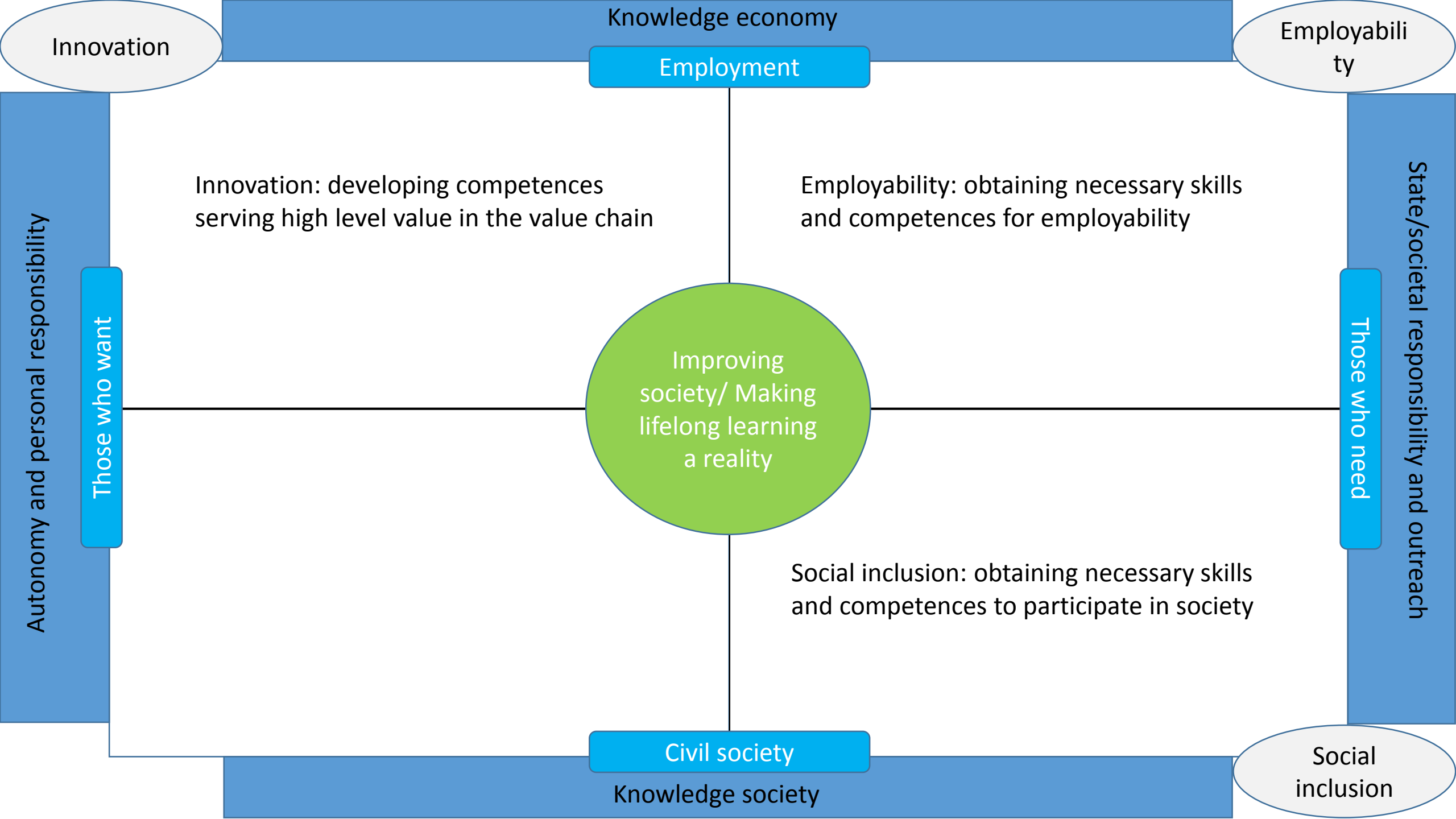
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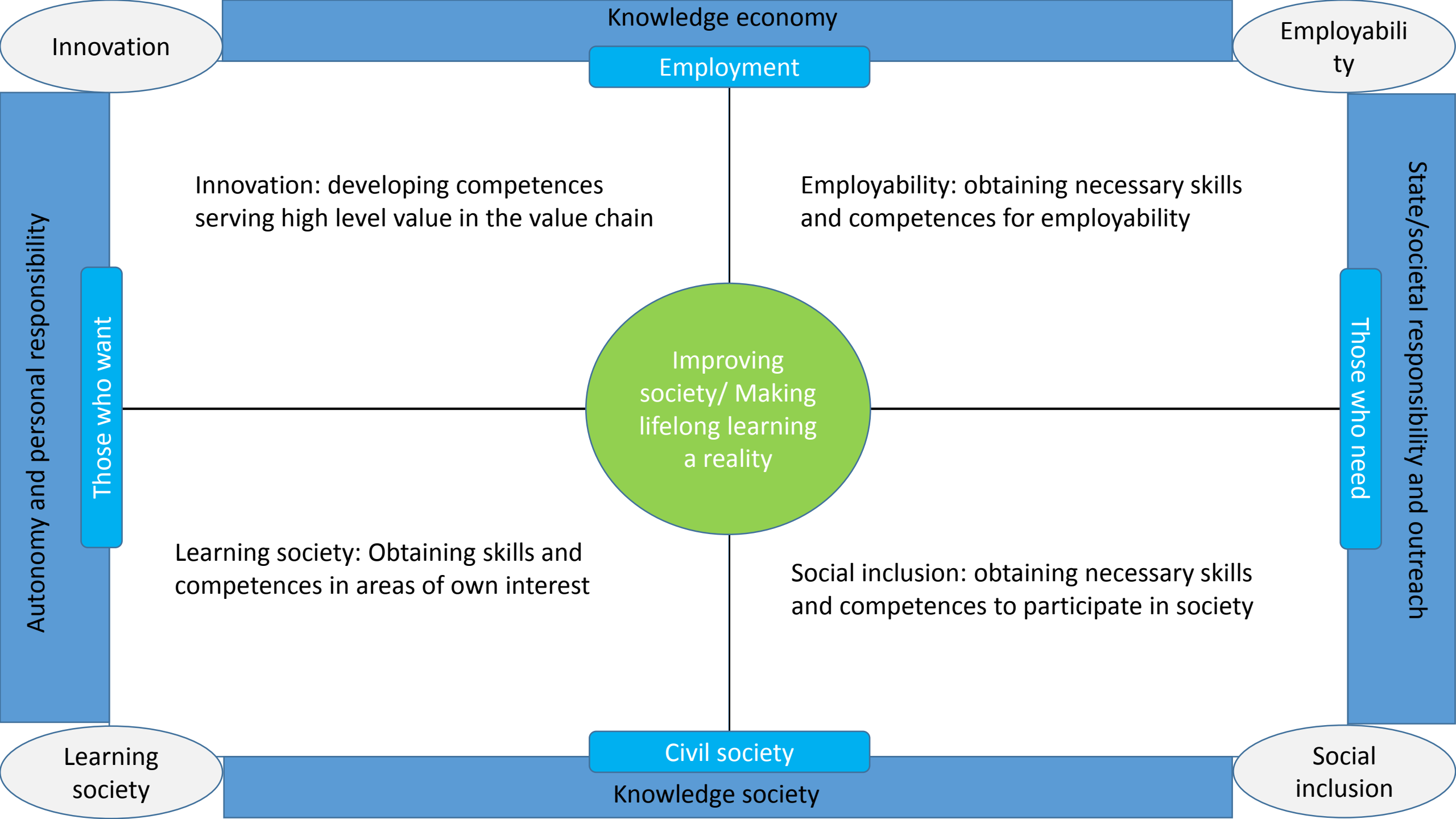
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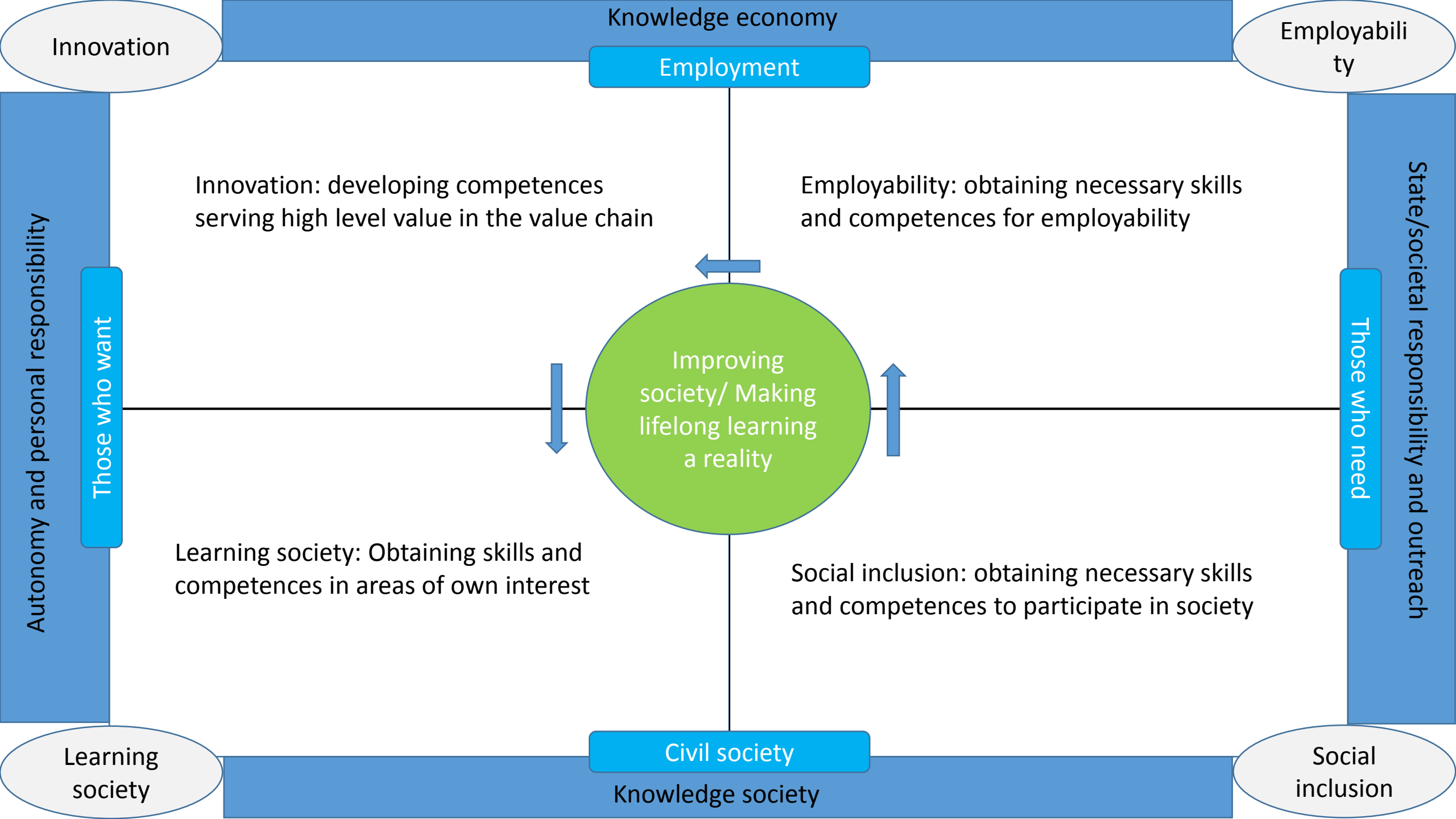
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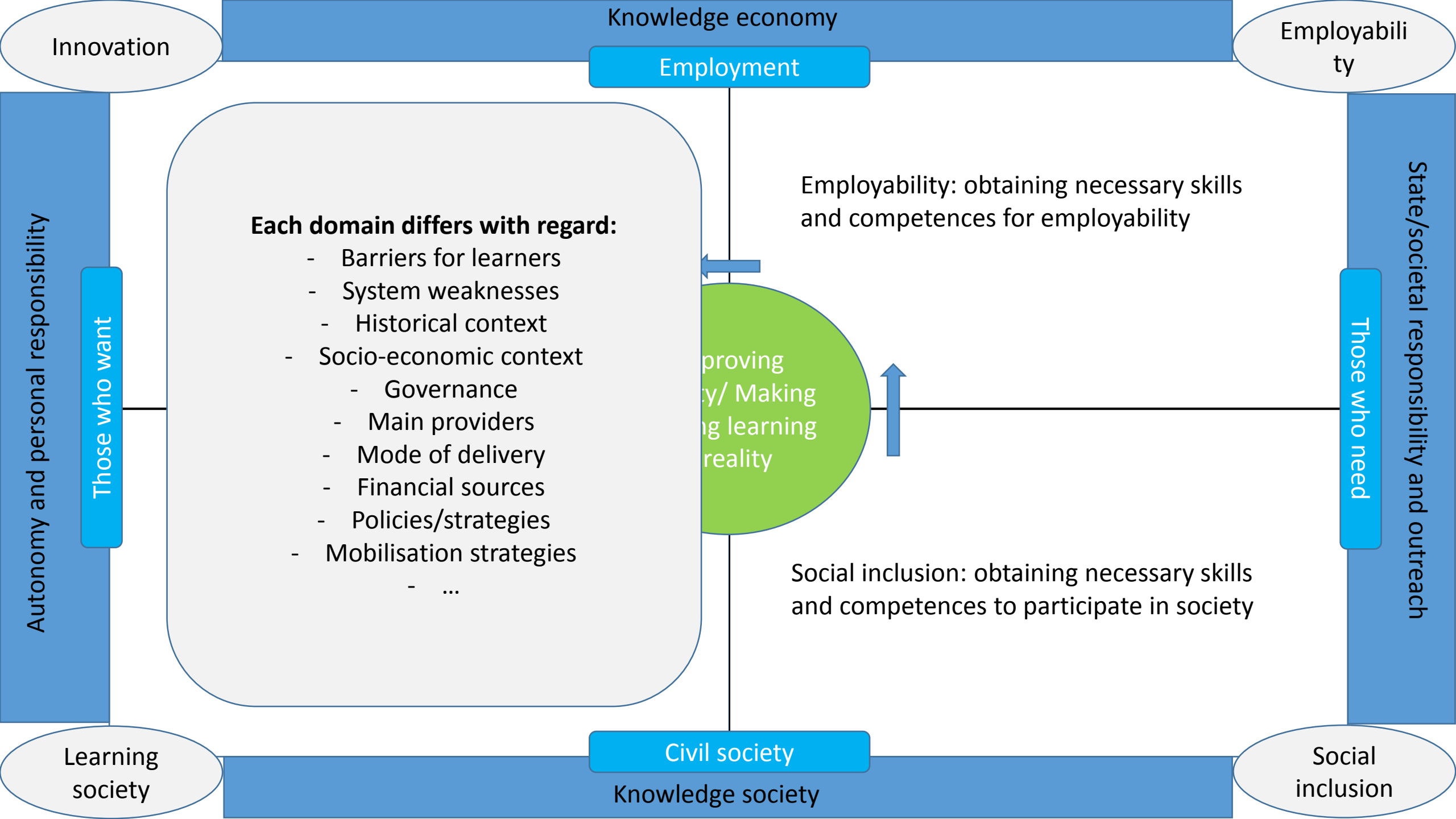
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Each domain differs with regard:
- Barriers for learners
- System weaknesses
- Historical context
- Socio-economic context
- Governance
- Main providers
- Mode of delivery
- Financial sources
- Policies/strategies
- Mobilisation strategies
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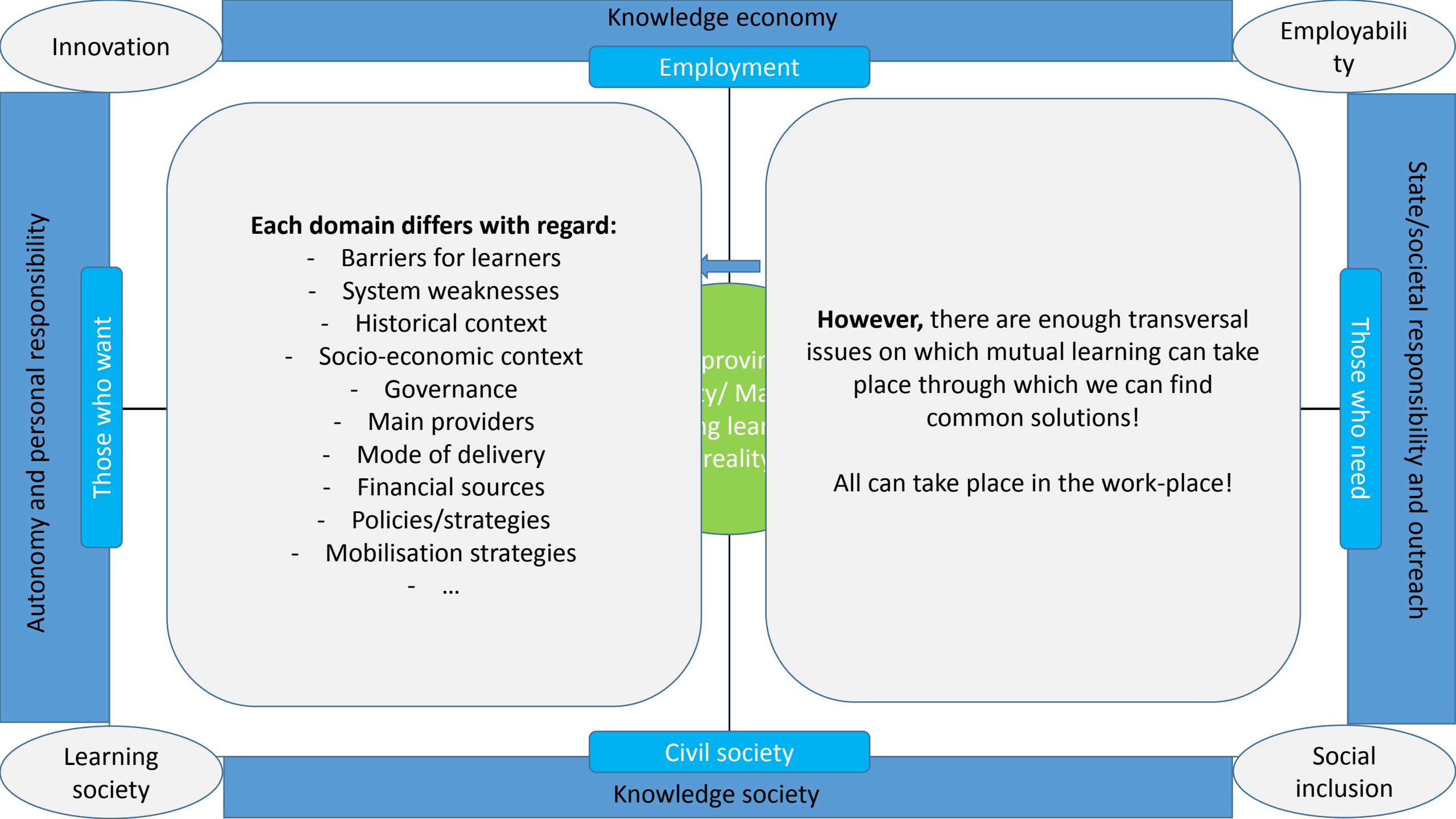
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However, there are enough transversal issues on which mutual learning can take place through which we can find common solutions!
All can take place in the work-place!
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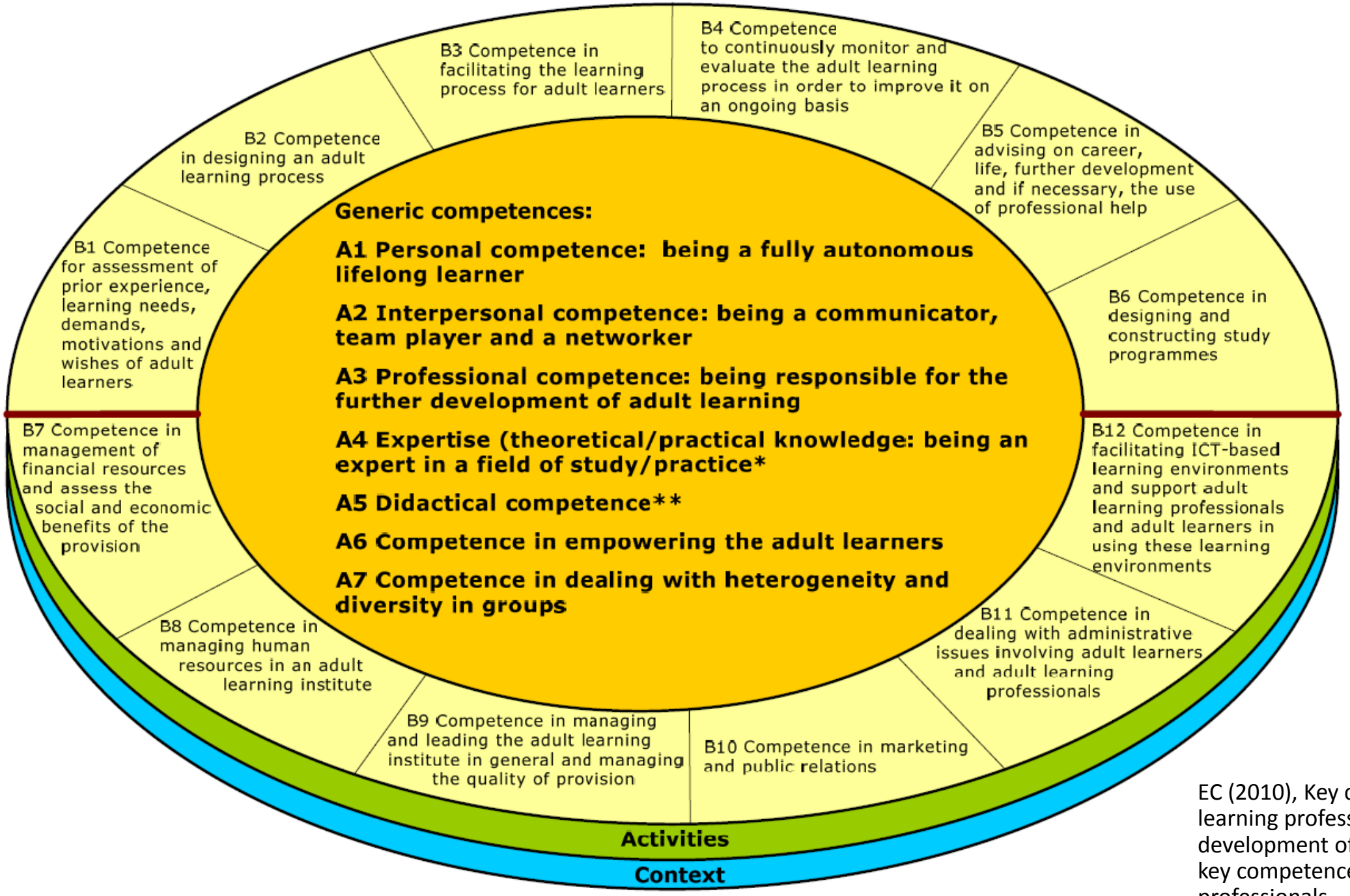
Aspects characterizing Adult Learning (quality), differentiating it from initial education

- it should be motivational for the learners,
- the learning environment should be rich and reflective,
- the provision should be tailor made, learner centred and
- attuned to the specific learning needs of the adult learning.
- Furthermore, the provision should respect the background of the adult learner and
- the knowledge and experience of the adult learner should be used as resource in the learning process.
- In addition, the provision should be offered in a flexible manner in terms of duration, time, and place.
- Finally, the learning should be both relevant for the adult learner and – potentially – other stakeholders (e.g. employers, societal organisations).

European Commission (2013), Quality in the Adult Learning Sector, European Commission, DG EAC.

Features that influence the development and delivery of formal training programs:

- The extent to which learning is valued and rewarded within the enterprise
- The role of knowledge in setting the competitive climate for the enterprise
- The size of the workplace or site
- The range of products, processes, and/or services provided by the work-place
- The capacity and willingness of the workplace to network with other related organizations



EC (2010), Key competences for adult learning professionals Contribution to the development of a reference framework of key competences for adult learning professionals