



INVESTING IN PEOPLE

MINISTRY OF LABOR AND SOCIAL POLICY
CENTER FOR HUMAN RESOURCES DEVELOPMENT
AND REGIONAL INITIATIVES



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BULLETIN

March 2023



IN FOCUS



THEORETICAL ASPECTS IN ADULT
EDUCATION



METHODOLOGISTS SHARE



TRAINING SCHEDULE FOR MARCH



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IN FOCUS

The CHRDMI training schedule for March includes four new courses for unemployed people, funded under the National Action Plan for Employment and two specialized trainings for employees in managerial and expert positions from the Ministry of Labour and Social Policy and SLSUs to the Minister of Labour and Social Policy.

This year, CHRDMI will continue the implementation of the established as successful trainings in Key Competence "Entrepreneurial Skills". The first one starts this month. The number of on-going courses for professional qualification and retraining will expand with three new groups in the specialties "Administrative Services", "Software" and "Landscaping and Floriculture". The homogeneity of the group of learners in the specialty "Software", in accordance with the successful practice established over the years, will be ensured by conducting entrance tests in English and computer systems.

The trainings for the administration of the Ministry of Labour and Social Policy include an information seminar and a workshop, and the topics are practically oriented and organized in a way to ensure the immediate and rapid application of the acquired knowledge and skills in the working process. The target group of the planned for the month information seminar are employees – managers, experts and social workers from the Social Assistance Agency, and they will receive updates on the Agency's commitments on the implementation of the personal assistance mechanism. There is a workshop scheduled for the end of the month in which employees of managerial and expert positions from the specialized administration of MLSP and EA will be acquainted with good national and European practices for active labor market policy and labor mobility.



THEORETICAL ASPECTS OF ADULT EDUCATION: **WHAT DIFFERENT THEORIES OF ADULT LEARNING SAY ABOUT THE** **PRACTICAL STEPS TO ACHIEVE QUALITY AND EFFICIENCY OF WORK IN** **THIS TARGET GROUP**

The challenges related to the dynamics of the labor market and the need for constant acquisition of new knowledge by workers place high demands on adult learning. The quality and effectiveness of the trainings offered depends not only on increasing the productivity of work through the direct application of the acquired knowledge and skills, but also on the motivation of the students to participate in subsequent courses and in the process of lifelong learning.

Adult learning has been the subject of increasing attention and theoretical developments over the past few decades along with the acceleration of changes in demands on the workforce. The rapid development in a number of sectors requires workers to constantly refresh and develop their knowledge and skills and to show a previously unknown adaptability in order to preserve the productivity of their work and jobs. The Covid-19 pandemic has catalyzed these processes, accelerating the need to adapt to work and study in a remote environment.

The preparation and delivery of engaging, effective and tailored to the needs of the specific audience adult training requires their adaptation to this target group, taking into account its main characteristics, such as age, education, professional experience, preferred training methods, etc. It is particularly important to analyse the specific skills and knowledge that learners already possess on the individual topics of the training programme, to identify what should be acquired and to analyse the context in which this will be applied.

In previous issues of the CHRDMI e-bulletin, as well as in a number of discussions held at the Lecturer's Club so far, many theories on adult education have been discussed. Our aim here is to present these theories with their main positions, as well as to give practical advice for their application when planning and conducting adult training. This may prove to be useful both for the lecturers working at the Center and for everyone interested in the topic. The steps in the table below may serve as a starting point for lecturers when planning their training – to make it tailored to the needs of the target group, to match both the content of the learning materials and the teaching methods. They can be used both individually and in combination.

Теория за обучението на възрастни	Practical steps to apply in planning and conducting of trainings arising from these theories
Andragogy	• Identify the training needs of the target group based on their prior experience, skills and knowledge. • Involve learners in the learning design process by obtaining prior information on their preferred topics and methods. • Provide self-paced learning that creates the opportunity to learn at the individual pace of learners • Use a problem-based approach that will allow learners to apply the skills and knowledge acquired during the training in real-life situations. • Encourage interaction and collaboration between learners.
Experiential learning	• Include in your course practical activities that simulate real-life situations and allow students to practice new skills. • Provide opportunities for reflection and analysis after each training activity to stimulate the creation of links between the previous experience of the learners and the acquired new knowledge and skills. • Use case studies and simulations that immitate real-life situations to help learners put new skills into practice. • Stimulate the sharing of experiences between learners.
Social training	• Include in the training group activities and discussions that promote joint learning and cooperation between group participants. • If possible, include in the training additional consultations with prominent experts from the relevant field, to whom the learners can address their questions and issues. • Include role-playing to allow practicing new skills in a safe and supportive environment.
Cognitive Load Theory	• Present complex information in parts. • Use multimedia and visual aids such as videos, images, and graphics to aid learning.
Learning through transformation	• Provide opportunities for learners to reflect critically on their previous knowledge and explore alternative perspectives. • Use case studies and storyboards that challenge learners to apply new perspectives and ways of thinking. • Encourage dialogue and discussion that allow learners to explore and challenge their positions.

Regardless of their specifics, these theories of adult education have several common characteristics that can be derived as basic and should be taken into account in the design of adult education:

- **Learner-centred approach:** all of these theories are learner-focused, taking into account their experience and life and professional goals. Adult learners bring their previous experience and motivation that enrich the learning process and this should be taken into account when preparing learning materials and choosing learning methods. Shared experience between participants themselves can be one of the most important advantages of a given training.
- **Active learning:** actively engaging with learning material and linking it to real-world professional practice situations has a strong effect. It is achieved through collaborative activities, problem-solving exercises and experiential learning.
- **Applicability:** learners are most motivated to learn when they see the importance of the material for their own lives and professional activities. It is therefore important for lecturers to adapt the material to the learners' goals and interests.
- **Lifelong learning:** training is a continuous process covering the entire life of a person. The provision of quality training and its benefits for the professional life of the learners stimulates their inclusion in subsequent trainings.

Success in delivering adult learning depends on creating engaging, relevant and learner-centred learning programmes that promote active learning and continuous development. Compliance of the trainings with the context of both the previous knowledge and life experience of the learners and the future practical application of the acquired knowledge and skills is a prerequisite for achieving quality and effectiveness of the learning process and a basic principle of organization of the courses held at CHRDRI.



METHODOLOGISTS SHARE :
**THE PROCESS OF CONDUCTING TRAININGS AT THE CENTER:
CHALLENGES AND SOLUTIONS IN ACCORDANCE WITH THE
PRINCIPLES IN ADULT EDUCATION**

The cycle of work in CHRDMI follows the principles of adult education. The planning and conducting of each seminar or training course is a long process that starts more than a month before its actual implementation, and the analysis of the results obtained is used in the planning of subsequent courses. Mention should also be made of the fact that the separate courses are part of a larger process starting from the autumn of the previous year with a study of training needs, that applies both to courses intended for administrative employees and to those for professional qualification and retraining. The organisation of each and every seminar and the training courses at the Centre follows a step-by-step improvement process as follows: (1) planning, (2) implementation, (3) evaluation, (4) improvement based on the results obtained.

In accordance with the principles of adult education, the planning of each of the courses in CHRDMI includes a preliminary assessment of the training group and its training needs, on the basis of which the program is formed and the most appropriate teaching methods determined. This process is guided by the methodologist of the respective training and may include different approaches for gathering information, among which conducting a survey with potential students aimed at defining the context of prior knowledge and skills on each of the topics envisaged, their professional experience, preferences for certain training methods and techniques, context of subsequent application of what they have learned in work practice, etc. This preliminary stage is also characterized by the presentation of specific questions or cases that are reflected in planning the content of the program. Understanding the needs and goals of the students will help both parties – the CHRDMI team and the lecturer – for the design of the trainings in a way that is appropriate and engaging for the target group and the specific learners in the training course.

Gathering a sufficient amount of preliminary information is the basis for the subsequent joint work of a lecturer and a methodologist in planning the learning process, an essential part of which is the preparation of the program and the choice of appropriate teaching methods and techniques. Successful planning involves the active engagement of learners before, during and after classes, which can be done in face-to-face or electronic form.

In this process, the e-products of the Center are of significant benefit, with a particularly important role being played by the electronic library and the SmartNet platform, accessible through the CHRDMI website. The e-library provides an opportunity for learners to get acquainted in advance with all the necessary supporting learning materials, which is a prerequisite for greater efficiency of face-to-face classes, as well as creates an opportunity to actively involve the learners in the learning process. They remain available after the end of the course for reference when applying the acquired knowledge and skills in the specific professional practice. SmartNet provides conditions for preliminary discussions on the topic of training, as well as for placing case-studies and questions before, during and after classes. At the same time, it stimulates communication between participants, which encourages interaction and knowledge sharing between them. In conducting the training sessions, it is particularly important to observe the principles of adult education set out above. The lecturer and the training group should offer constant support for mastering the learning material. The location of the CHRDMI campus at the foot of the Balkan Mountains has the beneficial effect of distracting the learners from the city fuss and the work, and focusing them on acquiring new knowledge and skills.

An essential element of conducting the trainings is also the assessment by the ROIT methodology, which is carried out separately for each of the seminars and courses organised by the Center. This methodology is used to measure the results of the trainings in terms of their effect on the work process, taking into account the satisfaction of the participants with the learning process, the degree of improvement of their knowledge and skills, their change in behavior at work and the level of applicability of what they have learned in their everyday work. The personal assessment helps determine the effectiveness of the training program and is a valuable guide to measure the quality of work of the whole team on the planning and implementation of the specific seminar.

The consistent following of these specific steps in the organization of training in CHRDMI is an example of the practical application of the principles of adult education so as to achieve the highest possible results in terms of quality and effectiveness of the courses. The fine tuning of trainings both to more general principles of adult learning and to specific needs and preferences of individual learners is the essence of the effective and engaging training program that promotes the learning and development of both administration employees and unemployed people wishing to obtain professional qualifications and retraining.

TRAINING SCHEDULE FOR MARCH

ENTREPRENEURIAL SKILLS

Period: 6 - 10 March 2023

Key competence training funded by the National Action Plan for Employment

In 2023, CHRDMI will continue to provide trainings in key competence "Entrepreneurial Skills". This short one-week course will enable unemployed people who have declared their desire through the employment offices of their place of residence to refresh and systematize their knowledge in the field of entrepreneurship.

The course, which will be held in person within 40 academic hours, will increase the knowledge and skills of participants in the field of economics, entrepreneurship and project management. Within the framework of the training, the main features of micro- and macro-economic processes will be examined, as well as the essence of the entrepreneur and entrepreneurial activity. The course will also provide valuable practical tools for project planning and management skills that participants will be able to use to more effectively organize their future ventures.

For information and registration:

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SOFTWARE

Period: 13 March – 12 July 2023

Course for acquiring professional qualification by unemployed people under the National Action Plan for Employment

As a result of the active demand for IT specialists and the related need for qualification and retraining of specialists in accordance with the current needs of the labor market, in 2023 CHRDMI has launched three courses in the specialty "Software".

The training is intended for unemployed persons registered at the employment offices of their place of residence who are fluent in English. Their knowledge of the language, capability to express themselves and their motivation are tested before entering the training course. This is the way to select the most suitable students among the unemployed who wish to sign up for the training. Learners will acquire knowledge and skills to work with operating systems, computer architectures, database management systems and programming technologies.

Upon completion of the course, participants will receive a certificate for acquiring a second degree of professional qualification in the profession of "Programmer", specialty "Software".

For information and registration:

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COMMITMENTS OF THE SOCIAL ASSISTANCE DIRECTORATES IN THE APPLICATION OF THE PERSONAL ASSISTANCE MECHANISM

Workshop, 15-16 March 2023

Form of training: In-person attendance

The workshop is intended for employees in managerial and expert positions and social workers from the SAA

The two-day workshop is intended for employees of managerial and expert positions and social workers from the Social Assistance Directorate of the SAA, who participate in the preparation of an individual needs assessment in accordance with Chapter Three of the Persons with Disabilities Act and the Methodology for conducting an individual assessment of the needs for assisting people with disabilities and monitoring the personal assistance provided.

During the training, participants will improve their skills in applying the rules and procedures for providing assistance to a person with disabilities in accordance with the current regulations. Special attention will be paid to the "Methodology for conducting an individual assessment of the needs for assistance for people with disabilities". During the training, the participants will be able to exchange experience in relation to the coordination and interaction of the Social Assistance Agency with the municipalities in the implementation of the "personal assistance" mechanism.

To the participants will be issued a certificate of participation according to an approved standard of CHRDRİ.

For information and registration:

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ADMINISTRATIVE SERVICE

Period: 20 March – 21 July 2023

Course for acquiring professional qualification by unemployed people under the National Action Plan for Employment

This relatively long, four-month course is organised for 15 unemployed persons registered at the employment offices of their place of residence. The training disciplines will help the students to participate effectively in a teamwork, will acquaint them with the legal regulation of the profession and the organization of the labor process. Particularly important are the practical classes for working with modern products and technologies necessary for an effective functioning administration, for ensuring safe working conditions in the handling of the relevant equipment, knowledge of the rules for drafting of various documents typical for the administrative work. Students 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:

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ACTIVE LABOUR MARKET POLICY AND LABOUR MOBILITY - GOOD NATIONAL AND EUROPEAN PRACTICES

Information seminar, 24 March 2023

Form of training: In-person attendance

The seminar is intended for employees of managerial and expert positions from the specialized administration of MLSP and EA

This one-day information seminar, dedicated to the current issues of labor market policy and labor mobility, is intended for senior and expert officials from the general and specialized administration of the MLSP and representatives of the Employment Agency.

Within six academic hours, they will be able to get acquainted with the main trends in the field and will be given the opportunity to discuss good examples from national and European practice, which will contribute to updating the knowledge and skills of the participants.

Successful graduates will be issued a certificate of participation according to an approved standard of CHRDMI.

For information and registration:

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LANDSCAPING AND FLORICULTURE

Period: 27 March – 30 May 2023

Course for acquiring professional qualification by unemployed people under the National Action Plan for Employment

The course will be attended by 15 unemployed persons registered in the Labour Office Directorates of the EA at their place of residence. The program includes training in the rules for safe working conditions according to the specifics of the profession and acquiring skills for work with tools and instruments. The students will also increase their knowledge of the morphological features of plants, the biological characteristics and life of park plants, the main types of ornamental vegetation and how it is produced and cultivated, the preliminary preparation of the terrain for landscaping, as well as the rules for the preparation of planned composition of park sites. 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, to produce and grow different plant species. Upon completion of the training, they will be able to grass up terrains and plant ornamental trees, shrubs and flowers according to the technological requirements of work. The course also includes topics on the development and maintenance of appropriate park compositions.

All successful graduates will receive a certificate for acquired first degree of professional qualification "Worker in landscaping".

For information and registration:

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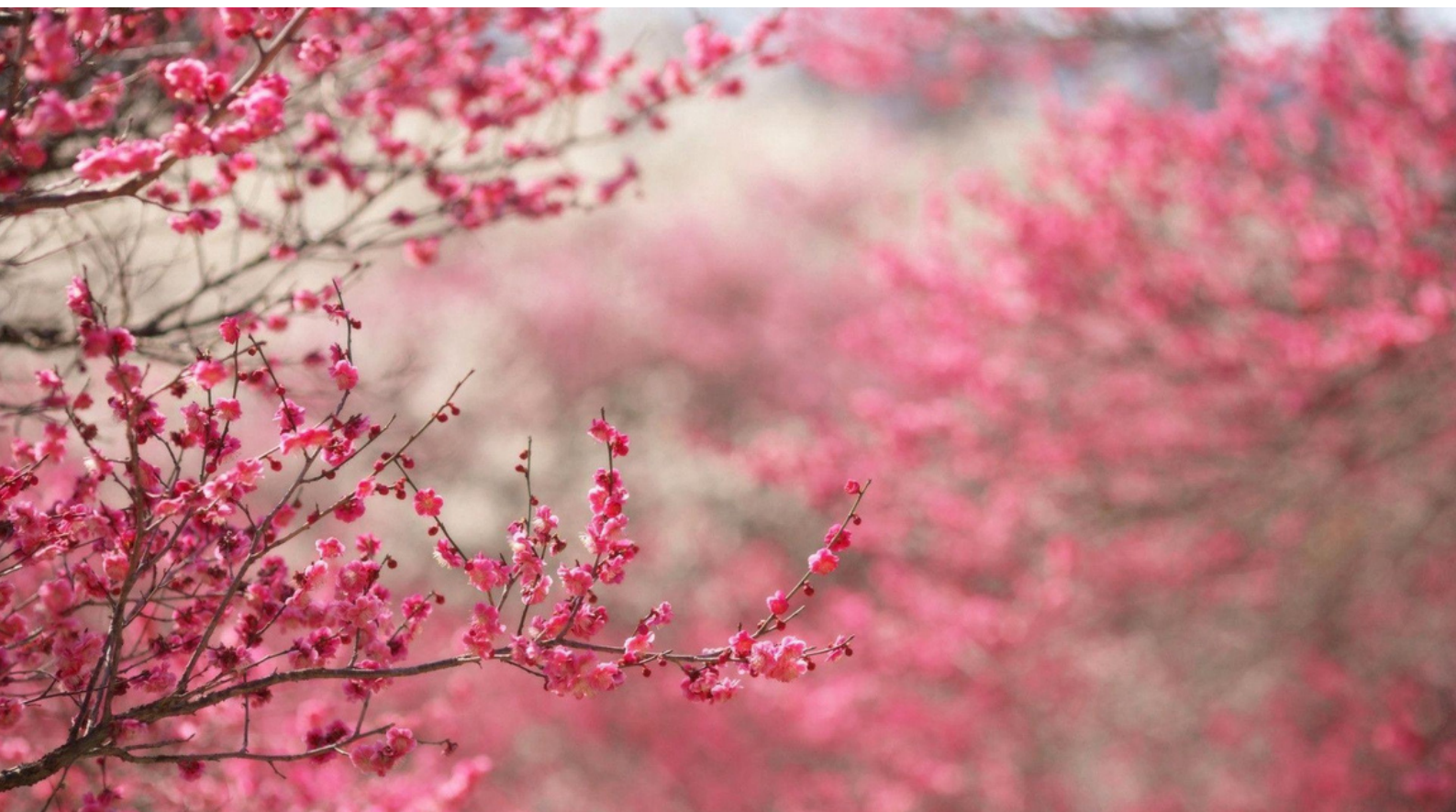
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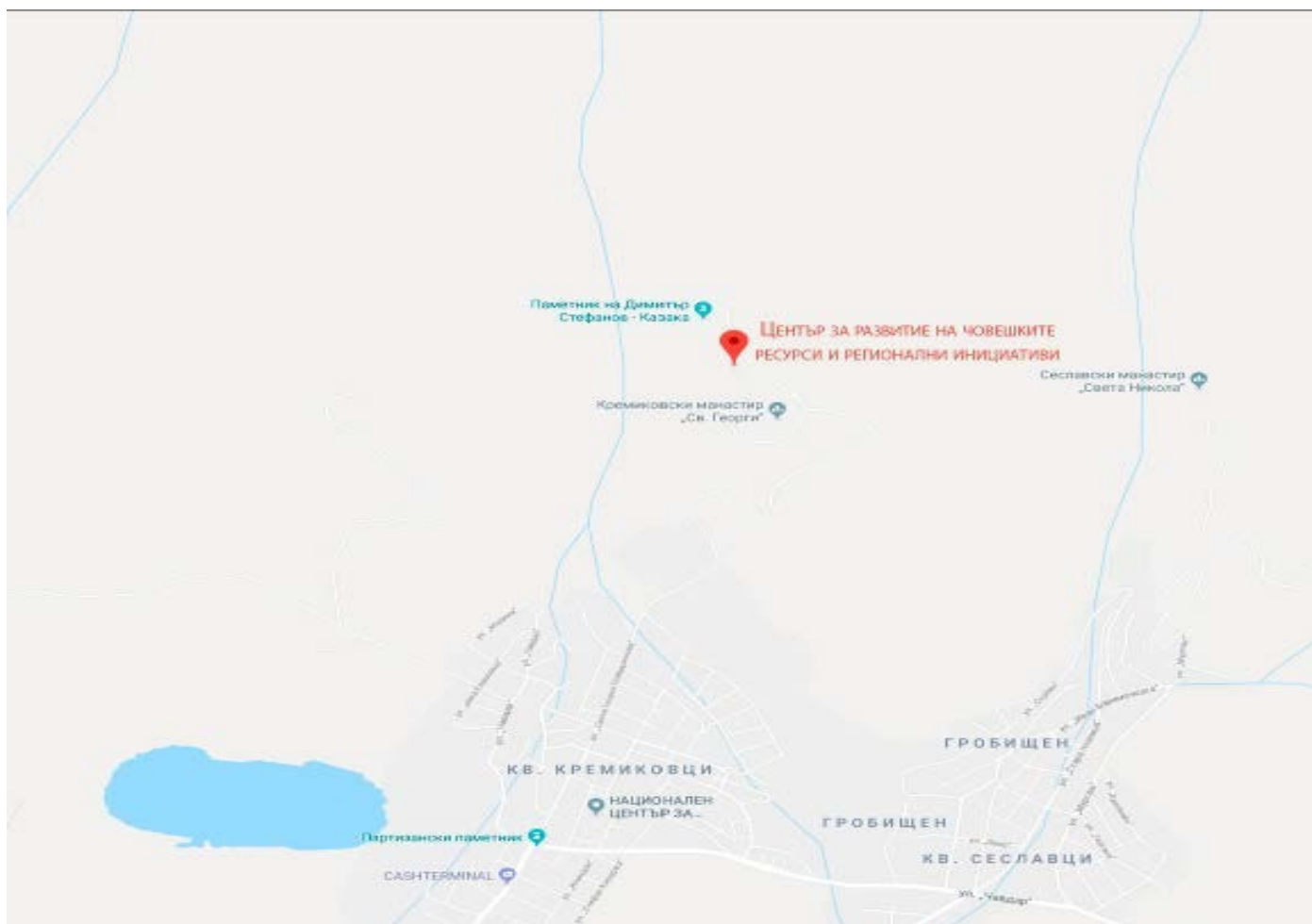
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