Abstract

The aim of the paper is to present the project “Setting the strategy of a life long learning with the help of teachers and for teachers” and discuss the outcomes in the international setting. This is an attempt to start a new model of learning where teachers would be equal partners and creators of their own professional development. We will present our path of bridging the gaps between formal and non-formal education and training from classical in-service and CPD, through cascade model where we tried to give more power and autonomy to teachers in their professional development, to the idea of setting new opportunities for learning. In paper we will discuss different potential models.

Key words: Learning partnership, learning communities, collaboration, learning opportunities, learning environment.

1. Introduction

Peter Vail (1996) is using a metaphor of permanent white water to describe the complex and turbulent, changing environment in which we are trying to operate. His thesis is that complex, interdependent and unstable systems require continual imaginative and creative initiatives and responses by those living and working in them. To paraphrase: “Continual learning is what we are seeing as we observe people acting in complex situations.”

In this complex world teaching has become an increasingly complex work, requiring the highest standards of professional practice to perform it well. It is the core profession, the key agent of change in today’s knowledge society. This is the time when everybody involved in education must think more deeply about the issue of professionalism of teachers, and about what professional learning, professional knowledge and professional status of new generation of teachers should look like. If we want to rethink the practice of teacher professionalism we have to establish a new platform to build a proactive and responsible approach towards professional reality of teachers. Elements, which according to Sachs (2003) constitute the platform, are: learning, participation, collaboration, cooperation and activism.

Drucker (1994) claims that in knowledge society people must learn to learn and that subjects will become less important than abilities and motivation for constant learning. Teachers and schools must make a step forward on the path of partnership with students, parents, local communities and enterprises and become a vital part of open system of learning. Changed circumstances and increasing expectations result in changed roles of teachers – from knowledge brokers they have become learning counsellors in the world where borders...
between students and teachers are becoming more and more blurred. In the process of learning nothing will ever replace the centrally important role of the teacher. If school wants to enhance life long learning, teachers should become lifelong learners themselves. In different European countries initiatives to improve their schools and respond better to higher social and economic expectations were made. When the presidents of fifteen European countries decided in Lisbon in 2000 that “EU should become the world's most dynamic and competitive knowledge based economy " by the year 2010, they set as one of the most important hinges the issue of improving the systems of education and training. The Lisbon Strategy is heavily based on the economic concepts of:

- Innovation as the motor for economic change
- The "learning economy"
- Social and environmental renewal.

One major theme was a new approach on education and training called “Education and training for living and working in the knowledge society«. In that way the issue of life long learning was put in the spotlight of the political arena. The Memorandum of the EU Commission, discussing life long learning, is the first strategic document aiming towards the holistic strategy of EU in linking and promoting the efficiency of the systems of education and training. It provided the opportunity for debate and discussion around the key principles of lifelong learning and promoted the idea of how these might be translated into practice. It presented an inclusive and comprehensive statement of the importance and relevance of lifelong learning to everyone. In the introductory part it emphasizes:

1. the importance of learning in different life situations where it put focus on two crucial elements:
   - the time perspective: learning from “cradle to grave”,
   - the perspective of life’s full potential, formal education in institutions, non-formal for acquisition of knowledge for life and informal or occasional learning through work or other life situations.

2. the importance of learning for successful integration into work and into society.

With the help of six key messages the memorandum presents basic aims of life long learning. The first one, new basic skills for all, is of a directive nature, while the next five, namely: more investment in human resources, innovation in teaching and learning, valuing learning, rethinking guidance and counselling, bringing learning closer to home, form the conditions needed to realize the first key message.

One of the basic Incentives for life long learning is to support the widest range of learning opportunities and trigger/stimulate the culture of collaboration between the formal, non-formal and informal world of education and training. Formal learning in schools mostly occurs in the form of professional development and Inservice training. The RDC 9 in ATEE presented in Barcelona 2000 the paper on CPL stating that “in service training will gradually turn into inservice learning. Inservice learning will require a rich learning environment which will go beyond the one organisation (the school) in which the teacher teaches. In order to keep up with the developments and the ongoing changes in society, the teachers will have to engage in life long learning. While working experience grows and teachers learn every day from the things they experience and the discussions they may have about their work and from the things they read. The challenge for the future will be to optimise this natural learning environment.”

The weak point of new incentives aiming at broadening the range of learning opportunities is that they are usually derived from traditional forms and don’t succeed in combining of formal and non-formal learning.
If we want to think beyond schools learning centres and learning partnerships can be a new step ahead. They are focus of many researchers who tried to show the variety of learning opportunities.

It is necessary to see the strengths and opportunities, weaknesses and threats of both, traditional professional development of teachers and new more open ways of learning. For that purpose an in-depth insight into what constitutes effective learning centres and learning partnerships is needed. “These learning centres have to be accessible to all, using the most appropriate methods to address, a wide range of target groups. Moreover, learning partnerships should be established between schools, training centres, firms and research facilities for their mutual benefit.” (PLATO, guidelines)

An important added value of LLL and adult education is that they go beyond training for work but can be orientated towards personal development, active citizenship with the support of public or civic social or non formal systems. In that way mainly economic motives (employment, adaptability, and flexibility) are exceeded by motives of socialization, social solidarity…, etc.

The aim of the paper is to present the project “Setting the strategy of a life long learning with the help of teachers and for teachers” and discuss the outcomes in the international setting. The project was launched to build a strategy for a reasonable involvement of teachers who were trained as in-service trainers within the ESF in the years 2004-2006. This is an attempt to start a new model of learning where teachers would be equal partners and creators of their own professional development. We will present our path of bridging the gaps between formal and non-formal education and training from classical in-service and CPD, through cascade model where we tried to give more power and autonomy to teachers in their professional development, to the idea of setting new opportunities for learning. In paper we will discuss different potential models, like learning centres or partnerships.

2. Analysis of current modes of professional development

The nature of teaching demands that teachers engage in continuing career long professional development. Growth involves learning that can be natural and evolutionary, sometimes opportunistic and sometimes the result of planning. (Day, 1999)

Liebermann (1996) provides a classified list of practices which encourage development which “moves teacher beyond simply hearing about new ideas or frameworks for understanding teaching practice to being involved in decisions about the substance, process and organisational supports for learning in school” p. 187. She identifies three settings in which learning occurs:

1. direct teaching (conferences, courses, workshops, consultations)
2. learning in school (peer coaching, critical friends, action research, portfolio assessment)
3. learning out of school (reform networks, partnerships, subject networks, informal groups, professional development centres, informal groups)

The significance of this classification is that it draws attention to the importance of informal learning which derives its purpose and direction from the goals of teacher’s work. It also suggests that a learner-focused perspective is much more important than a training-focused perspective.

In Slovene system of inservice teacher training classical modes above listed as direct teaching prevail (comprising courses, workshops and conferences). We were trying to make a step further by introducing the cascade model where teachers (multiplicators) became trainers of...
their colleagues. In that way the balance of power became more equal and the ownership more shared. Since our intention is to support and promote also learning out of school and to bridge the gap between formal and non formal learning we set a project with the main purpose of creating new opportunities for learning.

A brief analysis of main characteristics of basic modes of professional development according to different dimensions (purpose, provider, environment, incentive, time) shows limitations of direct teaching (Lieberman 1996) and directs us toward learning in school and out of school to bridge the gap between formal and non formal learning. Learning rather than teaching becomes the core activity of teacher and student life. Learning for teachers has personal, professional and political dimension. It helps their own growth and understanding of the world, they continue to develop skills, content and competencies in their area of expertise and they must have a word for or against the implementation of certain policies in education.

Classical inset is usually provided by the external expert with the purpose of development for performance. We are talking about formal learning with top down incentive where those who know provide for those who don’t what is supposed to be good for them. It is usually focused upon improving performance, practices, and roles.

The cascade model is a mode where specially trained teachers act as trainers at courses that were designed together with experts from university and national education institute. Teachers have taken over a new role of facilitators and creators of knowledge. They are accepted by other teachers since their expertise is closely connected to everyday practice. It is still regarded as formal learning since it is part of the ITT system. It has been organised and financially run by the National Education Institute. In evaluation study participants of courses provided by other teachers especially emphasise the opportunities for their active involvement during courses and building upon their own experiences. The incentive is bottom across and bottom up since they form a network that cover the whole country from pre-school to secondary education. (33.000 teachers in total) The new role has also made an impact upon professional self image of teacher trainers who are becoming aware of their broader role in educational setting.

Yet they still strongly rely on institution that provided their training. The initiative emerged from the policy side and when the financial source (European Social Fund) was extinguished their activities had to stop. Division of power, roles and responsibilities is not equally distributed.

Building upon experiences of the project (Train the Trainer, 2004-2006, ESS) we have come to conclusion that we should create a new learning environment that would enable (also non-formal) more proactive approach of teachers and the broadest range of learning opportunities also beyond schools. The issue of teacher’s activism according to Sachs (2003) involves collaboration, cooperation, and participation in issues that relate directly or indirectly to education. Participation means that teachers see themselves as active agents in debates about policy and practice. Collaboration involves internal and external dimension. Internal collaboration enables synergy in team based or collaboratively oriented conversation. Externally, collaboration includes partnerships with community groups or academics which provide opportunities for new kinds of expertise. Collaboration involves joint decision making where all parties are learners and the outcome is improved professional dialogue. Cooperation with colleagues reinforces a practical orientation to the discussion and solution of educational issues and problems.
3. What makes a good Partnership?

In the last decade many contemporary authors pointed out the importance of partnerships and learning communities. David Hargreaves (1994) developed the “idea of new professionalism that involves movement away from the teacher’s traditional authority and autonomy towards new forms of relationship with colleagues, with students and with parents.” According to Day (1999) partnerships are usually formed because each of the partners has something to offer to the joint enterprise which is different from but complements that which is offered by the other partner. Judith Sachs (2003) claims that in order to meet contemporary challenges it is necessary to establish different kinds of relationships and partnerships with various education stakeholders. Partnerships have great value as they break down the isolation teachers and schools have within the total community of educators.

Most common were the partnerships between university and school staff which were established for the purpose of professional development at the school and system levels, to reform schools’ and universities practices and procedures and with the purpose of educational research. A successful partnership depends on proper role division and common purpose the parties set. In case of professional development of teachers universities are in a position of facilitating such development. Teachers are recipients of the expertise. Such a power relationship is unequal and academic knowledge is privileged over practitioner knowledge. We can talk about one way flow of exchange and support. When both parties are positioned to interact as learners and when they recognise each other’s expertise we can talk about two way model of reciprocity. This model assumes that each party has something to contribute to the professional learning of the other.

Furlong et al. (2000) described an ideal typical model of partnership. On continuum scale there is collaborative partnership at one far end and complementary at the other. In complementary partnership both partners are having separate and complementary responsibilities but there is no attempt to bring the two in dialogue. Collaborative partnership is on the other side seen as common endeavour of both parties who posses a different body of knowledge. Outcomes of such partnerships and collaboration might be: negotiated expectations, collaborative planning, sharing of expertise, diversity of perspectives and viewpoints, knowledge generation and development of trust. Mutual trust and respect are also the basic conditions for collaborative partnership.

Day (1999 acc. to Biott, 1991) introduces the issues of developmental partnership (responsive and evolutionary) and implementational partnership (imposed, formal, mechanistic and with a specific, brief and limited lifespan for action). Developmental partnerships will often begin with the cultures of “contrived collegiality” typical of implementational partnership, but they have a greater learning potential because the ownership of the theme and the process is controlled by participants themselves. These extended partnerships are often called “Networks” or “ Consortia”. The nature of partnership has been changing over the last 30 years, partly as a direct result of educational reforms which have altered the balance of knowledge power. Partnerships of the past have been usually located in:
1. supervisory/monitoring relationships between teachers and tutors in pre-service programmes.
2. provider led relationship – inservice programmes
3. research and development relationship (pure research, applied research, collaborative research)
Our experiences of partnerships are based on inservice and research. So far projects run with teachers (schools) as partners have been implementational, labelled by one way flow of exchange and only partly collaborative. If we want to make a step further more power should be given to teachers.

4. Learning communities as a broadest context of teacher’s (in service training) professional development

Experiences from top down run projects from the past tell us that teachers are not involved in the right way. They namely don't identify the aims of the project with their expectations, which probably wouldn't happen, if the goals would be set together. Those ideas to which anybody comes by himself are often more durable, because they are interiorised. They are connected with the feeling of ownership and not as something imposed from outside and than adopted.

We have learned from previous projects that responsibility for running and designing the project should be equally distributed among all parties involved. This is in accordance with more democratic and participating practices that are increasing responsibility at all levels. At the same time also decentralisation and deregulation of school systems is going on. This is especially characteristic for more advanced school systems, for example the Finnish.

By making teachers and schools equal partners that are included also in planning and introducing changes we offer them the opportunity to choose and influence. As Hargreaves (v Kimonen, 2001) says, instead of depowering with directivity, we should empower them. As a consequence in this process also the role of institutions that work together with teachers is changing – they are turning into »change agents«.

It is also important that teachers start with problems, which have personal meaning and importance for them. In such a way they become more engaged than while solving the problems that are alienated from them and imposed by external institutions. Teachers’ cooperation with colleagues is another important issue. Systematic stimulation of cooperation binds teachers into learning community that plan their own development and take responsibility for it.

Senge (ibid., p. 238) mentions the following characteristics of learning communities: systematic coping - setting the goals and planning the development accordingly, exchange of visions, team learning, system thinking, awareness of basic competences, commitment to work and responsibility, problem solving, experiential learning, self regulation and self evaluation, the free flow of information, creativity, respect, the climate of encouragement … With other words: through cooperative learning members of the learning community develop the capacity to influence their own future.

Learning community is therefore an opportunity to exchange the experiences, which are valuable source of inspiration and at the same time an opportunity to investigate own assumptions, beliefs and practices. All members are equal so they are no longer under the pressure to be perfect and they can start to learn together and inspire each other. Members learn to look from various perspectives and reflect the ethical values.
Facilitators are the ones who support and they are also the ones who learn – from teachers or together with them. It would be ideally if new facilitators spring from the learning community (and not from professionals) and if they initiate the birth of new communities.

In learning communities’ teachers as future consultants develop:
- their own professional growth and autonomy
- open, critical attitude to professional work and an insight of self as a lifelong learner
- collegial school culture, interactivity and collaborative planning
- wilful taking of initiative and risk in the sense of acting in new ways
- reflexive cooperative and collaborative learning
- tolerating ambiguity/uncertainty
- openness for professional discussion and exchange of ideas … (ibid. p. 45).

The common aim of learning communities could be summarised as »learning strategies for changing of practice by transformative learning«. (Ibid.)

As far as our project is concerned we refer to learning communities in following ways:
- first: when we think about the principles of cooperation with teacher as members in the project
- second: when we think about the focus groups that will be animated by teachers
- third: when we think about the community, for example local or regional, in which teachers will cooperate and organise the activities of lifelong learning.
- Forth: our own learning

We have already stressed the importance of learning communities for teacher professional development. In continuation we will also present a wider concept of learning communities, namely referring to second and third aspect.

5. Learning Communities as an example of partnership in the function of lifelong learning

In a study of the current situation on local learning centres and learning partnerships (Buiskool et.al, 2005) it is stressed that learning communities support wide range of learning opportunities and stimulate the culture of cooperation among formal, non formal and informal world of education and training. One of the forms of learning communities are local or regional learning centres that include a wide range of initiatives: the ones that base on academic achievements and working competences and the ones that concern personal growth and development, group development and civil initiatives on the broadest spectrum of areas (art, culture, environmental, social, technical, counselling, mentorship …). Learning partnerships are the lever for establishing organised local learning. (ibid., p.11)

The important surplus of lifelong adult learning and educating is that they are not only job connected but are also meant for personal growth and active citizenship – with the support of developed public and civil social and informal systems. Primary economic motives (employability, adaptability, flexibility) are exceeded with socialisation, social solidarity and civil initiatives.

In the mentioned study (ibid.) it is also cited that offers for learning partnerships can be based as offering the broadest aspect of various course activities with the aim to induce interest and to attract community. Another possibility is also possible: with the concentrating on needs of
some groups we should offer a tuneful offer that is responsible on bottom up initiatives. This dilemma remains one of the basic one also for us.

Another dilemma is connected to this. Projecting learning communities is often the matter of the State. For the project initialisation it is very important to arise from the free initiative. It is also right that later free initiatives have to conform to become new funds. Experiences (ibid.) show that too many dependencies from temporary aid harm the continuity and feeling for the direction, too many institutionalisations repress the initiative. How to ally between those cliffs remains one of our basic questions, too.

6. Open questions - Dilemmas
In the appendix we are presenting a project proposal which has been built upon principles of partnership and learning communities. We hope to get some answers and ideas also from the audience at the ATEE conference that will be actively engaged in the expert discussion upon following open questions:

- Where are the pitfalls that should be avoided?
- Does the approach offer enough freedom to teachers?
- Can the state institution take over a role of a neutral partner?
- What will we learn out of it?

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A CASE STUDY: BUILDING PARTNERSHIP WITH TEACHERS - PROJECT PROPOSAL

Project is run by a consortium of partners from the field of education. The potential institutions involved are all from a non-profit sector: National Education institute, schools from different regions, Youth Association, Youth Consulting Institution, Centres of Outdoor activities - those who can provide different material or intellectual services. After training of certain number of facilitators a network will be established. The main purpose of consortium is to establish conditions for learning and support for teachers at running their initiative. It is expected that teachers will start to network beyond schools and that gained skills and knowledge will be applied in the classroom and also in their local community.

1. Theoretical basis of the project

With this project we would like to articulate and offer to students, their teachers, parents and, subsequently, to other individuals or groups, new forms of learning, socializing and discussion, team work and mutual support. The starting point which provides some useful ideas regarding new social projects and forms of democracy has been articulated recently by Michael Hardt and Antonio Negri (2000 cf. Empire, 2004 Multitude). The main emphasis of the project is on the concept of representation, freedom, autonomy, empowerment and independent life inside modern global networks of power relations and communication practices, which are obviously the most powerful agencies in the process of social and political regulation of modern life. The broadest goal of our effort is consistent with the nature of multitude (this is also the key concept of Hardt and Negri – it includes the inquiry of conceptual and practical coordinates of new democratic projects). Contemporary shift from industrial toward postindustrial societies has been accompanied by so called nonmaterial production of social relations, communication practices, feelings, emotions, ideas etc. We call this production biopolitical production; and it grows really fast. This biopolitical production profoundly influences many aspects of our lives – and the effects are not always good or pleasant, because its bearers, powerful international corporations, systems of propaganda, are driven by the logic of profit.

The concept of multitude is offering a realistic alternative: open network of singularities, which are mutually connected on the basis of their own produced goods and not on the basis of the logic of profit, power relations, hierarchy and exploitation. The multitude is the ultimate space where people can really develop solidarity; mutual cooperation and logic of shared production which do not depend on propaganda and pop cultural mass media. There are many different and open movements and creative groups around the world that are able to revolutionize the ways ordinary people understand the world, work and live in it and think about it. Our project would like to become a small contribution to these worldly efforts. We wish to contribute to the production of new culture of conversation, cooperation, mutual problem solving, which will not become institutionalized but will remain really democratic.

The key position inside this project holds the concept of discussion or conversation which is closely tied to so called »pogovorjevalnice«. These are neither chatting rooms neither debate clubs. They represent special free places where people can seriously talk to each other, freely choosing themes and issues or topics and learning the culture of conversation which includes many different skills (how to listen, offer arguments, discuss, interpret, argue, protest, express your own opinion, demonstrate etc.). We would like to open new empirical places and offer new opportunities which will enable different people to express their opinions, talk about
themselves, social relations, society, politics, art, science, teach themselves how to think and operate. The key idea regarding this concept is empirical insight that there are only few such opportunities, because open places often become institutionalized, or they're simply not articulated enough, which all in effect leads to a reduction of conversation between people to compulsory chatting or taking the words from each other.

2. Main principles of the project
- arising from needs, not imposing – responsiveness
- partnerships between institutions on local level
- empowerment, not depowerment
- horizontal networks, not hierarchies
- cooperation not competition
- reciprocity
- flexibility

3. Aims
The main aim is to establish the environment for active citizenship – for myself, for others and for community.

3.1 Strategic goals are:
- to initiate the development of regional centres of lifelong learning and
- to help to establish learning communities and their networks;
- to stimulate the formation of partnership between schools and local communities and between different groups of citizens.

3.2 Short term goals are to enable teachers for:
- stimulating and cultivating the culture of conversation – for animating and running conversations about various topics and problems with groups of teachers (in their own school and other schools in their local community) and with the groups of pupils (in their own school and in other schools in local community)

Projection: guiding groups of citizens for directed conversation about different topics and problems and animating local community for self organising.

- for reflective work with pupils with misbehaviour problems and later for focused discussion groups of teachers where such problems would be analysed
- for the use of training methods for different topic areas (film, music, sport, drama, literature, debate …) with the emphasis on skills of active citizenship and critical literacy (targeted at pupils in their own classes and on their own schools, at the youth in the local community and later for educating teachers, that are interested in this topic)

Projection: guiding groups of other adults in local community in similar areas and educating young people, who are interested in animating peers and young.
4. What is a distinctive advantage of the project?

Having a rich range of courses, qualifications, training and counselling of all the sorts as for teachers as for pupils, a question should be posed in which way this project can contribute something new to the educational landscape.

First: we are convinced (and many evidences confirm our opinion) that work with misbehaviour problems is one of the most urgent issues in our education at the moment. Although there is a variety of offer in this field the demand is bigger than supply at that moment.

We also think, that training teachers to work with youth at risk has an additional emancipatory potential in our project: it should be useful also for youth »on the streets« (dropouts and young people who have left school), especially in environments, where there is no support offered. In that way two birds are killed with one stone: teachers are sensibilized for the problem and wider networks for youth are held.

Another added value is also the possibility of extending partnership, facilitators and users networks. Project is namely formed by analogy with already successfully tried out cascade model of training teachers. It builds on the rule that each qualified facilitator trains new facilitators in his group (although the main purpose of the group activity is to offer opportunity to those who are primarily interested in common learning and conversation and not in further training of potential facilitators). When the first generation of facilitators is educated, the number of groups that they will run can be extended according to cascade model: some members (mostly teachers, but also pupils and parents or other citizens) will become new facilitators and initiators in their local communities.

The emphasis of the project is namely on empowerment of members – on their training for independent implementation of similar activities and in training of new (potential) facilitators.

5. Procedures

5.1 The way of involving interested parties:
- The principle of including participants should be cooperative not competitive, therefore we should offer a possibility of cooperation in local community and not run a tender. We should also organise a round table discussion to see who is willing to cooperate and promote the idea of the project.

5.2 Partners in the project (members)
- teachers as first called (because they are intellectuals, because they should care for youth, they work with them, they are supposed to enlighten others and be the change agents), teachers in child care institutions, counsellors, headmasters
- Other interested people from the local community (librarians, workers in youth centres,)
- pupils and students (volunteers)
- parents …

5.3 The criteria for selection (especially for teachers):
- to have a very positive attitude toward »problem« population (for example: to see their strong areas and to support them by this, to help bring them into force, to listen to their
problems and have an openness and understanding for it) and proactive attitude to problem solving
- to have experiences in running communication and conversation and animating groups
- to have a feeling of competency for working with people including those, who are in troubles.

5.4 Target group in the process of implementation
- Pupils in schools and classes where teachers who will be in the project work
- Pupils from other schools and
- Teachers at schools where teachers who will be in the project work
- Youth in the local community
- Parents
- Other interested citizens.

5.5 Stages:
- year 1: introductory and training stage: target group - pupils in their classes and in their school, teachers in their school
- year 2: trial stage: target group - those already mentioned and also groups of pupils from regional schools or youth in local community, groups of teachers from region; region promotion
- year 3: extending of the number of focus groups; further regional promotion

Projection: training new facilitators/ moderators (among teachers, parents and youth) and broadening of content focus groups (responding on the needs of local community) and perhaps new, local or regional projects; running for the local and state tenders.

6. Acquisition of potential facilitators

Variant 1
1. school project teams (3-6 members) from deprived regions as the future origin of regional learning community or centre of lifelong learning; other representatives of citizens should be involved; team members arrange themselves by topics (programmes), together app. 20 – 8 on each of three programmes; together at the beginning app. 60 potential facilitators

2. Selected multiplicators (who were involved in Cascade project) and other educators with preliminary knowledge and experiences from this field (also volunteers)
3. interested parents (members of school boards and others)
4. interested youth that already has experiences with voluntary work.

Variant 2
- In selected areas we address schools and local communities and organise the round table presentation where all those interested are invited: educators, cultural workers and artists, youth, parents …

6.7 Training activities

Mode of delivery: workshops, lectures, common reflection (intervision), self study

Topics/programmes:
1. Talking time
2. Problem solving with the emphasis on misbehaviour
3. Training for facilitating different topic activities: film, music, sport, drama, debate, literature …) with the stress on skills of active citizenship and critical literacy.

Dynamics and duration: in total app. 50 hours.

- Year 1: Common training of all participants in basics of all three programmes (alternative: only form the basics form the first two programmes - talking time and misbehaviour): suggestion: a two days workshop 8+8=16 hours)
- focused training in all three programmes and in the third programme in all its topic sections: 24 hours with many options: 1 X 2 days workshop plus 8, 6 x 4 hours can be afternoons, 2 days workshops plus 2 x 4
- testing in practice and regular monthly intervision meetings: together 8 or 16 hours (4x2 or 8x2)

- Year 2 and 3: deepening of the content knowledge, intervision meetings

Parallel activities:
- The international conference on the topic of lifelong learning and active citizenship with the emphasis on the role of local partnerships and learning communities
- The anthology of theoretical papers from the conference.
- The anthology of selected cases.