

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

Felicitas von Küchler

Organizing Community Learning – a Key Competence for Adult Educators

Deutsches Institut für Erwachsenenbildung
German Institute for Adult Education

URL: <http://www.die-bonn.de/asem/asem0924.pdf>

Published: 29.06.2009

State of information: 29.06.2009

This document is published with the following [creative commons](http://creativecommons.org/licenses/by-nc-nd/2.0/de/) licence:



<http://creativecommons.org/licenses/by-nc-nd/2.0/de/>

Organizing Community Learning – a Key Competence for Adult Educators

Workshop X: Teachers and Trainers Competencies between State and Market

Felicitas von Küchler

A powerful strand in Adult Education, with a long tradition not only in Germany, is Adult learning embedded in social movements and/or in value orientated contexts as it is practiced for instance in confessional education, trade union education or democratic education.

Adult Learning in communities is in certain contexts and in relation to the goals attained a form of citizens' commitment. In certain contexts and with regard of its goals Adult learning is ... If we follow (According to) a broad conception of learning this form of adult education and adult learning can be comprised under the "informal learning, occurring in everyday life, at work, family, civil society and leisure" (Bron 2008).

In the Commission Staff Working Paper "Memorandum on Lifelong Learning" (2000) it is stated: "Until now, formal learning has dominated policy thinking, shaping the ways in which education and training are provided and colouring people's understandings of what counts as learning. The continuum of lifelong learning brings non-formal and informal learning more fully into the picture. Non-formal learning, by definition, stands outside schools, colleges, training centres and universities. It is not usually seen as 'real' learning, and nor do its outcomes have much currency value on the labour market. Non-formal learning is therefore typically undervalued. But informal learning is likely to be missed out of the picture altogether, although it is the oldest form of learning and remains the mainstay of early childhood learning(..). Informal contexts provide an enormous learning reservoir and could be an important source of innovation for teaching and learning methods" (page 8).

In Germany there is a growing attention towards informal and self-directed learning and the ways it should be supported professionally. A variety of pilot schemes and projects was supported and funded by the Federal State and by the European Communities in order to develop forms of informal learning and self-directed learning as a resource of the individual as well as of the society. One of the most important objectives of these programs and projects was and is to enable adult education organizations and their teachers and trainers to cope with changing demands of the learners in informal contexts and in schemes with elements of self-directed learning.

The presentation will give an overview on the objectives, goals and findings of a project that combined teacher training for informal and self-directed learning contexts with initiatives of community learning. The model project was run by the Catholic Adult Education Federation with seven adult education centers. Evaluation and research were carried out by the DIE and the Humboldt University of Berlin.

The presentation will focus on the model of the teachers training as well as on the competencies required by the trainers. The project gave evidence that such learning settings are particularly effective for groups that have little experience with non-formal learning.