



Lifelong
Learning
Programme

Schedule of good practices (at least one for each country) to fill in till the 10th of May and put in wiggio (Products section)

This schedule will be published in the final ebook presented in Cyprus

Self Learning Tools

Presented by: CHILDREN'S ALLIANCE FOR DEVELOPMENT

Country: BULGARIA

Short description (6 lines)

Having the aim of providing self-directed learning tools that enable the use and sharing among professionals working with adults (especially low qualified seniors older than 50 years). Self Learning Tools can also be used by adults in general who wish to empower themselves or improve their skills through self-directed learning. Each of scales provides information and improves development especially in 5 fields:

Voluntary, health, finances, citizenship and education (formal / non-formal / informal).

We organized five training sessions at the local level with a professional in the field of culture and representatives of organizations of adults, followed by educational activities in which older people themselves are in both roles - trainers and trainees.

Duration (organization + Implementation) - October 2013 - May 2014

Objectives (cross one or more options)

- to promote the creation of a culture of active ageing as a lifelong process;
- X to ensure that rapidly-growing population of people who are currently in their late 50s and over would have opportunities for employment and active participation in social and family life, including through volunteering, lifelong learning, cultural expression and sports;
- to involve young generations in these activities.

Activity (more detailed 1-2 pages)

Self Diagnostic Form.

A self diagnostic form is an instrument designed to assist you in assessing personal levels of competence and need related to possible areas of study. Such information typically helps in identifying and developing many of the professional competencies required to understand a particular topic of interest or need and often is used as a precursor to construction of a learning contract.



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Self Analysis as a Learner.

This involves you in carrying out an analysis of yourself or others as a learner. It includes determining such factors as the ways you learn best, developmental patterns or social roles which impact on your learning efforts, subject areas which you like best, strengths and weaknesses as a learner, and what, if any, you would change to improve your learning performance. Several self-administered instruments are available for your use if desired.

1. Competencies for performing life roles
2. Self-directed learning skills
3. Competencies for carrying out self-directed learning projects

Self-Directed Learning Readiness Scale.

A self-administered and self-scored instrument entitled the Self-Directed Learning Readiness Scale (SDLRS) is available for comparison of yourself with normed information. An opportunity also is provided for you to detail what the results means in terms of future learning approaches and efforts.

Self-Directed Learning Perception Scale (SDLPS), a self-report instrument, to monitor the support of a self-directed learning environment.

Self Rating on Self-Directed Learning Competencies.

A self-administered and self-scored competency rating device is available for obtaining information about self-directed learning abilities. An opportunity also is provided for you to detail what the results means in terms of future learning approaches and needed competency acquisitions.

Self-Assessment Exercise.

This exercise helps you gain an understanding of and practice with a self-diagnosis process. A model of desired behaviors or required competencies pertaining to learning about a particular topic is created and any gaps identified in current competency levels becomes the basis for planning future learning.

Analyzing Your Thinking Skills and Intelligence Types.

You are introduced to various thinking skill types and personal intelligence types and the nature of the information typically foundational to each type. A self-assessment of how your thinking approaches and/or personal intelligence fit the various types is determined and you can then determine some of the implications for your future learning activities studied.

Determining Your Learning Style.

Several self-administered and self-scoring instruments are available to help identify your own learning style. One or more of these can be completed and the resulting scores and associated meanings used to think through implications and approaches for subsequent learning efforts.



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Target: Addresses disadvantaged seniors, persons over 50. What is significant concerning the definition of the “disadvantaged seniors” is that promoters don’t want to treat seniors as a homogenous group, but make a distinction among those seniors who make the conscious decision to access and participate in learning activities and those who don’t, in order to identify the ones benefiting from learning and the ones who don’t and therefore may be considered disadvantaged.

Results:

1. Using the set for adult participation , educational materials for those working in adult education, in particular training program and training materials for professionals in the field of culture with topics such as : the elderly for the elderly , the elderly and intergenerational learning , adults transmitted traditions adults as advocates in the community.
2. Realisation of five training sessions at the local level with a professional in the field of culture and representatives of organizations of adults , followed by educational activities in which older people themselves are in both roles - trainers and trainees.
3. **Tools (equipment, materials, etc) - handbook (guideline)**, online - resources: adult education , adult education, facilitation (to facilitate the learning process), development of an active civil society and community - concerning professional in the field of culture **and computer (laptop)**

Staff (coordinator, volunteers, students...) - 2 facilitators, 3 young volunteers and 1 coordinator

Estimated budget - 500 euro

5 Tips and tricks

1. Be patient
2. Listen and write down everything what you need

Links

<http://www-distance.syr.edu/slddiag1.html>

<http://projectpaladin.eu>

<http://www.prolt.com>

<http://www.learningstyles.org>