Education and Culture DG

Lifelong Learning Programme

GRUNDTVIG Learning Partnership

Lives in changing – a multicultural approach

of initial expectations (the before), learning process (the during) and the final outcomes (the after)

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For more details to the GRUNDTVIG Learning Partnership see http://www.eu-learn.eu/

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1. Introduction

Lifes in changing

Adult Education represents an important chance for development and self development of adults. This is especially important for adults who leave school early and did not acquire skills and competences which are necessary to answer actual challenges of society. Against this background it is crucial to identify the feelings and learning experiences of these adults as well as their processes of learning and changing in adult education programs.

Multicultural approach

In the partnership three partners from different countries and organizations are working together: The German and the Polish partner are working at an university and the Dutch partner is the leader of an adult training organization. The common aim of all partners is to generate more knowledge about learning and changing processes of adult learners in adult education in cultural settings of different countries. All partners deal with the development, organization and evaluation of adult education programs by using specific didactical and methodical designs for different target groups. The multicultural approach is used in a sense of detecting learning and changing processes of adult learners as well as a broad and ongoing discussion and reflection about these processes between the partners.

Goal of partnership work

The goal of the partnership work can be outlined in three parts: a theoretical part – getting knowledge to enrich learning strategies and adult development theories – an empirical part – getting knowledge about learning and changing processes of learner – and a practical part – defining effective practices to support learning and changing processes of adults. The theoretical part of our partnership is worked out by a specific approach.

For this theoretical approach we use the metaphorical term of the “butterfly effect” which a learner can experience when participating in an adult education program. To explain the butterfly effect we worked out a more complex theoretical model which illustrates the butterfly with his worked out a more complex theoretical model which illustrates the butterfly with his stages after all a new

butterfly is born which is ready to experience the world. With this metaphorical picture we want to describe the process of a learner in an adult education program. In our idea a learner in an adult education program can be compared with a caterpillar which feeds information. In the next stage the learner has to assimilate the new information and transforms it into new knowledge and competences. This is a hidden process unseen by others. The process corresponds with the chrysalis stage where a changing process takes place which bears the butterfly. The last stage is the appearance of the butterfly which has new competences to deal with life. Transferring this picture to learners in adult education means that the learner has developed new knowledge and competences and is free to us it in his live.

Empirical work

In a next step all partners tried to find out how the butterfly effect could run in practice. Every partner started an empirical research in his organization by asking learners about their learning experiences and processes of changing within an adult education program. The results showed that adult learners really experience processes of learning and changing. Theses processes can be very different depending from the specific context of the adult education program, didactical methods and the target group. Despite of the fact that the results were very different in detail all partners agreed that there are some important aspects which are necessary to trigger out the processes of learning and changing in the sense of the butterfly effect.

The brochure is mainly made for teacher and other interested persons working in adult education organizations. The brochure offers interesting aspects about how to improve learning processes of adults and to trigger out the butterfly process by using specific methods and didactical arrangements. The brochure can also be interesting for research organizations (e.g. universities) who are interested in the field of adult education and want to improve processes of learning and changes.

In the next chapter the butterfly process is explained in more detail within a theoretical concept. The chapter three is dedicated to the country reports. Here each partner informs about his own way of working out the aims of the project. For this the specific cultural setting, the adult education program, the target group, the empirical work, the results and the recommendations

derived from the empirical results are outlined. In detail the partner from the Netherlands informs about a very short (one day) safety training of truck drivers. The partner can show that the butterfly process can be triggered out also in a very short training by using special didactical arrangements (chapter 3.1). The partner from Germany informs about a program for women who want to return back to the labor market (chapter 3.2). During the four months program six women were interviewed. All of them reported about changing processes in her life when the program was finished. The partner from Poland had organized a future workshop with 19 senior learners participating over a period of six months (chapter 3.3). Within the extended research work the partner could at least detect four different types of the butterfly process.

2. Theoretical concept

Assumptions of the butterfly project

Adult education represents an important opportunity for development of adults (self-development) who leave school early and could not acquire or develop the skills and competences required to address the current society challenges. This process is so important in adults' lives that it is crucial to identify what these adults feel and how they react to these experiences. The changing process of adults lives, using the butterfly metaphor, begins with their initial expectations, where the "caterpillar" is preparing to enter into a different, new world; then in the "chrysalis" stage they undergo transformation to prepare for the first "fly" as a butterfly, with more knowledge and competences to face the society challenges. This is the moment where we can get information about the real impact of adult education in learners' lives, attaching suitable significance to all the changes achieved and understanding the metamorphosis of the adults throughout the process.

The main goal of the partnership is to underline the adults' live experience and feelings (personal changes) to increase their motivation for the learning processes, promoting in this way more and better results. Considering this, all partners involved will share their own experiences, their own case studies, their strategies and results. This will allow going further into the lifelong learning guidelines for excellent results.

The case studies of different life stories will allow the partnership to identify the most successful and unsuccessful trajectories in education processes, and to identify also the pedagogical methods that lead to those results, comparing instruments and tools used by different organizations in different contexts. Hereafter, it will be possible to define the guidelines connecting different methods, personal changes and final results in adults' lives.

To promote changes in personal lives, adult education must be directed, personalized and framed in the cultural and social context of the lives of adults. Therefore, the initial expectations, the moment of relevant changes during the learning processes and the adults' lives after adult education are crucial to evaluate the real impact of adult education. This is the main motivation for the present partnership: to allow adult education to become richer, considering the practical results, but also understanding the feelings of those who are intrinsically motivated for lifelong learning. After the changing processes adults certainly will "fly high", they will be more secure

and self-confident about their own competences, therefore more prepared to meet professional, social and personal requirements. Understanding better the changing processes in adult lives and their relevance to learning strategies will allow to define the best practices and methods leading to better results.

The first phase of the project is “the caterpillar stage”, the second is “the chrysalis stage”, and the third is “the butterfly stage”. It was necessary to have an operational definition of each stage of the project. Therefore, we defined them in the following manner.

Caterpillar stage (CS) prerequisites (the before)

Definition: (CS) this is a stage in an adult education process in a life-changing situation when an individual comes to realize his/her educational needs, which reflect expectations in relation life-changing situation and formulate/create specific educational project.

CS is described in detail with:

Educational needs – it is auto-regulation intrinsic mechanisms of personality, moving steadily an individual towards achieving his/her goals through gaining knowledge, skills and competence.

Educational project – it is an intentional and planned educational activity which meets the person’s (life/educational) needs. Educational project is determined by time, place, aims (concerning knowledge, skills and competence), forms, content, methods and tools, the participation of teachers, a person’s own activity and the evaluation of learning process.

Educational biography – it is a part of a person’s biographical timeline process, consist of specific memory, placed in formal, non-formal and informal education. Educational biography can be very helpful to define present educational needs.

Cause and effect chain (CS): educational biography – life-changing situation – expectations in relation life-changing situation – individual come to realize his/her educational needs – educational project.

Chrysalis stage (ChS) – learning process (the during)

Definition: (ChS) this is a stage in an adult education process in a life-changing situation, where the individual made the decision to initiate educational project, educational activity which help to cope with life-changing situation.

ChS is described in detail with:

Educational activity: can be divided by two different moments: making the decision to initiate an educational project (event, fact, an anchor in time) and the realization of an educational activity. An educational activity is a process determined by time, place, form (team or individual work) aims (concerning knowledge, skills and competence), content, methods and tools, the participation of teachers, a person's own activity and the evaluation of a learning process.

Cause and effect chain (ChS): educational project – educational activity – aims (concerning knowledge, skills and competence).

Butterfly stage (BS) applicability (the after)

Definition: (BS) this is a stage in adult education process in a life-changing situation, where the individual applies gained knowledge, skills and competence in order to cope with the life-changing situation.

BS is described in detail with:

Coping with a life-changing situation means overcoming obstacles in life, which increase the subjective overall life satisfaction and also has an impact on the qualities of a good life and gives a person feeling of being free from external control and constraint.

Coping with a life-changing situation can be perceived as adaptive behaviors (no changes in lifestyle) and transgressive activities (lead the person to create a new lifestyle).

Lifestyle - the typical way of life of an individual, a particular social role, developmental tasks.

Cause and effect chain (BS): knowledge, skills and competence - applicability – life situation.

Butterfly effect (BE) change as an outcome of a learning process

Definition: (BE) it is an outcome of a learning process, which means changes applied in a person's life and derived from knowledge, skills and competence gained during the learning process (chrysalis stage). This helps the person cope with a life-changing situation.

A change in (BE) means the difference between the person's life situation before the learning process began and his/her situation after this process.

BE indicate a change in two perspectives: external circumstances (lifestyle, life activities) and internal conditions (self-awareness – new educational needs, new preferred values, the

development of reflective thinking and other…). BE allows to identify effective and non-effective strategies of learning.

Cause and effect chain (BE): applied knowledge, skills and competence – change: external and internal – coping with life.

3. Country reports

3.1 Netherlands

Peer Consultancy

Peer Consultancy BV is registered as a private company. It is operating in the field of health and safety training and to structure continuous vocational training for adult workers. Peer Consultancy offers practical oriented training courses, which are having the aim to enhance the labor market position of workers and unemployed. A main client is the Dutch trade union for the private sector (FNV Bondgenoten). To serve clients, Peer Consultancy is operating in a network of small private companies and self-employed trainers. The network of inter-related companies and self-employed offers a range of training courses, short and of long-term duration for different industrial branches and for the retraining of unemployed. Within this network in some projects, Peer Consultancy has the lead, in other projects Peer Consultancy may operate as a subcontractor. Part of the GRUNDTVIG project is the safety awareness training for truck drivers.

Specific settings

The target group of the training is truck drivers. They are having a job, but they need to be regularly retrained in order to keep their job. Therefore, the overall objective of the training is to enhance the labor market position of the truck drivers. The specific objective of the training is to increase the safety awareness of the truck drivers at home and in work situations. It is an informal adult learning program which has been developed in cooperation with the Dutch organization for health and safety in the transport sector (Gezond Transport). The learners - truck drivers - have a low level of general education supplemented with short job-specific training courses. The underlying thoughts of the training are to strengthen the attitude of the truck drivers for a program of continuous learning in order to increase: (1) the level of general education, and (2) work skills.

The approach of the training program is to touch the emotional level of safety by using examples from home situations. The core of the program are the examples; the example itself should generate sufficient excitement to get a discussion among the participants.

The duration of the training is one 1-day (see for a detailed description the annex: 1-day training program for truck drivers, important elements of the training). One day of training is accepted by

the target group. A longer duration of the training is not possible. The reasons are: (1) the members of the target group are not in any way positive about their school period, (2) more training days are at the expense of working days, and (3) problems to pay for the costs of training by their employer. It is a stand-alone day of training. The training is not embedded in a cycle of training days. The one day of training must be sufficient to increase the safety behavior of the drivers in the work and home situation.

The training day is at Saturdays. Some of the truck drivers have to use a free day, while others, which would work on Saturday, have to get permission from the employer to attend the training course.

The first day of training started in spring 2010 (before the start of the GRUNDTVIG project). From spring 2010 to summer 2012, a total of 12 training courses have been carried out (covering the duration of the GRUNDTVIG project). The total number of participants is 185 truck drivers. The training is quite successful. Therefore, it is expected that the training will continue to be executed the upcoming two years (until 2014). It is expected that at that time (end 2014) about 400 to 500 drivers will have attended the training course.

The organizer of the training is the Dutch organization for health and safety in the transport sector (Gezond Transport). The execution of the training is outsourced. Each set of training days (around four 1-day training courses) is evaluated between "Gezond Transport" and the trainers. When needed, the program will be adjusted according ongoing experiences. The trainers have a long standing experience in health and safety. They are not only working for the transport sector, but for different clients, they have a broad range of health and safety examples to attract the attention of the learners.

Empirical work

The GRUNDTVIG project has a focus on the life cases of the workers. Interesting is that for most of the learners their life cases are quite comparable (see for background information about questions: website).

Life cases of the learners

The first phase of the project is the "caterpillar stage". In the "caterpillar stage" we collected information about the driving factors (caterpillar stage) of the learners, learning process (chrysalis stage) and results of the training course (butterfly stage and effect). It was difficult to

collect information with open questions (see website of the project). The learners were hesitating to answer the questions.

We imaged that it would be quite difficult to use the questionnaire with "open questions" that has been prepared in the project. It proved to be right. To overcome the difficulties we imagined, we made group interviews during and at the end of 1-day of training. We expected that group interviews would be create a more relaxed setting to discuss the issues raised by the questionnaire. The interviewed learners were directly and factual responding to the questions. It was difficult to get any personal reflections about the learning process. However, it must be said, it is difficult to explain the changes in awareness, which may have been initiated after 1-day of training, or changes in awareness, which could be achieved in the future. It became clear afterwards, at work, that the learners are reacting different on safety matters. The approach to safety issues is more constructive and positive. Therefore, there is a positive change in safety awareness, but this change could not be expressed in clear terms directly after the 1-day training course. After a while, the reply from companies, workers and the branch organization are positive about the impact of the training course.

The following range of points gives some useful information about the life-cases of learners:

- For 30% of the learners is it the initial profession. 50% changed their job and became in later stage truck driver. 20% was already driver, but became truck driver.
- Age between 25 and 55 years old.
- 50% a fixed labor contract, rest: short contract or self-employed.
- Compulsory school duration (up to 18 years old, some of them just part-time education from 16 years old).
- School experiences: negative.
- Low cognitive skills.
- Motivation to follow the training course: pushed by the company and/or family.

The learning process

The learning process is symbolized by the "chrysalis stage": or, what are the factors making a learning process successful? The following points give some useful information about the way the learning process has been organized:

- Practical
- Learning by doing
- Discussions
- No "one direction course", the learning program follows the interest of the learners. The interest of the learners is very much steered through the practical examples: homework (photos), instructions for drivers (LMRA, see below), practical examples as working on height, wheel control (see below).

Specific information has been collected from the learners and from transport sector before the start of the training course is:

- Level of education of the learners and background of the learners (type of questions: see website)
- Absence (out-of-work) information of the learners
- Information about the transport sector itself
- Information about incidents

Core elements in organizing the training course are the examples from dangerous home situations. The aim is that these home examples are touching the emotional level of the learners. The examples of the dangerous home situations are presented through photos (see below. The preparation of the home photos and selecting the dangerous home situation is a time consuming process but important for the success of the project.

The training is structured around 3 practical tracks of learning:

1. Photos

In advance, before the start of the training, the learners had some homework to do. They received 12 photos from work or home situations. Each photo is more or less reflecting a

dangerous situation. The learner must select 5 photos (in cooperation with the family) and comment the danger of the situation. Examples of photos which have been used to prepare the 1-day training course for truck drivers and have been discussed during the training can be seen at picture 1.

Picture 1: Examples of photos

2. Practical instrument, LMRA - drivers

At the training, a specialized instrument is being used to develop the safety awareness of truck drivers. This instrument has been specifically developed for truck drivers and is called "Last Minute Risk Analysis" (LMRA - drivers).

3. Practical examples

The example describes a transport company which faces the following dangerous situations: (1) working at height, (2) use of flexible tubes, (3) wheel control, and (4) in and out of the truck. In small groups the learners have to prepare a short and clear work instruction.

"Butterfly" effect of the training

The results of the training are symbolized with the "butterfly" effect: the changes the learners themselves are experiencing about safety awareness.

What are the experiences about the "butterfly" effect?

- Contrary to their expectations, the learners have experienced the 1-day training as interesting and pleasant.
- Learners expressed that an interesting aspect of the 1-day training course were the photos and discussions about the dangerous home situations.
- Learners are more aware of the dangerous aspects of their work, and will give safety more attentions in their work.

The success of the 1-day training course is also reported by the employers in the transport sector. First of all, the employers are satisfied and the training can be continued. The branch organization for health and safety in the transport sector is willing to continue the financing of the training. The employers are experiencing an increased level of safety awareness among truck drivers which have been attended the 1-day training course.

Results and discussion of the project

The GRUNDTVIG approach of the project, symbolized by the three stages of learning caterpillar, chrysalis, and butterfly has structured the process to design a training course. This design of a training course comprises a successive number of necessary building blocks. The following design model visualizes the successive building blocks. The design model is based on

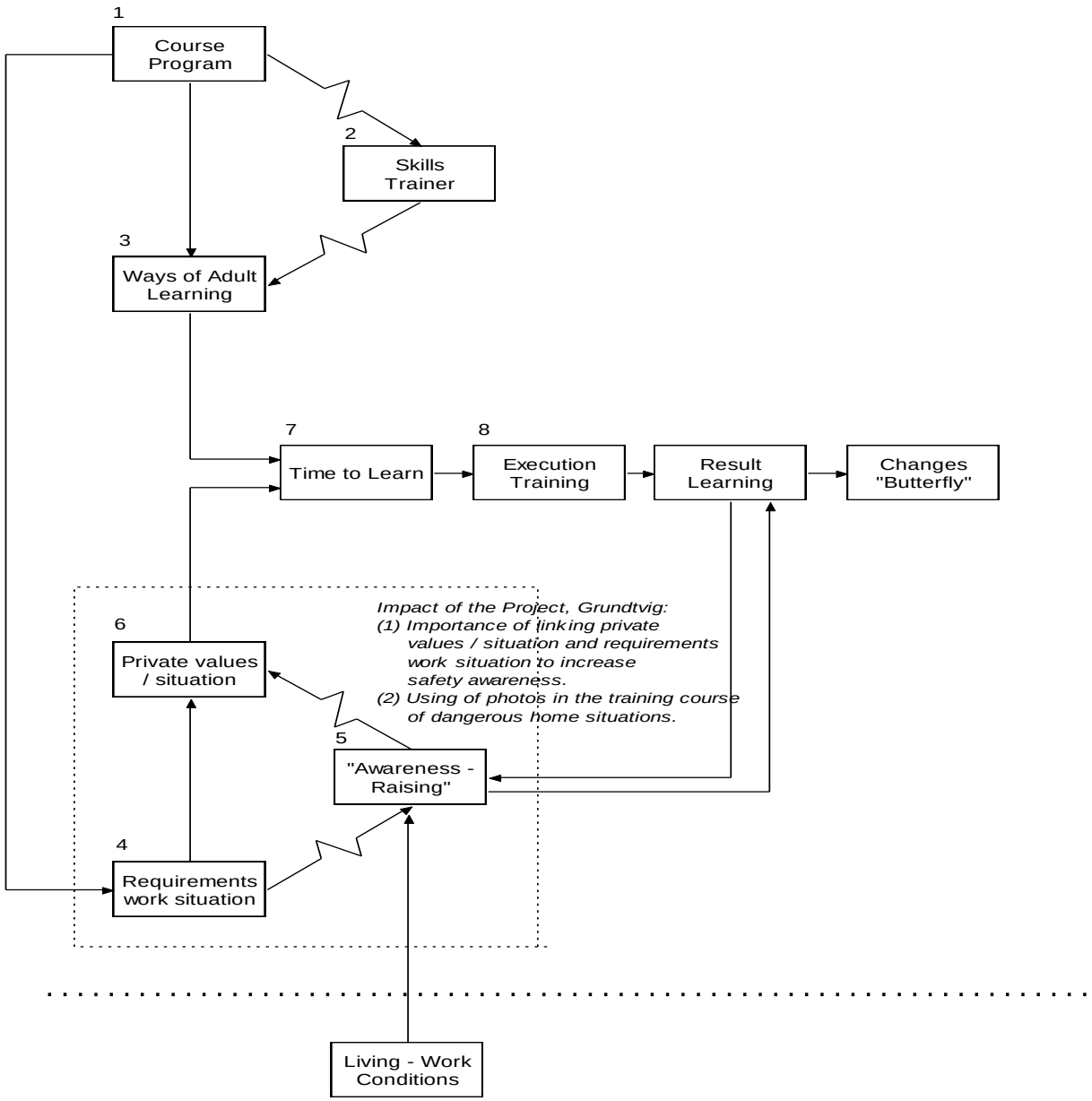
the approach we have identified for the development of the 1-day training of the truck drivers. This design model is very much steered by the requirements of the labor market and based on the Dutch experienced. The design model has been discussed with the project partners. Based on the discussions is has been modified. The "design model" has a structure to design an adult learning course (see picture 2).

Explanation of the building blocks of the design model

The building blocks are all reflecting an important element for the design of an adult training program. The coherent structure of building blocks can be distinguished in three parts:

1. The upper part:
   It reflects all elements which are **outside the influence** of the learner. The elements are:
   - Course program
   - Skills of the trainer
   - Ways of adult learning
   - Time to learn
2. The lower part:
   It reflects all elements which are **within the influence** of the learner. The elements are:
   - Awareness raising
   - Private values / situation
   - Requirements work situation
3. The basis:
   These are the requirements from: (1) living and work conditions, and (2) labor market.

Picture 2: Design model



Guidelines

1. Course program

- A course program for adults must have a modular design. Each module of the program must be clearly defined and having a clear result for the learner.
- It must be clear for the learner that after finishing the module, it will be possible to continue learning or to acquire related competences.

2. Skills of the trainer

- The trainer should be a specialist of the subjects, which are part of the training program.
- The trainer must have an empathic understanding; he/she should have the ability to understand the feelings of the learner.

3. Ways of adult learning

- Some different methods of learning must be prepared before and available during the training.
- Be flexible to adapt the method of learning to the needs of the learners.

4. Requirements work situation
5. Awareness
6. Private values/situations

The three building blocks: (4) requirements work situation, (5) awareness raising, and (6) private values/situations are interlinked and have been proven a successful approach for the 1-day training course for truck drivers. We used pictures of dangerous home situations (private values/situation) to trigger attention for health and safety at work (see photos on forgoing page). Through discussing the risks at home we could discuss the risks at work. This was the base for increasing the safety awareness at work.

This approach has generated:

- A common health and safety awareness among the truck drivers
- An “aha-experience”
- An increasing self-esteem of the truck drivers to discuss safety issue at work

7. Time to learn

- At the stage of designing the training program it should be clear what the time obstacles are to be fully engaged in the program. If there are any time-obstacles the program should be re-design in order tackle the time obstacles.

Living or work conditions

A force to improve the own and individual situation.

Labor market

A force to improve the situation of the group of learners.

Discussion

- The comparison and discussions of the training courses from the partners in Germany, Poland and the Netherlands have given us an in-depth view of the crucial adult learning elements of the 1-day training course in the Netherlands.

- Because of the critical inputs from our Polish and German partners we were forced to re-think our adult learning approach. Although, it has not changed the training program, we are more aware of the crucial elements which are important for the success of the training.

- Important is the preparation of the training course at home. We would like to mention the importance of using photos of dangerous home situations and to discuss them in the training course. The learners have to prioritize the dangerous home situation before the start of the 1-day training course.

- The 1-day training course for truck drivers has been evaluated by using the theoretical approach determined by the GRUNDTVIG project plan and work plan. The theoretical approach is symbolized by three stages "caterpillar, chrysalis, and butterfly". Based on this theoretical approach we had to evaluate the 1-day training course step-by-step. This has resulted in the "design model" an integrated structure of building blocks to design an adult learning course. This model can be used as a guide for the design of an adult learning course.

Annex

One day training program for truck drivers, important elements of the training
Subject of the training "Safety Behavior and Safety Awareness"
Training example used in the GRUNDTVIG Project Butterfly

The whole set of documents used in this project for truck drivers are:

- Invitation letter for the individual truck driver
- Letter to the owner of the truck company
- Training program: "Safety Behavior and Safety Awareness" for truck driver
- Training program: "Safety Behavior for Supervisors"
- Life-exercise for the training for supervisors, exercise 1
- Life-exercise for the training for supervisors, exercise 2

The documents which will be explained more in detail are:

1. Invitation letter for the individual truck driver and preparation of the course by the truck driver himself.
2. Training program: "Safety Behavior and Safety Awareness" for truck driver.

First, we will give some information of the organizers of the training course. The following trainers, Erik Corver and Henk Schuit have developed the training, in cooperation with the client, named Health Transport. Health Transport (in Dutch: Gezond Transport) is an organization established by all companies in the Dutch transport sector. The aim of this non-profit company is to improve health and safety in the whole transport sector. Erik Corver and his colleague are hired by this organization to execute the training. In the framework of this training, transport companies are invited to send some of their drivers to the training course. It is up to the company and the driver himself to decide to participate in the training. The training is 1-day and always organized at a free Saturday.

1. Invitation letter for the individual truck driver and preparation of the course by the truck driver himself

Most important element of the letter-of-invitation is the way the trainee (truck driver) has to prepare himself. Preparation of the training course: “Safety Behavior and Safety Awareness”:

- Included in the letter-of-invitation are 12 photos from: (1) work situations and (2) private-life / home situations.
- The photos are picturing dangerous handlings or situations, which may lead to an accident or loss and damages.
- The trainee has to select 5 photos which to his own opinion are a reality and which are close to his feelings about the cause of accidents and losses.
- At the back of the photo he has to say in short why he has selected the photo.
- The 5 selected photos have to be handed to the trainer at the beginning of the training course and will be used during the training.

2. Training program: “Safety Behavior and Safety Awareness” for truck driver

Title by title we will explain the training course.

- **Description:**
  The drivers will get tools to monitor their own safety behavior in the work situation. This will be done by using life-examples. Points of interest are figures about accidents, risks, responsibilities, safety checks, and LMRA drivers.
- **Objectives:**
  These are the general objectives of the training course, and they are more specified per subject.

  (1) In-depth view on accidents and cause of accidents.

  (2) Handling of risks, and measures to reduce risks.

  (3) Role and behavior of the driver are crucial elements to increase safety. Aspects which will be discussed are the macho-culture, and also the way to approach colleagues to indicate un-safe behavior.

- **Materials:**

  The focus is on an interactive approach: film, video, own figures of the company, vehicle, questionnaires, BIG-5 poster and LMRA driver.

- **LMRA:**

  LMRA = Last Minute Risk Analysis, is an instrument to develop and to increase the safety awareness of the driver. This instrument will be introduced at the training course.

  Again an explanation of the training course, but in this case the objectives are related to the specific subjects of the training course. The specific subjects are: (1) organizing work, and (2) safety systems of the truck. For each subject the objectives are specified, but within the general objectives given at page 20.

- **Activities:**

  The activities and work forms be used in the training course are:

  1. Mapping of accidents and making priorities
  2. Making an overview of typical risk factors
  3. Prioritizing the BIG-5 of risks
  4. Tasks and responsibilities
  5. Judging work situations (film and photos)
  6. Introduction LMRA and exercising the practice.

- **Duration of the course is 1-day, program:**

08:30 – 09:00	Introduction
09:00 – 10:30	Risks in the company
	Accidents history, analysis and incidents
	BIG-5 of safety
10:30 – 10:45	Break
10:45 – 12:00	Tasks and responsibilities: establishing and recording
12:00 – 12:30	Lunch
12:30 – 14:30	Organization of work
	LMRA driver: safety awareness and behavior
14:45 – 16:45	Exercise safety check and safety awareness
16:45 – 17:15	Closing and evaluation

3.2 Germany

Justus-Liebig-University of Giessen

Main tasks of the professorship for vocational education and work orientation include teacher training for vocational schools, for lower secondary schools and for special schools. Further tasks are the research work in fields of vocational education and training and further education for disadvantaged young persons and adults especially with low competences, with low social or a migration background. Another field of work is the vocational education and training and further education in the field of social services like household, health and social welfare. The organisation also deals with topics like competence development, work, quality, gender and development of professionals.

Specific settings

The German partner worked with the target group of women who wanted to return back to the labour market. The women visited a training program which was offered by the local training provider ZAUG (Zentrum Arbeit und Umwelt Giessen) in Giessen. The training program was a special offer for women who made family work and wanted to return back to the labour market. Generally women who want to return back to the labour market after a family break are characterized by a high motivation and a lot of key competences which they have acquired in their family work. On the other side the comeback is connected with considerable obstacles. There are less part time jobs as well as high requirements of employers to qualification and flexibility of their employees. Against this background it is necessary to provide special offers to support these women.

The whole program had a length of two years and run from October 2009 to September 2011. It was funded by the ministry of the federal state of Hessen, the administrative district of Giessen and the European Social Fund. The program also aimed on strengthening the rural area of Giessen and its economy by enhancing the rate of qualified employees and limiting the rural depopulation because of demographic changes. The project aimed on participants who volunteer for the course and who generally did not get any financial subsidy. Within the whole program a total of 150 women visited the courses or the individual counselling. After the course nearly half of the women (46.6%) started with work (mini jobs, part time jobs or full time jobs). Further 24% of the women started further education training and 4% started a honorary post. 10.7 % decided to stay at home and gave up the aim of looking for a job. For 14.7% of the

women the actual situation is unknown. The German partner is connected with the local organization ZAUG by leading through an evaluation of the above mentioned training program from 2010 to 2011 (see Friese/Siecke 2012; Siecke 2011).

The program contained six equal courses in different parts in the rural area of Giessen. One course had a length of four months and was built up in a module structure. The structure contained job-oriented planning and individual career counselling, an analysis of competences, the development of a competence profile, a computer training, an application training and a hands-on training. In the module “success teams” the women got the possibility to work on their aims in small groups. Women with low qualifications also could be activated to start training in the field of care or education. One important aim was also to strengthen the self confidence of the women. The women were supported by the professional help of the course leader, individual counselling and reflections with group members.

Empirical design

For the empirical work a qualitative approach was used. At the beginning of the partnership the Polish partner had prepared an interview structure with questions for the caterpillar stage. We used this questionnaire and adjusted it to our target group. Our questionnaire contained four parts accordingly to the four stages of the butterfly process.

The first part of the questionnaire contained the beginning of the new learning process. In this part we asked for (former) learning experiences, common values, computer knowledge and the motivation to visit the actual training course. Speaking in pictures of the butterfly development this part could be described as the status quo before the ***caterpillar stage*** and the beginning of it.

The second part of the questionnaire dealt with the experiences a learner had made while the course was running. It contained questions concerning to motivation, interest, development and first changes of the learner. Using the picture of the butterfly development this part was related to the ***caterpillar stage*** and also to the ***chrysalis stage***.

The third part of the questionnaire was dedicated to the end of the course. The questions were related to the evaluation of the course and to the changes which already occurred by using new knowledge and new competences to manage changes in his life. Speaking in pictures of the butterfly development this part matched with the ***butterfly stage***.

The fourth part of the questionnaire was related to the period later after the course. The questions dealt with changes the learner has experienced in the medium term. We wanted to know if the learner had more integrated the competences, skills and knowledge acquired in the course to cope better with challenges of life. In the picture of the butterfly development this part was again related to the ***butterfly stage***. We wanted to know if the butterfly had made further development or changes.

In our study we interviewed six women who had participated in different courses of the program. According to the questionnaire structure we planned to make four interviews with each woman at four different times. But the organization was difficult so that we modified the schedule. Two interviews we made at three different dates (in the middle of the course, at the end of the course and four months after the course), two interviews we made at two dates (middle of the course and four months after the course) and two interviews were made in a retrospective view at one date (one year after the course and almost two years after the course). Each interview had an overall length between 60 and 90 minutes (including the four parts of the questionnaire).

Overall results

To get results from our data we at first made a category analysis. By doing so we got data from all interviewed women to different issues. The women could be characterized in the following way. They had an age between 35 and 56 (average 47.1) and were nearly all married (5). One woman was a single mother. The women had one to three children in the age between two and 30 years (average 17.3). The family break of the women led between 1 ½ years and 25 years (average 17.1). The general education level of the women was equally sorted between a general certificate of secondary education (3) and a university entrance diploma (3). Five women had finished apprentice-ship training and gained work experience and one woman had a university degree. Three women had a mini job before they started the course.

The summarized answers of all women showed that all of them voluntary visited the course and were strongly interested in the topic (they found the announcement of the course in an advertisement in the newspaper). At the beginning of the course (***caterpillar stage***) they were largely motivated. They told us, that “it felt right to be there” (case 6). They were looking forward to the modules of the course and commended the competent course leader and the positive atmosphere.

While the course was running (***chrysalis stage***) the women appreciated to work on all modules. They liked the mix of professional exercise, training and reflection and the familiar atmosphere of the course. They also appreciated the individual support of the group leader, the group discussions and reflection. With the progress of the course they experienced first changes with respect to their attitudes and values as well as to their families and social networks.

At the end of the course (***butterfly stage)*** three women had a new job, one woman started a further education training, one woman was looking for a job and one woman neither was in an application process nor in a job. All women described that they had experienced a process of change in their attitudes, awareness and self-confidence.

Later after the course (***butterfly process***) all women had reached different levels on their way back into the labour market. Tree women had a new job, one woman was writing applications (after losing her job) and two women had no job and were not active in an application process. All women affirmed that the changing process was still going on.

The category analysis can show the basic structure of the process of changing. All women in the course worked on their own aims and values and proved to realize it. The progress of their work led to inner and outer changes. Speaking in terms of the butterfly development the women were in the state of a caterpillar and a chrysalis stage. But the result of their work was at least different because of outer terms and conditions. The same was it with the process of changing which also differed in volume and extend.

Case studies

The following six case studies show in more detail that processes of development and changes run different and that they can be disturbed by different environmental factors. The case studies are presented in a sequence to make clear that entrance into the labour market is easier when social circumstances are supportive. The more barriers and obstacles appear the merrier the aim to return back to the labour market has to be adapted to actual requirements.

Case 1: „Successful power women with family support“

The woman in case 1 is 47 years old, married and has two children in the age of 15 and 21. Her family break was 16 years. Before the course started she had a high motivation to return back to the labor market. In the course she was exited to learn the different training modules. Shortly after the course she had a job. The job ended after one year and she again was writing applications. Over the whole time she got large support from her husband and her family. While

the course she gained more competences towards her intended career, got a better self appearance and a higher self-confidence. Typical for her is that she developed to a high motivation, an optimistic attitude and business to get a job again, but she did not change other parts of her life.

Case 2: „Ambitious successful power woman“

The woman in case 2 is 47 years old, married and has three children in the age between 11 and 16. Her family break lasted 17 years. Since eight years she had a mini job. She had a high motivation to visit the course where she wanted to get help for a new professional orientation and a part time job. She liked the modules of the course and enjoyed to acquire new competences. At the end of the course she started a two year further education training to prepare for her dream job. Shortly after the last interview she got her dream job. Her engagement in getting a job was supported by her children and friends but not by her husband. The participation in the course led to large changes with respect to her attitudes and her family. She showed a strong motivated and a fighting spirit, authority and a large willingness. She also tried to optimize her household organization. She was more determined, showed a tightly planning, felt sorry for having less time for friends and more impatience with her children. All in all she felt more satisfied but also more stressed.

Case 3: „Power woman fighting for financial independence”

The woman in case 3 is 53 years old, married and has three children in the age between 10 and 24. She had a family break of 25 years. Over the whole time she had a side job. The motivation for the course was to get a new job-related orientation, to raise the amount of work and to reach at least financial independence. She appreciated all modules of the course very much. The course supported her to find a new orientation. After the course she started with two side jobs which were more compatible to her aptitudes and interests. While the course was running she had to struggle with large private problems. She got support from friends but not from her husband. Her new aims strongly influenced herself and her social environment. She loosened the commitments against her family work and adapted it to her aim to find a job. She behaved more egoistic and with more self-confidence and with a better feeling with respect to adapt to her actual situation. She also started a new style of living with more activities made by her own and with new friends.

Case 4: „Returning back to labour market with compromises“

The woman in case 4 is 45 years old, married and has three children in the age between 11 and 19 years. Her family break was 20 years. The course offer wakened old hidden wishes of her to have a job. In the course she wanted to come to a decision with this. She liked the professional modules and appreciated the familiar and supportive atmosphere of the course as well as the productive group feedback and the professional help of the leader. The course made her euphoric and strengthened her to fight for her new aim to find a job. Parallel to the course started a struggle in her family because her husband did not accept her new aims. It was a barrier for her and a large problem to find a compromise at home which was at least a freelance home office job. Her new activities also led to inner changes. She gained more self-confidence and was more aware about personal and educational needs. She also felt more satisfied because she could speak about her needs with her husband. But life also became worse because she had to fight for her own interests.

Case 5: „Coping with illness has priority“

The woman is 35 years, single mother and has a two year old child. She is seriously disabled and has a migration background. Her family break was 1 1/2 years. Her motivation to visit the course was finding job related aims, developing a higher self-confidence and to reach financial independence to support her family. In the course she liked the behaviour of the leader and the group atmosphere. She also appreciated all modules of the course. Directly after the course she found a job. While the course was running she had to deal with large private challenges. She had departed from her friend, was looking for a new flat and had financial problems. But the course still led to positive changes. She developed more self-confidence, was more open-minded against others and had gained more maturity. She could also see this in the relationship with her child: “I am more concentrated when I play with my child after having education half a day“. Later after the course she got an acute illness episode with a hospital stay which may be triggered by the excessive demands. After this she saw her prior activities in coping with her illness and her financial situation.

Case 6: „Ambivalent decision to stay at home“

The woman in case 6 is 56 years old, married and has three children in the age between 24 and 30 years. She stayed at home around 25 years. Her motivation to visit the course was to find a job again and to get support for the application process. She liked the course modules, the atmosphere in the group and the kindly course leader. The course made her feel euphoric and more motivated. Directly after the course she reported about doubts towards the benefit of the

course. She came to the decision that she could better continue her voluntary work and her homework lessons with a neighbourhood child. But she also made clear that she would still start with a job when she would get an adequate offer. But there also happened changes. She had gained more self-confidence, was more clearly about her decision not to write application now and felt more free from pressure. But at the same time she expressed disappointment that she had not grabbed the chance of the course.

Discussion

In the course the women are in a caterpillar and in a chrysalis stage. They grab information to develop their own aims and values in more deepness and prepare the realization of it. First changes arise when the women become more aware and self-confident. They are euphoric and motivated to prove their aims in practice (already the course is part of the practical testing because they are testing half a day absence from home). The inner changes (e. g. awareness) are requirements to start with outer changes. Both inner and outer changes lead to reactions of their environment. The new activities have to be adapted to previous life. This is a difficult process for all women. It is easier when the previous life has resources which can be used and when there are less of constraints, commitments, barriers or demanding pressures. It is very helpful when the aims are supported by the family or friends.

The case studies show in detail the manifold incidents of single cases. Already while the course is running (stage of caterpillar and chrysalis with a process of learning and changing) the women intensively prove the options and constraints of their aims and possibilities to realize it. Doing this leads to very different results. Already at this point the women anticipate difficulties of their realization. And they develop strategies and decisions, whether and how coming to terms with this. This process is very individual and can also mean a modification of the aims and values and their importance.

The cases show that the absence from outer commitments, constraints and pressure respectively the possibility to influence and adapt these conditions as well as high support by the partner rather leads to a successful realization of the aims (cases 1 to 4). In these cases the aims of the women can be realized. When there are outer commitments, constraints and pressure in the environment and they cannot be adapted or modified adequately (illness, financial problems, private commitments and pressure) the chance rises that own aims and values (returning back to the labour market) have to be changed or priorities are made (cases 5 and 6)

At least an adult education course is only a very small offer which can help to generate awareness of learners against own aims and values and to support a realization of this into practice (generating the butterfly stage). But every learning process is influenced by the environment of the learner, what could be seen in the case studies. It is important to keep this in mind. This large influence has still been described in the theme centred interaction approach by Ruth Cohn with the “globe” (Cohn 2007).

Pedagogical recommendations

From our results we can derive recommendations for adult education organizations. An adult education offer that wants to support the personal development and change of its learners should try to consider the following aspects:

1) Find out the interest, motivation and values of your learners, recognize it and take it serious.

2) Support the learners in working on their own aims and values. This can happen by giving them professional information, making exercises and group work and use reflection.

3) Help the learners to find ways to set their aims and values into practice. This can happen by supporting them to work out steps to realize their aims, give practical advice and practical training and let group members support each other.

4) Make the course atmosphere supportive, warm and friendly so that learners can feel safe and free to develop und prove new aims and behaviour.

3.3 Poland

About University

The University of Lodz was founded 24th May 1945 as the successor to the educational institutions functioning in Lodz in the interwar period: the Teacher Training Institute (1921-1928), the School of Social and Economic Sciences (1924-1928) and the branch of the Polish Free University (1928-1939). Today, the University of Lodz is one of the biggest Polish universities. The University of Lodz offers 33 degree graduate programs and 134 specializations. Department of Andragogy and Social Gerontology is a part of The Faculty of Educational Sciences, one of the 12 faculties at University of Lodz. The Department emerged in the academic year 1980/1981. The main areas of research at the Department are currently andragogy (lifelong learning, adult didactics, adult learning theories, adult development theories, the biographical method in adult education research, unemployment, etc.) social gerontology (theories of aging, lifestyles in old age, age management, 50+, meaning of life, mentoring, etc.) and geragogy (education for old age, models of education, Third Age University, the biographical method in geragogy research, etc.). Over the last several years the Department of Andragogy and Social Gerontology participated in many national and international research project including, Leonardo da Vinci, GRUNDTVIG, the Baltic University Program. The Department efficiently cooperates with organizations from other countries conducting mutual scientific research, concluding agreements on cooperation, participating in international conferences and publishing common works. The Department cooperates with Justus-Liebig-University of Giessen (Germany), University in Hannover (Germany), Vytautas Magnus University, Kowno (Lithuania), ESREA (European Society for Research on the Education of Adults), Geneva (Switzerland), BARAE (The Baltic Region Association for Research in Adult Education).

Specific settings

The target groups of the training are seniors. Most of them have already retired and some of them are just before retirement. Therefore, the main aim of the training is to bring to the light the participants' educational needs and create the right structure for a learning process which helps them put into practice their individual life projects. This gives an opportunity to gain knowledge about learning strategies and define the most effective practices which serve adults in a learning process.

During the project the specific method called the future workshop has been used. The whole training lasted 6 months and consisted of 8 sessions 90 minutes each. It was required to take a six months break between the implementation phase and the permanent workshop. The last meeting was in Giessen in Germany where all participants of the project had a chance to share their experiences.

Plan of action and schedule

Meeting	Phase	Short description	
1	**The preparation phase**	The main question: **How will we work and cooperate?** 1. The leader presents the rules and the schedule course of the workshop. 2. The participants get to know each other.	**Caterpillar Stage**
2	**The preparation phase**	The main question: **What do we want to do?** 3. The participants choose a subject of the workshop	
3	**The critique phase**	The main question: **What disturbs me most about this subject? What kind of problems have I had recently?** 4. The participants realize what their negative emotions, thoughts and experience concerning this subject one.	**Chrysalis stage**
4	**The fantasy phase (utopia phase)**	The main question: **What do we want to achieve? What is the best solution for my problem?** 5. The participants define their dreams and expectations about the elaborated the issue and they try to build up a utopian vision of this.	
5	**The implementation phase**	The main question: **What can we do?** 6. The participants with the leader determine the direction of the activity	
6-7 (if necessary)	**The implementation phase**	The main question: **What kind of activity has been applied?** 7. The participants try to apply the activity in accordance with the accepted scenario	
Last one	**The permanent workshop**	The main question: **What did we learn?/ What have they became?** 8. The participants try to sum up, evaluate the workshop and come to the conclusions which help them cope with life.	**Butterfly stage**

All the training days were on Wednesdays. The total number of participants was 19 seniors. The organizer of the training was the Department of Andragogy and Social Gerontology – the University of Lodz. Each stage of the training was evaluated by seniors. This gives great input for the next stage of the project.

Empirical work

Life cases of the learners

The caterpillar stage

The first phase of the project called “the caterpillar stage” required to getting information about the educational needs of the project participant’s. Therefore the participants have been questioned (questionnaire form):
How did you learn about this project? Why did you decide to participate in this project? How did your family and friends react when they discovered that you decided to participate in the project? What are your expectations from this project? Would you like to learn something new or get new skills? It was also important to get to know the participants’ life situations, so we asked the following questions: What is your current life situation? Has something remarkable happened to you recently? (positive and negative). The rest of the questions were important in the perspective of the future workshop.

19 questionnaire forms have been analyzed - 14 females and 5 males aged between 50 and 85 years old. Most of the respondents have got higher education (15 people); three of them finished upper secondary education and one lower secondary education. Ten people attend the University of Third Age. 14 participants declared that they like to learn and 13 of them evaluate themself as good pupils. 17 people declared high self-esteem and they have been proud of their vocational activity, raised children, and reaching good economic and social status. Regarding value, the answers were varied. Some of them pointed friendship (2), others family (2), honesty (6), culture (2), self-improvement (3). All respondents declared that they possess computer skills and just one person doesn’t have an Internet connection. The participants of the butterfly project see their life situation as the best time of life (10), as the worst time of life (1), and hard to say it (7). The main reason for participating in the butterfly project was: new challenges (7), pure curiosity (4), interesting aims of project (4), willingness and capacity to engage in teamwork (3),

getting acquainted with new people (3). The last reason was also the main expectation from the project to make new friends (6). Other expectations were: getting info required in labour market (2); getting knowledge and brain training (1) the ability to bond with other people (3).

Two groups of seniors have been brought into the project – one group from the University of the Third Age and one from a recommendation.

Seniors from the University of the Third Age

11 participants currently attend the University of the Third Age currently. 9 females aged from 60 to 74 and 2 male aged from 67 to 85. Most of them finished a university. The reason for being a part of this project for males was pure curiosity. Women wanted to make new friends, work in team, and do something new. Family attitudes toward the participants learning facilitated this process. All of them have got a high self-esteem. Success in their life was defined as good family life, education, professional career. During the last year males mentioned that there were no spectacular changes in their lives. Women mentioned the participation in LLL program, starting to learn Spanish language, publishing a book, holiday on the Turkish Riviera and also the death of nephew and also the tragedy in Smolensk.

Seniors form a recommendation

8 participants don't attend the University of the Third Age. 5 women aged between 52-72 and 3 men aged between 65-69. The women's education: 3 of them completed university education and one finished an upper secondary education and another one a lower secondary education. The reason for being a part of the project for women was to make new friends, do something new, and face new challenges. Family attitudes toward participants learning facilitated this process but one person (female) said nothing to her family about the project. All these people have got high self-esteem. The success in their lives was defined as good family life, education, professional career. During the last year the females mentioned the following changes in their lives: the participation in a project called Senior Voluntary, the liquidation of an orphanage, becoming a candidate for the voivodeship parliament. The males mentioned that there were no spectacular changes in their lives just one of them started to play the guitar.

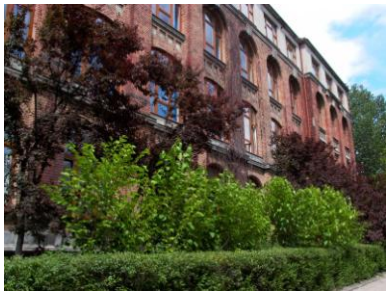
The learning process

The learning process is symbolized by “the chrysalis stage”. The structure and the philosophy of the future workshop help the participants to establish and put into practice their individual learning projects. The whole training lasted 6 months and consisted of 8 sessions, 90 minutes each.

The dates of meetings

The first – September 2010, the 20th
The second – March 2011, the 25th
The third – March 2011, the 30th
The fourth – April 2011, the 20th
The fifth – April 2011, the 27th
The sixth – May 2011, the 4th
The seventh – May 2011, the 25th
The eighth – November 2011, the 7th
The ninth – April 2012, the 23rd - 24th – Giessen
The tenth – May 2012, the 23rd - the summary of the butterfly project

The meeting locations



Poland, Lodz University

Germany, University of Giessen

The first meeting – September 2010, the 20th

At the kick-off meeting the participants were made acquainted with the idea of Partnership GRUNDTVIG program as well as with the aims and tasks of the butterfly project and next meeting schedule.

The second meeting – March 2011, the 25th

During the second meeting the participants gained knowledge about the future workshop. Moreover, the promoter provided each person with a book which explained in details the idea of

the future workshop. In order to improve team performance the leader proposed team building games and exercises for team building. At the end of a meeting each participant received a questionnaire form and was asked to fill it in and return it during the next meeting.

The third meeting – March 2011, the 30th

The second meeting started with a critique phase. The meeting theme was "changes in our lives" which directly refers to the title of the project "Lives in changing…" Seniors were asked to

write on a sheet of paper the changes in their lives which generated problems and made them faced a great challenge. The participants grouped all proposals into the three categories: motivation, fear and the meaning of life. Then they discussed these issues in order to pick one of the topics. They chose the problem of motivation and, literally speaking, the lack of motivation. The homework was to prepare the information about this issue.

The fourth meeting – April 2011, the 20th

The participants were divided into four groups and started a discussion about motivation. The thesis of the discussion had previously been prepared in order to inspire and guide the discussion. During this activity the following questions appeared: How to plan and act to achieve the life purpose? How to think philosophically? Do I have to change my opinion? How to verify information? How to act effectively? What should I do to find motivation? Is the reward and punishment the source of my motivation? etc. At the end of the meeting the participants were asked to rethink all the questions and choose one aspect of it which seemed very interesting to them.

The fifth meeting – April 2011, the 27th

The fourth meeting started from the utopian phase in other words the fantasy phase. Seniors were asked to find an ideal, utopian solution for their problem. In order to warm up their imagination the leader suggested the following exercise: the participants had to answer the question – what would you do if… you had two pairs of hands, you realized that the earth was not moving, you noticed that paper could be eaten, you won the lottery, you noticed that there were no wheels, etc. The next task was to create an ideal solution for the problem chosen by the participants and to present it to others. The leader one more time reminded the participants

that in the utopian world there were no limits. Seniors created the world, rules, and principles. The several groups developed and elaborated on the following problems:

- Rome's group – How to win the lottery? They presented the idea of a person who gained the right knowledge important to make a change in the lottery machine. This gives the opportunity to win the lottery and spend money on space conquest.

- Two men group - Bogdan and Alicja tried to find a solution how to act effectively? They presented on the blackboard the effective work strategy of an insurance agent.

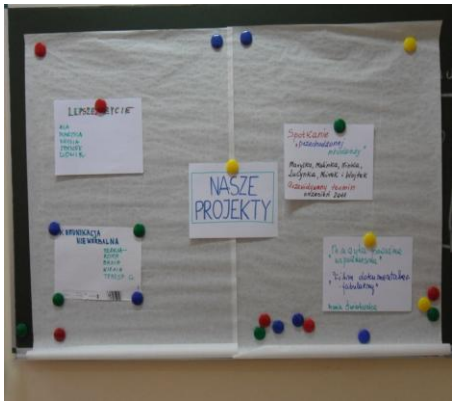
- Alicja demonstrated pills which improve intellect and body performance. She also showed a money machine.

- Christine' group elaborated on the solution for an ideal society. They created the rules and principles which governed the ideal society. The poem and the diagram of the activity were presented.

- Malina' group tried to find the solution for how to think philosophically? They connected this issue with euthanasia where they came to the conclusion that everyone had the right to decide about their life and death?

The leader summed up the meeting and reminded that the role of the utopian phase was is to show the direction of the participants' learning activity to undertaken in the next implementation phase. In the utopian phase the motivation issue was determined as gaining great knowledge; good work, happiness, well-being, work motivation. The homework was to design the chosen issue which would be implemented in real life.

The sixth meeting – May 2011, the 4th



This meeting started with the implementation phase and the leader stressed out that this phase had to guide a participant to the real solution of his/her problem. That is why he presented the "Attributes of a good plan of action". Developing a good plan of action required the following attributes: purposefulness, practicability, internal coherence, efficiency, flexibility, details, long term aims, rationalities, deadlines etc. Groups took in to the account the attributes mentioned and tried to work out a good plan of action.

The results

- Roma' group planned to learn a new way of communication. They chose a sign language.
- Mirek' group planned meetings titled "The taste of a good old age". They wanted achieve it by making new friends. They planned a campfire.
- Christine's group wanted to create something like an association or even better a political party. First of all they wanted to act locally.
- Bogdan and Alicia's group wanted to have a better annual income for a not-exhaustive job. They would start an activity from the internet.

The seventh meeting – May 2011, the 25th

The last meeting started with the implementation phase and it was also a gate for the permanent workshop. The aim of this phase was to apply the activity in accordance with the accepted scenario. The tasks of the participants were to demonstrate a chosen problem in a very schematic way, write it on a piece of paper and pin it to the blackboard. Then they described and presented an already undertaken activity and explained their plan for the future.

- Roma' group searched for the information on the internet in order to find something which would help them gain knowledge about sign language. They were going to make cooperation with the Polish Deaf Association and café "Both Hands" whose guests are deaf-mute. Some people from this group know German language so they were going to learn the basic level of German sign language.
- Two men group - Bogdan and Alicja engaged in the problem called "work". They were going to look for the information about how to effectively find a job, and how to act effectively?
- Ala' group decided to work on the title "better life". They didn't have a detailed plan but they were thinking about establishing a new institution aimed at the improvement of the quality of life. This group already got information about what they had to do in order to establish such an institution (what kind of documents are required, what kind of rules and regulations by law are important and so on).

- Malina' group decided to organize a campfire meeting where they prepared competitions, games, events. This meeting would take place regularly and this would be a good chance to talk about the future, plans and activities.

- Maryla declared to set up a new section at the University of Third Age. She wanted to popularize the classical music as well as a documentary movies. This section would start a cooperation with the Lodz Center of Arts Initiative. At the end of the meeting a picture of all of the participants was taken.

The summary of the chrysalis stage – the future workshop

The Future workshop played a very important role because it helped:

- To find people willing to be a part of the project

- To inspire the participants to learn about something which reflected their real problems

- More over learning activity stuck closely with life so we could expect that the learning strategies would reflected the real problem solution approach in adult education.

We were also able to diagnosis the educational needs of the project participants', which were:

- learning a new way of communication (sing language)

- learning how to act effectively

- learning how to improve the quality of life

- learning how to establish a new institution and become an active citizen

- learning how to organize a meeting and to attract people to attend it

- learning how to set up a new section at UofTA and also

- learning how to cooperate with others

- learning how to cooperate with an institution

The workshop allowed them to start personal reflection of themselves, about their needs and the ways to satisfy them. The future workshop showed the seeds of inspiration for various learning activities.

"Butterfly" effect of the training

The results of the training are symbolized by “the butterfly effect”. After a six months break between the implementation phase and the permanent workshop another session of the future workshop was introduced.

The eight meeting – November 2011, the 7th

The aim of this meeting was to get feedback about the educational activity process set up by the stakeholders during the future workshop. The group interview technique was used.

The results of activity: the data obtained for a research enabled to create four categories:

a. The educational activity process set up by the stakeholders during the future workshop was completed successfully – people from this group felt that they achieved aims and believe that the workshop helped them to do it.

b. The educational activity process set up by the stakeholders during the future workshop was finished but people from this group had ambivalent feelings. It means that they did not achieve what they wanted. They achieved something else what were important to them. Therefore the conclusion was that the participation in the project wasn’t fruitless.

c. The educational activity process set up by the stakeholders during the future workshop totally failed – there were too many barriers to carry out the tasks.

d. The educational activity process set up by the stakeholders during the future workshop (maybe) was finished. We don’t know anything about the feedback because people from this group did not give us any.

The ninth meeting – April 2012, the 23rd - 24th – meeting in Giessen

The first day of the meeting took place in the adult education centre “Volkshochschule” in the city of Lich near Giessen. The day was dedicated to the meeting of Polish and German learners who had opportunity to come together, share their learning experiences. The Polish learners presented the idea of the future workshop and its learning outcomes. The German learners presented results from their visit of some courses in the adult education centre in Lich. Both groups discussed their different learning experiences and ways to share common and intercultural experiences.

The tenth meeting – May 2012, the 23rd

The participants summarized relevant developments related to the butterfly project as well as the meeting in Germany.

Outcomes of the butterfly project

Interview life stories

After the whole training the selected participants were individually interviewed. It helped create the typology of the butterfly effect. The conclusions from the analysis of two chosen individual interviews are presented below. The first show the butterfly effect and the second describe the participant, in case of whom the butterfly effect was not observed.

Interview with Ms. Barbara

The change which Ms. Barbara experienced as a result of her participation in the future workshop was caused by the "phase of fantasy", during which Ms. Barbara let herself to be engrossed in the atmosphere of elation and reinforcing the belief that everything was possible. As a consequence of that phase, Ms. Barbara found the courage to paraglide. Ms. Barbara tried to identify herself with the atmosphere of fantasy as early as during classes, performing successive tasks. In her own words, although others did not feel that, she felt the influence of the group and the increasing belief that everything was possible. Putting the utopias created in that phase into effect seemed to be as easy as pie to her. The result of the classes was that Ms. Barbara became **certain of her own strengths and capabilities**. The complement of the fantasy phase, as she says, was paragliding during holidays a few weeks later. She believes that she would never have decided to do that if it had not been for previous fantasies, including dreaming about a space flight. Later, performing her everyday tasks, she came to a conclusion that paragliding was the complement of the fantasy phase. She definitely regards the change as a **one-time** event.

Her decision was a **huge surprise to her family and friends**, when they were told about it. Ms. Barbara has not perceived any more serious changes in her life due to the event, while the future workshop themselves are continued. At first Ms. Barbara, influenced by the workshop, planned to learn sign language, which would allow her to be a volunteer worker. This, however, proved to be too difficult for her. In order not to give up on volunteering, Ms. Barbara found a new opportunity – taking care of a dog in a shelter. She is sure that she can handle that. It is not a final decision, but it is likely. Moreover, Ms Barbara feels the evident need of completing

workshop by undertaking tasks which would be satisfying for her. When asked about the cause of that feeling of necessity, she answers that she would not feel good if she resigned of her plans and she wants to achieve something else instead of learning sign language.

When listing benefits of the future workshop, Ms Barbara focuses on those features which differentiate the future workshop from other methods of learning. She notices that at the University of the Third Age, of which she is a student, majority of methods require only passive participation. She believes that the most important aspect of the workshop is the fact that they **stimulate**, that is they enforce active participation. She says that they "**start the brain**."

Speaking about circumstances creating favourable conditions for learning resulting in changes, she gives an example from her own life – **learning German**. As she says, an inner voice kept telling her: "learn, learn." She believes that this caused changes in her life. Above all, she travelled to Germany, to Ulm, as a representative of the University of the Third Age. She admits she would never have gone there if it had not been for her knowledge of German. Ms Barbara's learning was supported by the university. She bought German books in a second-hand bookshop and German magazines. Apart from travelling, she is a host of foreign guests when they come to Poland.

Learning does not encourage changes in one's life when children are taught activities which **do not interest them and are beyond their capabilities**. For example, in a music school, when a child does not like it or does not have a talent and finally ceases to learn, the learning process does not bring any changes.

Interview with Ms. Teresa

Characteristics of the narrator: Teresa is a woman at the age of 74. She lives in Łódź, is a widow, lives alone and has an adult son. She completed higher studies and is a retired teacher. She also worked as a methodologist and a chief education officer in the Board of Education in Łódź. She leads a very modest life, living off her small pension. She says that **her health is bad. She is an atheist.**

Conclusions

- The narrator's understanding of education/learning is narrow, traditional. She associates it with formal education, the period in her life when she was a student. It should be noticed that the narrator is very well-educated. She was educating herself and improving her skills concerning formal and informal education during the whole

period of her professional career. Improving her skills was often obligatory, ordered by her supervisors, and even accidental (situational).

- The changes which the narrator notices in her life concern mostly her family (becoming independent, moving to a new flat, the deaths of her husband and her parents) and professional life (studies, promotion, retirement).

- Changes in the narrator's life are, in her opinion, the result of time and space situations, not purposeful and intentional actions.

- The narrator shows personality tendencies to low self-esteem (lack of self-confidence and belief in her intellectual, physical and social abilities) and an emotional state characterized by low spirits, regressiveness, discouragement and anxiety attitude, which can significantly influence her current social functioning. The current narrator's activity is mostly focused on and determined by her health and financial problems, which results in her sense of low social status. She pays less attention to her own life needs and focuses on the lives of others – mostly her son and aunt.

- She has a sense of nostalgia in relation to the times of her psychomotor fitness and activity (especially professional) and she dwells upon the past to not think about the present. She escapes into the world of dreams and illusions, but also feels proud of her achievements in the period of her professional activity. The consequence of her retirement is a continuing regression in her social relations and functioning, as well as psychophysical functioning and lowering her social and financial status.

- The narrator's psychophysical state significantly influences her current functioning, however the woman shows certain willingness to change (searching for the University of the Third Age), but she lacks determination. That willingness was caused by her participation, along with other students of the University of the Third Age, in the future workshops and her admiration of and even fascination with the students of the university, which can be recognized as a beneficial effect of her taking part in the project.

Typology of the butterfly effect

(Typology of learning and changes resulting from the method of the future workshop)

Type A - **permanent butterfly**; a person who has a constant positive attitude to learning and changes during his or her life and treats them as life values; s/he is dynamic and open for ideas, looking for new experiences, having dreams and specified interests. The future workshops were for such a person another opportunity to learn something new and to change. The phases of the butterfly's development, from a caterpillar to a chrysalis and finally to a butterfly are identified as an important guiding life metaphor, which is parallel to one's life and development.

Type B – **spectacular butterfly**; a person clearly identifies a change resulting from his or her participation in the future workshops. That change is a very special and unusual activity perceived externally and objectivized – paragliding – done for the first time in one's life, at not-so-young age, that is at the age of 60. The future workshop resulted in increasing the participant's self-confidence and courage and her willingness to do something special, spectacular. Such an activity is a method of self-test – checking one's abilities.

Type C – **typical butterfly** (for example, cabbage white); majority of the participants, who experienced various changes as a result of taking part in the future workshop. Above all, the changes concern the **inner** layer – the layer of personality: the increase of belief in one's capabilities and courage to undertake new challenges, experiencing new things and feeling new emotions (resulting from the classes), being more eager to change (motivation change), acquiring knowledge which would increase one's awareness, including self-awareness, during workshop, arousing reflectiveness and the ability of fantasy and utopian thinking, and acquiring the ability of solving one's life problems on one's own according to the idea of the future workshop and the plan resulting from their methodology. As a consequence of those inner changes, which are important for one's personality, **external** changes also took place: finding a job, solving a current life problem (for example a car crash), courageous undertaking of new developing challenges and actions, establishing good relationships with younger people, intergenerational learning, better group-working – the integration of the group, forming friendships and relationships with other people.

Type D – **barely observable the butterfly effect;** participants of the classes who perceive slightly changes in themselves and/or in their lives as a result of participating in the future workshop. These are people who did not notice anything new in the proposed course, the

classes did not meet their needs and they did not express any willingness to change. These are people of low self-esteem and lacking self-confidence. Those participants define learning in a traditional way – as acquiring and remembering certain given knowledge and they do not know stimulating methods. They defined changes as "big", important events and could not see "small" changes in their current lives. This group are participants who are not students of the University of the Third Age.

Effective and ineffective strategies of learning (in the context of participating in the future workshop)

A) Fruitful (effective) strategies are those which contributed to achieving the butterfly effect.

1. Directly connected with the workshops
    - stimulating fantasy and utopian thinking;
    - stimulating emotional experiences (emotional involvement);
    - group work (cooperation, establishing relationships, getting to know one another, the example of other people);
    - stimulating reflectiveness (new questions, encouraging consideration);
    - methodological organization of the future workshop;
    - providing a book describing the method of the future workshop (Dubas 1997);
    - understanding the method of 12 steps (a specific didactic method);
    - understanding the idea of the future workshop as a method of action: from criticism to dream, from a plan to putting it into effect;
    - skills of the moderator of the future workshop and other co-instructors (knowledge of the method, leading classes in a competent way, kindness);
    - the time factor: planning classes and the development of their effects in time (over a year), which allowed for the development of the participants' process of learning and, as a result, for creating and experiencing changes.

2. Encouraging effective participation in the future workshop

- aroused educational needs;
- ongoing educational activity;
- participation in the classes of the University of the Third Age;
- participation in other educational projects;
- understanding stimulating methods and having previously participated in them;
- perceiving the process of learning as a value;
- having dreams and specified interests;
- so called "open" personalities, looking for something new, open for changes, curious of the world.

B) Futile (ineffective) strategies are those, which did not contribute to achieving the butterfly effect. They are difficult to define in the context of the methodology of the future workshop. However, certain barriers, which prevented the future workshop from having a positive effect can be pointed out:

- no public presentation skills – before a group of participants;
- personality blocks – lack of self-confidence, shyness, low self-esteem;
- traditional understanding of learning as acquiring knowledge prepared to be remembered – the used method differed from their previous educational experiences;
- lack of motivation to learn;
- no educational activity;
- attitude towards changes – unwillingness, not being able to see opportunities for changes, defining a change as an important event, without noticing "small," everyday changes.

Conclusions and summary of the project

1) The method used during the future workshop proved to be a fruitful strategy of learning related to changes in the context of the "Butterfly" project. Most of the participants experienced important inner change and, as a result, decided to make changes in their own life situations. Thus, the method of the future workshop can be defined as a factor stimulating transformative learning of the adults (for references to J. Mezirow's conception see Pleskot-Makulska (2007).

2) The method used during the future workshop proved to be so successful mostly in case of participants from the University of the Third Age. It were them who experienced the butterfly effect to at least some degree in the context of the process of learning connected with changes.

3) The used method significantly increased participants' self-awareness, which led to motivating them to change. Motivation is the core of the process of learning and its stimulation is one of the most important tasks when educating the adults. Thus, the method of the future workshop, as proven by Polish experiences of the "Butterfly" project, concerns the basis – "the heart" of the process of adult learning.

4) The applied method also launched a dynamic, planned-in-time process of self-education as finding solutions to one's own problems in life. Hence, it is a method meeting the life's needs and experiences of adult learners. It initiates practical learning, which constitutes the largest part of adult learning and, to a large extent, takes into consideration the subjectivity of adult learners and does not stand in contradiction to tasks of the moderator of the classes (self-directing learning under guidance). It also proves that adult learning is a mental process which continues over time and is an integral part of the life process.

5) Experiences and ongoing educational activity are factors noticeably facilitating the process of learning during the future workshop. The method can educationally stimulate people who are less advanced in this regard. However, it needs time. Nevertheless, when educational activity remains low, the participants of the workshop often declare other important experiences acquired as a result of the classes, which also changes their self-awareness.

6) Personal experiences, traumas and difficulties in a participant's current life situation can to a large extent or even completely block his or her effective participation in the future workshop. This clearly encourages taking into account during educational classes the basic

rule, namely: understanding adult learners' life experience and incorporating the knowledge into creating and carrying out the didactic process in cooperation with the learners (andragogical processual model of adult education, see Knowles 1970).

Summarizing, the educational method used by the Polish partner in the "Butterfly" project – the future workshop – proved to be a right choice verifying the principles of the project and allowing for a diagnosis of the butterfly effect, having first created conditions for its implementation. **The future workshop is a method stimulating the process of learning and allowing the adults not to feel lost in situation of changes, as well as stimulating learning resulting in changes in the participants' lives. In case of people of poorer education and less educational experience than the students of the University of the Third Age, the effects of the method depend on the change of former traditional attitudes of the learners towards education.**

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