

Methodology of adult education

While teaching adults we need to keep in mind that adults are different from children. They:

- have life experience, skills, knowledge and their own opinions and attitudes
- are self-directed, independent and focused on the problem instead of the content of teaching
- learn in different ways and at different paces
- need to see sense and immediate application of knowledge

Therefore it is important to use an andragogy approach, when teaching adults.

Another interesting approach would be Bloom's Taxonomy of educational goals, as shown in the picture below.



Basic education for Roma adults

www.project-bera.eu

- 2 Manuals for teaching staff who work with adult illiterate Roma
- Reading and writing
 - Mathematical competence
 - Digital competence

60 practical learning unit examples in the Annex

Adult education experts quotes

"Trainers have a core role in the education process"

"Don't use materials and books which are meant for children."

"Don't make false promises."

Motivation

Motivation is one of the most important conditions when teaching adults. It can be achieved before the course starts by local communities, social workers and/or role models, but it is also important to keep motivation up during the course.

It is the trainers responsibility not to make false promises, like getting a job after finishing the course, and to inform the participants accurately about which contents will be covered and which won't. Furthermore it is very important that the trainer gains the trust of the participants and meets them on the same level, not humiliating or shaming them.

I hear and I forget. I see and I remember. I do and I understand. - Confucius

Basic Education for Roma Adults

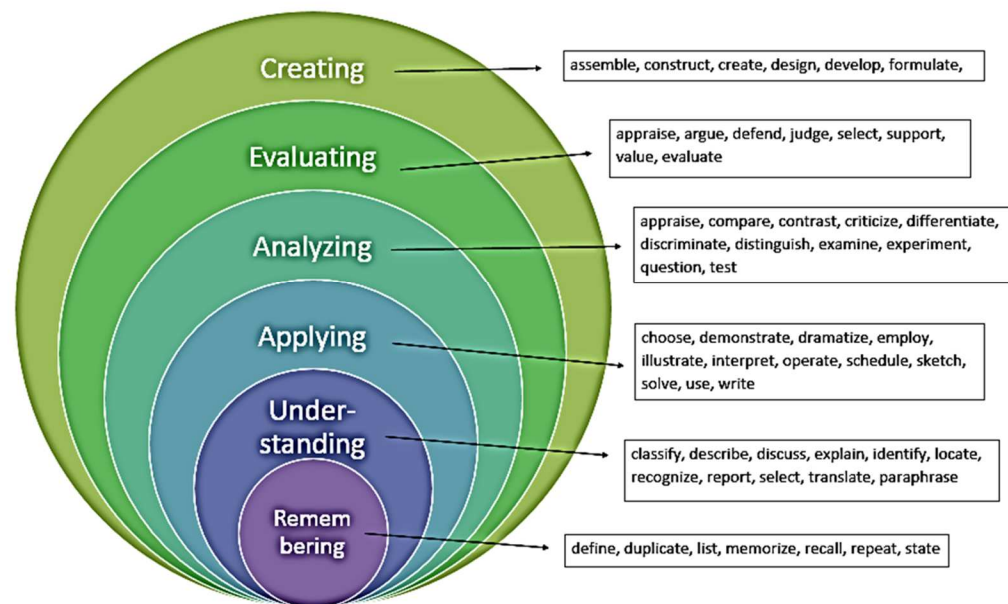
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Bloom's Taxonomy



The two manuals on adult and family education, of the project *Basic education for Roma adults (BERA)* will provide concrete information on education theories, to teaching staff who are working with Roma adults.

"Basic education for Roma adults"

"Basic education for Roma families"

There will be chapters providing andragogy and the difference between andragogy and pedagogy, linguistic acquisition theories, like the behaviourist theory of Skinner or the nativist theory of language from Chomsky. Furthermore didactic theories of elementary mathematics, like the E.I.S. principle of Bruner or the operational principle are described in the manuals.

Besides chapters with additional information are included in the manual. You will find a guideline for the first class, a chapter on the education of the trainer, a chapter on family power systems and conflict resolution strategies, recommendations regarding motivation and how to handle drop outs and more.