

# Key areas to improve

Within our project, 4 structured courses are planned according to the needs identified in our strategic plan. All trainings are interrelated and planned to improve the key competences of adult education staff and increase the quality of trainings provided to adults. Moreover, each training is planned in a way both to improve the professional competences of the staff and to increase our institutional capacity and the skills of adults.

The needs are as follows ;

- to improve the key competences of the staff
- to increase the quality of the trainings
- to provide adults access to high quality education
- to professionalize and internationalize the institution and staff

The key areas we would like to improve are :

- Staff and Management Competences /Key competences of Staff
- Teaching and Training content - Methods and Tools
- Development of Key Competences of Learners
- Development of Sustainable Cross-Border Cooperation

Through the trainings ,it will be possible to improve all of the key areas stated above.The trainings will enable us to plan strategies to conduct a high quality adult education and explore how to make adult education more popular and more accessible for target groups.

1.With the training in Belgium, the participants will :

- Learn about the diversity of policy and practice in adult education in Europe by comparing their professional experiences and national challenges
- Be familiar with the main challenges in European adult education sector and the role of European civil society
- Gain a basic understanding of regional differences in the definition and traditions of adult education in Europe
- Be able to identify major EU policy frameworks in the field of adult education
- Be familiar with the main methods that can be used for advocacy
- Be familiar with the concept of life skills and its use

2.With the training in England, the participants will;

- Learn how to match the aims and objectives of a training to the participants' needs
- Understand the skills and attributes required for someone being an excellent trainer
- Adapt learning and learning style to the occasion and the audience
- Comprehend in depth the needs and requirements of the trainees/participants/audience
- Deal with difficult trainees and audience and manage difficult situations
- Learn the fundamental training delivery skills and how to use them to their advantage
- Learn how to handle questions and gain the trust of their trainees
- Build trusting and helpful relationship with the trainees

3.With the training in Turkey, the participants will;

- Contribute to the design of ICT-based and mixed mode programmes of study, using multiple forms of media (www, integrating text, audio and video)
- Delivery of the ICT-based programmes
- Collaboration in design teams, involving teachers, learners, administrators and instructional designers
- Conduct and facilitate assessment within on-line environments.
- Use of electronic discussion forums and other media including PC-based audio and video conferencing for academic and guidance support
- Contribute to the design of web pages for marketing, maintain personal web pages

4. With the training in Italy, the participants will;

- Offer career information and basic information on work environments
- Application of tests to obtain information on the relevant characteristics of adults for their career
- Offer pre-entry, on-course and pre-exit guidance
- Application of personal guidance and counselling skills (including the context of second chance and return to learning)
- Offer guidance on meta-cognition (learning to learn/study skills)
- Offer subject specific academic guidance and share information with other professionals

The current difficult economic climate has emphasized the importance of adult education for economic growth. We have to deal with the effects of an ageing population and social exclusion, which is a serious challenge across Europe and have to solve the problem of 80 million low-skilled adults in a Europe. Many socio-economic factors make adult education compulsory. Factors such as the speed of increasing globalization and technological change, the change in the nature of work and labor market increase the need for the development of skills. So, The European Union has set targets and developed policies for adult education to be developed by 2020. Improving training effectiveness and quality, enabling all learners to acquire the basic skills and competences required for their employability, including the 'New Skills for New Jobs' initiative, are the main objectives of improving the training quality of staff training.

The EU also aims to increase the quality of Adult Education and strengthen the cooperation among institutions, which are active in adult education in Programme countries. It is foreseen that cooperation and activities should be supported among the member states in order to increase the quality in education and to preserve the cultural richness