



INVESTING IN PEOPLE

CENTRE FOR HUMAN RESOURCES DEVELOPMENT
AND REGIONAL INITIATIVES



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BULLETIN



**ADULT EDUCATION – PRINCIPLES AND
DEVELOPMENT IN DIGITAL ENVIRONMENT**



**MEASURES RELATED TO ENSURING SAFE
CONDITIONS FOR CONDUCTING THE
COURSES IN FACE-TO-FACE FORM IN CHRDR**



**SCHEDULE OF TRAININGS IN
AUGUST**



Project Integrated Trainings for the Administration in Institutions, working on the Labour Market and in the Social Sphere

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ADULT EDUCATION – PRINCIPLES AND DEVELOPMENT IN DIGITAL ENVIRONMENT

A life-long-learning of adults is extremely topical in the context of new information and productive technologies and the dynamic change of work environment. The EU consistently highlight the importance of life-long-learning and continuation of the process of building knowledge and skills, as well as maintaining competitiveness of labour market and personal improvement¹ when developing European policies. Participation in trainings supporting professional development is a fundamental factor for managing the challenges in rapidly digitalizing economy.

The Centre for Human Resources Development and Regional Initiatives works entirely in the area of adult education as conduction of trainings, courses and initiatives are separate in several base directions:

- Courses for qualification and pre-qualification for unemployed people, carry out by the National Action Plan for Employment;
- Seminars for public administration and other stakeholders or organizations, implement under project Integrated Trainings for the Administration in Institutions, working on the Labour Market and in the Social Sphere;
- Other trainings among which courses on demand, trainings and initiatives supporting the policies of the mandate of Ministry of Labour and Social Policy.

Regardless of the existing specifics in their preparation and implementation, each of the trainings and initiatives embodies in practice the basic principles in adult education, as they are summarized and derived in the scientific literature.² They are as follows:

- understanding of learning as a problem-oriented process, in which it is important to apply the acquired theoretical knowledge in practice;
- constant negotiation;
- individual and group responsibility for the learning process;
- the implementation of continuous dialogue and formation of values;
- interactivity and active involvement of the learner in the process of acquiring knowledge and skills.

¹ https://ec.europa.eu/info/education/policy-educational-issues/shared-challenges-education-and-training/adult-learning_en

² Vassileva, V. Principles of practical training for adults. <http://pedagogicnews.uniruse.bg/%D0%BF%D1%80%D0%B8%D0%BD%D1%86%D0%B8%D0%BF%D0%B8-%D0%B7%D0%B0-%D0%BF%D1%80%D0%B0%D0%BA%D1%82%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE-%D0%BE%D0%B1%D1%83%D1%87%D0%B5%D0%BD%D0%B8%D0%B5-%D0%BD%D0%B0-%D0%B2/>

Observance of these basic principles is the basis of quality training and is a starting point in the methodological and organizational work.

First of all, adult learning is a problem-oriented process, in which it is important to apply the acquired theoretical knowledge in practice. The Centre carries out constant methodological control regarding the quality and practical applicability of the acquired knowledge and skills, for which it is essential to engage teachers - practitioners who actively participate in all steps of the process of planning, conducting and evaluating courses.

The longer duration of the courses for the unemployed creates a specificity that allows to highlight some important aspects of the andragogical approach.³ Although organized on a modular principle, on the basis of which a certain number of classes are provided for a particular discipline, each unemployed person has the right to consultations and additional work with teachers, and most of the courses end with an internship led by a mentor who monitors and supports development to each student. In this way, through mentoring by a qualified teacher, basic principles of adult learning are supported, such as **constant negotiation, individual and group responsibility for the learning process, the implementation of continuous dialogue and the formation of values**. This process supports the personal and professional development of the participants which is a key point, especially important in order to form the motivation and activation of the unemployed person in order to return to the labor market.

While in the courses conducted under the National Action Plan for Employment, negotiation and choice of problems is limited by the state educational standards required, the constant negotiation and taking individual and group responsibility for the learning process is the milestone of the seminars under the project Integrated Trainings for the Administration in Institutions, working on the Labour Market and in the Social Sphere. Each of them, whether conducted in face-to-face or remote form, uses as a basis pre-filled questionnaires in which each participant specifically fills in what theoretical questions and practical cases on the topics would like to be considered and makes a self-assessment of their knowledge, so that the lecturer has preliminary information about the students' knowledge of the topic. Thus, the teaching materials of one of the seminars on the project are specially developed for the specific group of students and are as close as possible to the practical problems relevant at the time of the training. Moreover, the completion of the preliminary questionnaires helps to self-realize the personal responsibility that each of the learners brings to the improvement of their own qualification.⁴

The seminars, organized under the project Integrated Trainings for the Administration in Institutions, working on the Labour Market and in the Social Sphere of the HRD OP 2014-2020, are upgrading trainings for professionals with accumulated professional experience in the field in which they work. These seminars are primarily practice-oriented and encourage the exchange of good practices and experience on specific issues between professionals in a particular field - a process that is no less important

³ greek Andros –adult and agoge – lead, manage, educate

⁴Reviewing the content of the training within the framework set in advance by objective circumstances, such as educational requirements, is an extremely important practical requirement in the preparation of trainings. See e.g. <https://sielearning.tafensw.edu.au/toolboxes/toolbox425/site/staff/o.htm>

than the interaction between lecturers and students. Together with the work with a teacher, this exchange of knowledge and skills between already working specialists contributes to the motivation of the participants and to the better performance of official duties after the completion of the training.

The joint work with colleagues on real practical problems, the conversations during the discussions and in the discussion of the cases, which are a particularly important part in the development of the trainings under the project Integrated Trainings for the Administration in Institutions, working on the Labour Market and in the Social Sphere help **to maintain continuous dialogue and the formation of values**, which are one of the important characteristics of quality adult learning. Dialogue in adult learning is not only one of its principles, but also its philosophical basis, as observance of this principle means above all respect for the other as a subject of communication in the full range of all unexpected answers that he can offer.⁵ In the process of learning in its traditional form, bringing the learner to a single correct decision is tantamount to success. Training based on the principle of true dialogue does not rely on solutions prepared by the lecturer, but seeks to create a working environment in which everyone in the communication process seeks a set of solutions to a particular problem. This is especially important in the preparation of discussions and practical tasks, which should not presuppose the search for unambiguous solutions, but to be maximally stimulating and open, developing the own potential of the participants in the trainings.

Immediately from the principle of dialogicity follows the principle of interactivity and active involvement of the learner in the process of acquiring occupations and skills. The development of this principle, which the Center purposefully imposes over the years, is related to the perception of the learning process as a joint activity between trainer and trainee and takes into account the fact that in adult education each participant enters with already acquired professional and life experience, formed knowledge, skills and habits that affect the learning process. The methodological team of the Centre purposefully works in the field of development of methods for interactive learning, actively assisting the teachers in the process of their application. These methods stimulate active participation of students and removing them from the passive role of listeners, which helps the acquisition of new knowledge and skills.

In the period March - May 2020 regarding the need for physical distancing caused by the crisis with COVID - 19, the Center switched to a fully distance form of training under the project Integrated Trainings for the Administration in Institutions, working on the Labour Market and in the Social Sphere . This was made possible by the well-developed digital products of CHRDMI.

The courses conducted with the support of the National Action Plan for Employment for 2020 were temporarily suspended, due to the existing regulatory restrictions for conducting vocational courses in distance form.⁶

⁵ E.g. Velle, Jane. The Power of Dialogue in Adult Learning. In: Reflective Practice: Formation and Supervision in Ministry, 2016

⁶ In a European and global context, a number of countries have taken steps to support distance learning, especially with regard to courses offered by public employment services, and in some cases, such as Denmark, legal changes have been made to extend distance learning. . In some countries, distance learning courses are

Conducting a large number of trainings in a digital environment allows an analysis of the importance of compliance with the above principles of the andragogical approach, regardless of the form of teaching - in-person or remotely via an electronic platform.⁷ The principles of adult education are the basis of distance learning - webinars and seminars on the platform of CHRDMI. Each of these two forms of conducting the seminars has its own specifics of applying the principles of adult learning. The CHRDMI distance learning platform relies primarily on written communication, which implies more careful preparation of answers in discussions and practical tasks by learners, as they have more time to reflect on the issues raised. On the other hand, webinars allow lively discussions in which participants openly share their personal experiences on a topic. In the Center's trainings, the work process, whether in person or remotely in the form of a webinar or seminar on the Platform, uses all the advantages of the andragogical approach, which does not change in nature, regardless of whether it is applied in a digital environment.

At expert meetings in CHRDMI the leading importance of maintaining the active process of communication between students in the digital environment was emphasized, which facilitates the exchange of experience and good practices between institutions and is one of the main advantages of the project Integrated Trainings for the Administration in Institutions, working on the Labour Market and in the Social Sphere. In order to achieve training that brings to the fore the principle of interactivity and inclusion of the learner, it is necessary to actively moderate the learning process, which takes place in partnership between the teacher of the platform, the so-called tutor and training manager. Gradually, it is necessary to use platforms that allow communication between lecturers and students in real time with a view to more active discussions.

Along with this, a number of advantages that distance learning can offer in comparison with the face-to-face form have emerged, among which the freedom to personally choose the time and place for inclusion in the platform is especially important. In adult learning, "the learning process is determined by the temporal, spatial, everyday, professional and social factors that may limit or support the learner".⁸ As a result of restrictions related to excessive work and personal business, only 40% of adults participate in training.⁹ Distance learning, by providing flexible opportunities for professional development, can overcome these limitations and even use them in favor of the process of acquiring new knowledge and skills. For people who are already professionally engaged and enrolled in certain family relationships, the opportunity to improve their skills without the need to detach from the work and family

also organized free of charge for service users in order to make full use of the period of compulsory physical education e.g. <http://www.oecd.org/coronavirus/policy-responses/the-potential-of-online-learning-for-adults-early-lessons-from-the-covid-19-crisis-ee040002/>

⁷ In the strict sense of the word, "online learning" means the use of digital technologies in the learning process, and this can also happen in the classroom. "Distance learning", in turn, is what takes place outside the classroom, most often through new information and communication technologies e.g.: <http://www.oecd.org/coronavirus/policy-responses/the-potential-of-online-learning-for-adults-early-lessons-from-the-covid-19-crisis-ee040002/>

⁸ Vassileva, V. Principles of practical training for adults. <http://pedagogicnews.uniruse.bg/%D0%BF%D1%80%D0%B8%D0%BD%D1%86%D0%B8%D0%BF%D0%B8-%D0%B7%D0%B0-%D0%BF%D1%80%D0%B0%D0%BA%D1%82%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE-%D0%BE%D0%B1%D1%83%D1%87%D0%B5%D0%BD%D0%B8%D0%B5-%D0%BD%D0%B0-%D0%B2/>

⁹ <http://www.oecd.org/coronavirus/policy-responses/the-potential-of-online-learning-for-adults-early-lessons-from-the-covid-19-crisis-ee040002/>

environment while striking a balance between the two is particularly important. In the context of the epidemic crisis, the remote form has created opportunities for rational use of the extra time saved by travel, which was provided when switching to home office mode, which was resorted to by many institutions and organizations.

The online format uses the new technologies and supports the work of the trainees with them, thus indirectly contributing to the development of digital skills, which are extremely important for competitiveness in the modern rapid development of information and communication technologies. Among other things, distance learning supports and helps to build personal motivation, highlighting the fact that adults are self-organizing and self-governing, and teachers have a supporting role in deciding what will be the training, what will be the pace of learning, material and how successes will be recognized. Adults learn in different ways, and the distance form of learning to a high degree allows to take into account the individual differences and different learning styles of each student.

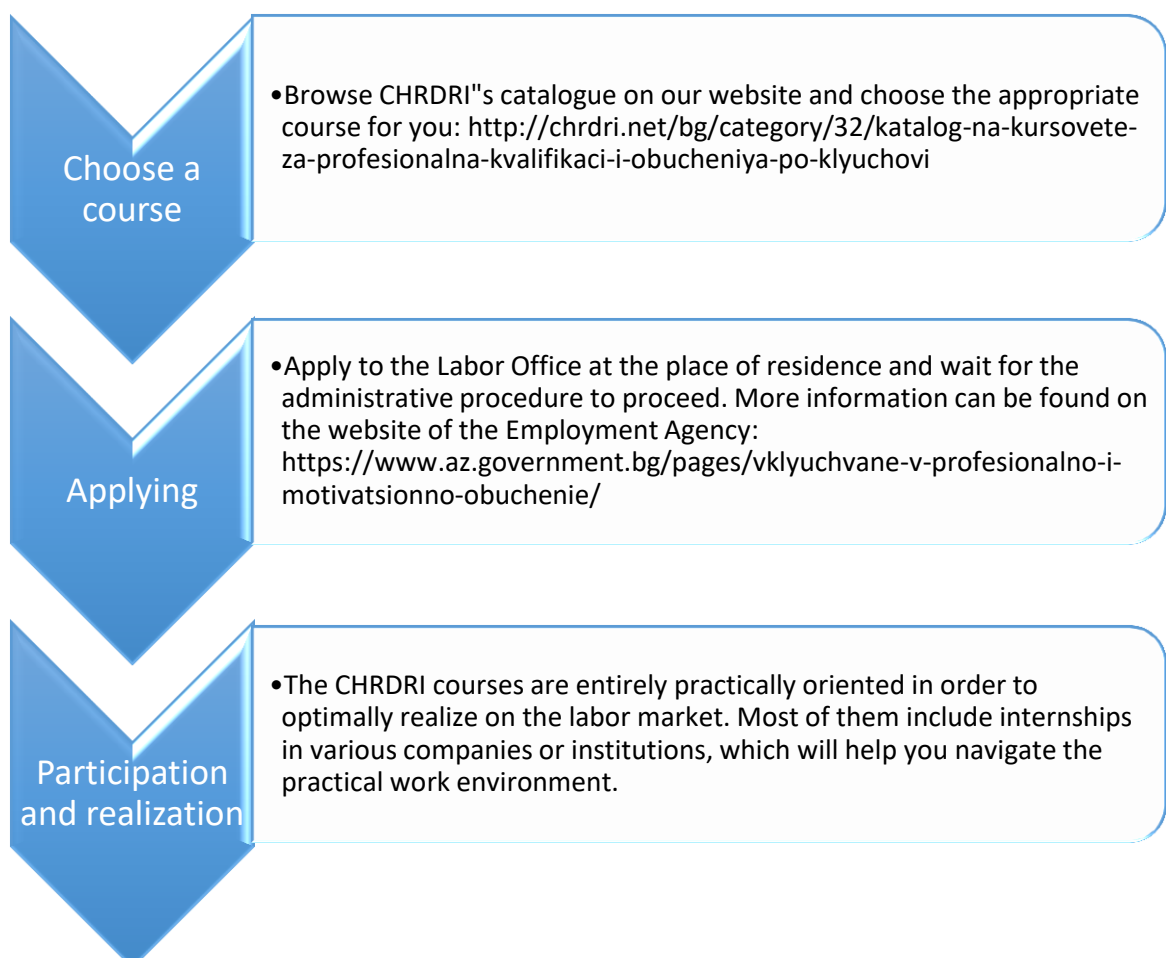
In the long run, the challenges that the Centre continues to work on are common to those that accompany the work of most training centers worldwide, oriented towards the growing application of digital technologies:

- Motivation of the participants. In digital environment the motivation is a key point, as it often happens that the student does not conclude training for various reasons.
- Variety of the topics of the seminars. Each school year, CHRDRİ offers new topics that make up 30-40% of the annual curricula.
- Work with lecturers in order to improve the quality of their work in the online environment. Each of the lecturers at the Centre continues constant methodological assistance from a team of professionals in the whole process of preparation, verification and analysis of training, and this principle applies in full force, both for those present and for distance learning.
- Development of mechanisms for overall quality assurance of the learning process. The Centre has developed a system for assessing the quality of self-assessment questions, which is effectively effective in present and remote form.

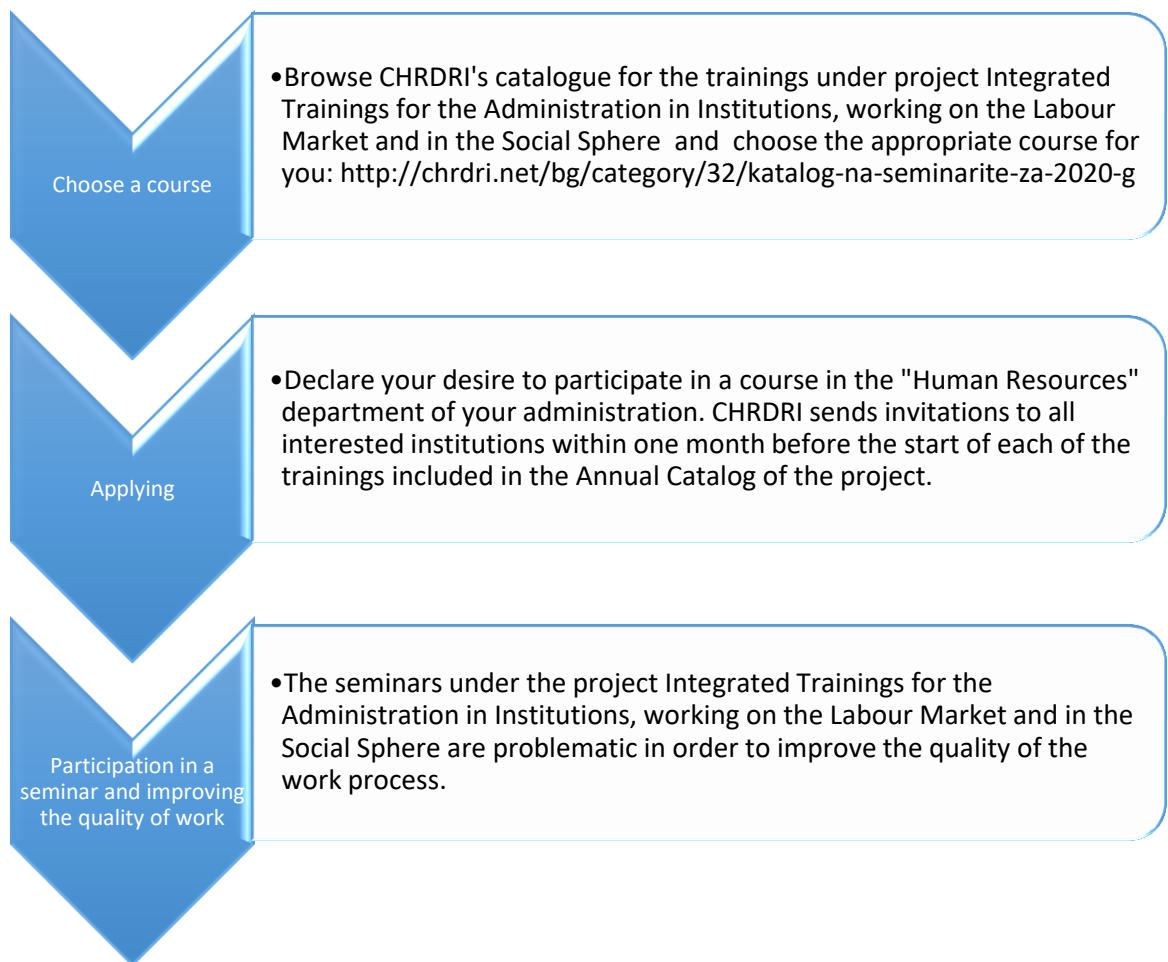
Regardless of the specifics of application of the principles for adult education in an electronic environment, their sustainable development over the years in CHRDRİ ensures their effective application in both forms of work with students - video conferencing and remote. Observance of these principles is also a prerequisite for ensuring the quality of the educational process, regardless of its form and is the basis for the development of digital forms of education at the Centre in the foreseeable future.

The center provides training for the unemployed people as well as for all those interested in labor market and social policies. You can find more about the ways to join the courses and seminars below, and up-to-date information about all upcoming trainings has been uploaded on our website: chrdri.net

If you are an unemployed person:



If you are working in the public administration:



MEASURES RELATED TO ENSURING SAFE CONDITIONS FOR CONDUCTING THE COURSES IN FACE-TO-FACE FORM IN CHRDMI

Since June, when the attendance courses at the Center were resumed, in order to protect the health of lecturers, students and staff, anti-epidemic measures have been in force, which ensure the safety of the classes. Here again, we emphasize the rules that everyone should follow on the territory of CHRDMI.

- Each student receives instructions for hygiene, proper wearing of a face mask and social distance, developed on the basis of the prescriptions of the health authorities, in the beginning of every course.
- On the territory of the Centre it is obligatory to use personal protective equipment, which are provided by CHRDMI for all employees, lecturers and trainees.
- It is not allowed to mix the streams of students, as the breaks of the separate groups are at different times, and if possible the classes are held in a separate building for each group. It is not allowed to move the students between the separate classrooms.
- It is mandatory to use disinfectants, which are available in all classrooms.
- All premises are subject to a regular disinfection schedule, which is carried out during breaks and after training day. A checklist is filled in for the performed disinfection. Cleaning and disinfection of all work surfaces and areas of the work environment that come into contact with exposed parts of the body is provided. All worktops, surfaces, touch screens and other digital devices are subject to disinfection. Additionally, door handles, railings, electric keys, dispensers, bathrooms and sinks are covered.
- Vehicles are disinfected after each course. Ventilation is provided before and after each course.
- A distance between the workplaces of the individual trainees of at least 1.5 m is provided.
- Regular and sufficiently reliable ventilation of all rooms is ordered.
- On the territory of the restaurant is carried out constant disinfection of worktops, floors, door handles, electric keys, bathrooms and ventilated three times a day for at least 15 minutes.

SCHEDULE OF TRAININGS IN AUGUST

BAKER-CONFECTIONER

Period of implementation: August 3 - November 27, 2020

Course for acquiring professional qualification in part of a profession for unemployed persons under the National Action Plan for Employment 2020.

The training is intended for unemployed persons registered in the directorates Labor Office of the EA at the place of residence, who after completing the course will have the knowledge and competencies for the manufacture of confectionery and semi-finished products. The subjects included in the program include acquaintance with health and safety at work, economics and entrepreneurship, specialized training in a foreign language in the profession - English, information and communication technologies, communication skills and teamwork, labor law and labor organization process, microbiology and food hygiene and processes and apparatus in the food industry. The specific professional training includes acquaintance with commodity science of the raw materials for the production of confectionery, technological equipment of the confectionery workshops and technology for the production of confectionery.

The curriculum has been developed in accordance with all regulatory requirements concerning vocational training, namely the Vocational Education and Training Act and the state educational requirements for the specialty "Baker - confectioner".

Successful graduates will receive a certificate of second degree of professional qualification.

For information and registration:

Milan Milanov, milan_milanov @ chrdri.net

LANDSCAPING AND FLORISTRY

Period of implementation: August 10 - October 6, 2020

Course for acquiring professional qualification in part of a profession for unemployed persons under the National Action Plan for Employment 2020.

The course will be attended by 12 unemployed persons registered in the directorates Labor Office of the EA at the place of residence. The knowledge that students acquire in this course for professional qualification includes acquaintance with the rules for safe work according to the specifics of the profession and acquisition of skills for handling the relevant tools and instruments. The main part of the course is the teaching of morphological features of plants,

biological characteristics and life of park plants, the main types of ornamental plants and methods of its production and cultivation, preliminary preparation of the terrain for landscaping, as well as the rules for planning a park. objects.

The theoretical training of the students will be continued by practical training, as a result of which they will be able to recognize the main types of ornamental and park vegetation, to propagate, produce and grow different plant species, will be able to graze terrains and plant ornamental trees, shrubs. and flowers according to the technological requirements of work. The training includes topics for development and maintenance. of suitable park compositions.

All successful graduates will obtain a certificate in the form of the Ministry of Education and Science for mastery of part of the profession "Landscaping Worker".

For information and registration:

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ADMINISTRATIVE SERVICE

Period of implementation: August 10 - December 4, 2020

Course for acquiring professional qualification in part of a profession for unemployed persons under the National Action Plan for Employment 2020.

This relatively long four-month course will include 15 unemployed persons registered with the Labour offices of EA at the place of residence. Disciplines are included in the training, which will help the trainees in their effective participation in team work, will acquaint them with the labor - legal regulation of the profession and the organization of the labor process.

Particularly important are the planned practical classes for working with modern products and technologies necessary for an efficient administration, to ensure safe working conditions when handling the equipment, knowledge of the rules for preparing various documents accompanying the administrative work. Participants will also acquire knowledge and skills that will help them know the rules of business protocol and ethical standards for teamwork.

Successful graduates will receive a second degree of professional qualification and the relevant document certifying their competencies - a certificate of professional qualification.

For information and registration:

Galina Ivanova, galina_ivanova @ chrdri.net

COMPUTER SKILLS

Period of implementation: August 31 - September 4, 2020

Training in key competences under the National Action Plan for Employment 2020

Within 40 classes, students will improve their digital key skills, which is an important prerequisite for the successful completion of the professional qualification course Operational Accountant, in which they will be included thereafter.

The topics of the modules in the program cover: MS Windows operating system; word processing program MS Word; work with MS Excel spreadsheets; preparation of presentations - MS PowerPoint; work on the Internet with different browsers. Students will acquire skills to recover files, rights and share folders, share printers, install new programs and uninstall old ones, update; entering and formatting text, inserting graphics into a document in MS Word; working with several worksheets and windows in MS Excel, editing graphs, sorting data by criteria, using a data form and filters, working with summary tables etc.

Successful graduates will be issued a certificate.

For information and registration:

Bojidara Vasileva, bojidara_vasileva@chrdri.net