

LEARNING PROGRAMME

Innovative Adult Education Theories and Practices

5-DAY COURSE

25 learning hours | Course programme

Innovative Adult Education Theories and Practices – 5-Day Course

Introduction and Description

This 5-day intensive course offers a focused and practice-oriented exploration of contemporary theories, innovative approaches and effective methodologies in adult education. Designed for educators, trainers and facilitators working across formal, non-formal and community learning contexts, the programme provides a solid foundation in the characteristics of adult learners, the principles of inclusive and motivational adult teaching, and the psychological, social and cultural factors that shape adult learning processes.

Building on key theoretical frameworks—including andragogy, experiential learning, transformative learning and critical pedagogy—the course examines how adult educators can create learning environments that foster autonomy, engagement, critical reflection and personal growth. Participants explore barriers to adult learning, communication strategies for effective facilitation, and group processes that support positive learning climates. Through experiential activities, role-play, reflective dialogue and peer collaboration, they practice applying these theories in realistic adult learning scenarios.

A central component of the programme is an educational visit to a local adult education institute, allowing participants to observe authentic learning environments, institutional practices and facilitation techniques in action. Additionally, participants engage in arts-based reflective activities through which they explore transformative learning processes and aesthetic experiences as catalysts for deep personal and educational change.

By the end of the training, participants will have developed an understanding of effective adult teaching techniques, strengthened their communication and facilitation skills, and designed practical strategies that can be implemented in their own organisations. The course supports educators in enhancing their professional identity, reflecting on their role as facilitators of adult learning, and embracing innovative, learner-centred methodologies that align with contemporary European and international perspectives on adult education.

Methodology and Assessment

The course is delivered through experiential and participatory methodologies that reflect the principles of contemporary adult education. Participants engage in interactive workshops, collaborative group tasks, communication simulations, reflective dialogue, arts-based activities, and guided study visits to observe real adult learning environments. Theory is continually linked to practice through micro-teaching, case discussions and structured reflection. Assessment is formative and ongoing, based on active participation, reflective contributions, peer and facilitator feedback, and the development and presentation of a short adult learning activity or concept that demonstrates the application of course theories and techniques.

Learning Objectives

By the end of the course, participants will be able to:

Knowledge and Understanding

• Demonstrate an understanding of the foundational principles and contemporary theories of adult education, including andragogy, experiential learning and transformative learning.
• Identify key characteristics, motivational factors and learning needs of adult learners.
• Recognise common internal, external and institutional barriers that impact adult learners' participation and engagement.

Application of Adult Education Principles

• Apply adult education theories to the design of learning activities that promote self-direction, relevance and active participation.
• Facilitate communication in adult learning settings using questioning techniques, active listening, feedback strategies and dialogue-based approaches.
• Use group dynamics principles to foster collaboration, manage group roles, and create constructive learning environments.

Transformative and Creative Approaches

• Facilitate arts-based reflective activities that support personal insight, critical reflection and perspective transformation.
• Integrate aesthetic experience as a tool for deeper learning and transformative processes in adult education.

Planning and Implementation

• Develop short adult learning tasks or activities that reflect contemporary theories, learner needs and context-appropriate teaching methods.
• Apply effective adult teaching techniques—including experiential, problem-based and reflective approaches—in session design.

Professional Reflection and Growth

• Reflect critically on one's own facilitation style, communication habits and assumptions about adult learners.
• Draw insights from an educational visit to a local adult education institute and integrate these into professional practice.
• Demonstrate commitment to ongoing professional development and the use of innovative, learner-centred methodologies.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if

requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 400 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (25 didactic hours - 5*45min per day) Monday to Friday	
Day 1	INTRODUCTION, FOUNDATIONS OF ADULT EDUCATION & CULTURAL EXCHANGE
09.00 - 09.45	Welcome, Introductions & Group Formation
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Cultural Exchange
11.15 - 11.30	Break
11.30 - 12.15	The Anatomy of the First Meeting
12.15 - 13.00	Basic Concepts & Characteristics of Adult Learners
Day 2	BARRIERS TO LEARNING, ADULT EDUCATION THEORIES & GROUP PROCESSES

09.00 - 09.45	Barriers to Learning
09.45 - 10.30	Overview of Adult Education Theories (part 1)
10.30 - 11.15	Overview of Adult Education Theories (part 2)
11.15 - 11.30	Break
11.30 - 12.15	Communication Skills for Adult Educators
12.15 - 13.00	Group Dynamics in Adult Learning
Day 3	EDUCATIONAL VISIT TO A LOCAL ADULT EDUCATION INSTITUTE
09.00 - 09.45	Review of visit goals and observation tasks and assigning observation roles
09.45 - 10.30	Guided tour and observation of classrooms, resources and learning environments
10.30 - 11.15	Interviews with staff (part 1)
11.15 - 11.30	Break
11.30 - 12.15	Interviews with staff (part 2)
12.15 - 13.00	Linking observations to theories
Day 4	INNOVATIVE ADULT TEACHING APPROACHES
09.00 - 09.45	Foundations of Transformative Learning Through Aesthetic Experience
09.45 - 10.30	Transformative Learning Through Aesthetic Experience Model
10.30 - 11.15	Transformative Learning Through Aesthetic Experience Hands-on Activity
11.15 - 11.30	Break
11.30 - 12.15	Application to Participants' Contexts
12.15 - 13.00	The Role of the Adult Educator
Day 5	EFFECTIVE ADULT TEACHING TECHNIQUES & CLOSING SESSION
09.00 - 09.45	Effective Adult Teaching Techniques
09.45 - 10.30	Integration of Course Themes into the Course Output
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection

12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.