## SUMMARY

Teaching groups consists of adult learners or teenagers is different from teaching children and requires different professional skills, including classroom management skills. The teacher of adult learners has to deal with different age groups and heteregenous social backgrounds. This variety can cause some communication problems and conflicts within the group. One of the skills teachers of adult people need the most is a conflict management skill.

In the project "Learn to Lead" we would like to gather teachers who work with adults to share the communication and conflict management skills. The project will enable teachers working with adults to improve their pedagogical skills by giving the chance to learn different approaches and share experiences.

We start our project with setting up a target group consists of 10-15 teachers working with adults. First of all, we make a clear diagnosis of the current situation and the most common causes of communication problems and conflicts are determined. Our next step is organising short-term courses about the basic communication and class management skills for the teachers. The general idea about communication, they get in our short--term courses, is necessary to develop the conflict management skills through drama activities and works hops. In the second year learners are involved in the project and the target group presents what it learned during the first year. Each partner prepares a presentation about a real life conflict situation. Materials are presented during the project meetings and also shared in the Internet. The last part of our project is launching a manual for the teachers working with adults. It will consist all the experience we gathered during the project.

## RATIONALE

A teacher working with adults should be able to create a stimulating and effective learning environment. Adult learners require a teacher as a leader who indicates a way to learn. However, some problems may arise among the group. One of the most common problems faced by teachers is a lack of motivation in the group. Among many reasons causing motivation issues, the most important are communication problems and conflicts among the group. Conflicts are inevitable and often necessary to form a team out of adult people, especially when they come from different social backgrounds. Another reasons causing conflicts in the group are cultural and ethnical differences within the classroom.

It is very important that teachers/trainers have highly developed communication and conflict management skills. In addition to this, the methodology of addressing the dynamics within a heterogeneous group (in a cultural point of view) should be a part of teacher's training. Teachers should have a high level of cultural competence, in order to understand the learner's mind-set and improve their delivery approach.

Conflict is considered as a destructive situation. Although, as long as the trainer/teacher is able to deal with it and has the necessary tools to effectively solve the conflict, it can lead to personal and professional development and it may unite the group.

In conclusion, conflict management is an important part of leadership. A professional teacher should be trained how to deal with conflict situations, in order to create a motivating environment, also to be supportive with reaching the learning goals.

## OBJECTIVES AND STRATEGY

1) To specify the most common communication problems that appear in adult education.

2) To improve pedagogical approaches used in adult education.

3) To help teachers/trainers who work with adults develop their communication and class management skills and thus gain confidence.

4) To help trainers/teachers who work with adults around the town to know each other and ensure they have peer support in the problems they encounter.

5) To support teachers/trainers develop their social and pedagogical skills by gaining theoretical knowledge and cooperating with teachers/trainers abroad.

6) To increase the level of cultural competence within the teacher so that they can address the dynamics within a heterogeneous group of learners.

7)To make the participants and local society aware of language diversity in Europe and to develop language skills of participants.

8) To create partnerships among the insitutions in the field of adult education over the Europe and thus strengthen the European dimension in development of the adult education

9) To look for new practices in teaching methods being used in other participating countries, in order to develop and improve the adult education.