



Università degli Studi di Firenze

Faculty of Education Science

FLEXI-PATH – WP2

***Analysis of existing qualification frameworks and/or systems for
adult educator in the partner countries***

National Report - Italy

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1. Professional profiles in adult learning surveyed in Italy

1.0 Introduction

In this report we examine the profiles of *professionals in adult learning*, limiting our study to those professions for which third level education levels are desirable (EFQ 4 and 5) and who work in the fields of formal education, continuing education and non formal adult education, in the management of the former and in the running of support services. Our definition of *professionals* only includes those profiles for whom adult learning constitutes the primary or most significant source of income.

1.1 Adult learning

Adult learning includes activities aimed at recovering educational skills also within professionalization pathways. The main areas of adult learning are as follows:

- Adult basic education (EQF 1 and 2): in this field most services are carried out by state schools, while some are promoted by local councils or voluntary associations (especially those which support immigrants).
- Secondary education (EQF 3): although the majority of initiatives in this field are promoted by state schools, private institutes are also present.
- Post secondary education (EQF 4): in this field year long higher education courses combine with technical educational institutes offering two year long courses, both basically aimed at the training of skilled workers.

Most initiatives in this field take place within the private sector.

Professionals working in all the above areas are the equivalent of teachers in each of the corresponding school levels. In post secondary education professional technicians and trainers are also common.

All these roles are normally for graduates (EQF 5), although specific training in educational science is not obligatory.

1.2 Continuing education

Included within the field of continuing education are all those training areas aimed at the working population whose goal is to develop a culture of work and employability.

We can distinguish between those professionals active in the training of employed workers – mainly within the framework of business policy – and unemployed workers.

For the training of employed workers it is important to distinguish between adult learning professionals working within professionalization pathways and those working for the various different kinds of organization present in the training market (global training companies, various kinds of training agencies – public, private and combined – with differing missions and structures – religious based organizations, trade unions etc.).

In the case of unemployed workers we find professionals working for those organizations present in the training market driven by social policy (training companies, various kinds of training agencies – public, private and combined – with differing missions and structures – religious based organizations, trade unions etc.).

The field of training for employed workers includes roles such as:

- In-company training managers
- Human resource managers
- Experts
- Consultants
- Trainers

Trainers mostly work in education for unemployed workers.

1.3 Non formal adult education

In non formal adult education specific sector oriented experts work in the various areas of the field. In some cases, certificates or specific qualifications are required to exercise a profession (tourist guides and health education for example).

1.4 Managers working in the field of education

Managerial roles are also examined in the various fields under consideration: school heads in adult education, company directors in private organizations or heads of in-company training.

1.5 Support services

Support services include professionals with the following roles:

- Guidance practitioners and counsellors, employed in public employment centres but also in companies (in this case they are often combined with other complementary profiles such as selection consultants).
- Assessors are responsible for inspecting and checking quality and conformity to specific standards (skills assessment, inspection, quality certificates etc.).

2. Detailed analysis of some professional profiles

2.1 Secondary education professionals: roles and tasks

As noted in 1.1, here we will examine the role of those professionals who work in the field of secondary education at lower and upper levels. In Italy this professional role is represented by the Secondary School Teacher and the Primary School Teacher. Teachers work in CPTs (Permanent Territorial Centres) and in Private Schools. Those working in CPTs are permanent and temporary teachers employed through enrolment in the permanent listings compiled by Centres for Administrative Services present in the Regional School Offices. The listings place teachers within the public state school system. CPTs are normally part of Middle Schools (first level Secondary) and/or Comprehensive Institutes.

The Permanent Territorial Centres for adult learning and training (CTP) were created with the Ministerial Order n° 455 on 29th July 1997. The centres are places that interpret

needs, design, plan, activate and manage adult learning and training initiatives. The centres coordinate the learning and training possibilities planned in the local area, organized vertically within the school system and horizontally with other training agencies in order to provide an adequate response to demand from single people, institutions, or the job market. In a context that represents opportunity for social interaction, they carry out the following activities:

- Reception, listening and guidance;
- Primary functional literacy and life skills, also aimed at later access to higher levels of education and professional training;
- the learning of the language and its languages;
- the development and consolidation of basic skills and specific knowledge;
- the recovery and development of instrumental cultural and social skills suitable for active participation in social life;
- the acquisition and development of initial training or professional requalification;
- the reintroduction of marginalized groups back into education and training courses.

The body of staff for each Centre is made up of five 1st level secondary school teachers and three primary school teachers. First level Secondary School teachers have an undergraduate degree in their discipline but haven't necessarily undergone educational-pedagogical training; Primary School teachers must have an undergraduate degree and be well prepared in education, pedagogy and social psychology.

Every year most CTPs provide:

- Introductory guidance courses.
- Italian language courses.
- Courses for taking the Middle School diploma.
- IT courses that can, but not necessarily, be aimed at taking the European Computer Licence.
- Foreign language courses that can be for external exams.
- Other courses (painting, history of art, etc) known as short courses.
- Some CTPs run for projects with EU funding or other funding applications.
- Other centres activate intensive courses for taking the Upper Secondary School diploma (at Pontedera the two year business course is done in one year), included in this category are those courses activated for 150 hours, evening courses organized by various schools etc.

The CTPs are funded by the MIUR (Ministry for Education and Scientific Research) but funding is always insecure and the amount of funding provided is never fixed. In this sense their function is defined in relation to the (regional) public funding levels activated.

2.2 Continuing Education Operators: roles and tasks

The role of professional *Trainer* will be considered, active throughout continuing education, positioned both inside and outside the work place. The level under

examination is EQF level 6.

In terms of basic *expertise*, experts in continuing and lifelong education should be in possession of knowledge regarding 1) legislation on lifelong learning as a civil right; 2) accountability criteria for publicly regulated learning initiatives. Specialized professional profiles are logically structured around job positions such as *tutor*, *head of training projects* and *manager of organized learning units*. A progressive articulation of skill areas and professional career paths can be defined both in relation to the roles indicated earlier and in relation to the territorial-administrative range that the learning initiative applies to. In Italy *trainers* can work within two kinds of university degrees: the Three Year Degree and the Masters Degree. *Trainers* will work at various educational levels depending on the specific three year degree programme (EQF 6) or the Masters Degree (EQF 7). However, as a clear definition of the professional qualifications necessary for working in the field of adult learning is missing, trainers with higher education level EQF 7 may find themselves carrying out roles more appropriate to lower educational levels.

With reference to the Istat (Italian National Institute of Statistics) *Analytical Classification of Professional categories*, in line with world wide classifications (such as that of the Geneva *International Labour Office*, also reproduced in the European Community), a trainer can be classified within:

- a) the second group (“Intellectual, scientific and highly specialized professions”), 2.6.5.4 (“Educators and experts in educational and curricula planning”);
- b) the third group (“Technical professions”), 3.4.2.4 (“Tutors, instructors and teachers in professional and assimilated learning”).

More specifically, those who have furthered their studies with a three year degree in continuing education in business and organizations will be able to find employment in training units within public and private companies, Training Agencies, Employment Centres, in Temporary Work Agencies, Consultancy Companies and in centres specializing in lifelong and continuing education.

According to the Dublin descriptors the EQF level 6 professional profiles are configured as follows:

1) *Knowledge and understanding*

Basic knowledge of

- the theory of pedagogy, particularly regarding educational/teaching models, *instructional design* applied to learning processes in the context of *lifelong learning*;
- socio-anthropological theory, particularly regarding human resource development and the management and organization of groups and working communities;
- tools for computer mediated communication and collaboration.

Understanding:

- that educational processes can be positively encouraged;
- of the diversity of social and institutional contexts within which the complexity of factors that influence educational processes are produced/managed;
- of the methodologies of knowledge that can be used;

- of the historical development of communication technologies for education (e-learning, web 2.0).

2) *Applying knowledge and understanding*

Know how to apply knowledge and understanding (within organizations) to:

- Context analysis;
- Identification of needs and learning goals;
- Formulate learning projects supported by technology (e-learning).

3) *Making judgements*

Ability to evaluate:

- The resources, prerequisites and conditions that can facilitate the activation of educational processes or knowledge production;
- Particularly reliable and effective educational resources and technologies (in particular through the web);
- Spaces, platforms and tools to favour communication and long distance learning;
- The quality of a training project according to indicators of effectiveness, efficiency, appeal and impact.

4) *Communication skills*

Abilities:

- Empathy and communication skills aimed at encouraging the formation of groups and practising communities;
- Communicating in internet (Computer Mediated Communication, social networking);
- Tutoring and mentoring in training processes both face to face and online.

5) *Learning skills*

- Metacognition and capacity for reflection in relation to experiences in the field, in particular the capacity to compare and transfer learning experiences, passing from specific training interventions to the more general definition of models;
- Furthering one's own professional skills in continuing education.

For a professional *Trainer/ Manager* at EQF 7 degree level the following indications are provided: graduates of the *Masters Degree* and in particular those who have taken degrees in Adult Learning and Continuing Education and who work in the area of training interventions and services for adults, professional training actions, adult learning, requalification, guidance and skills management, working integration and lifelong learning must have acquired:

- Well grounded competence in the pedagogical, methodological and educational disciplines, particularly regarding the specificity of adult learning, models and methods in planning, management, skills management and assessment of continuing education initiatives;

- In depth knowledge of methods in the analysis of people and organization's learning needs, the management and assessment of human resources in companies and organizations and occupational dynamics with specific regard to the relations between the job market and training demands;
- Advanced knowledge in ethics, economics, law and policy regarding business organization, business management, economic policy, educational policies and relative European, national and regional legislation;
- Good knowledge of the main IT tools and computer mediated communication with specific reference to long distance learning;
- Written and oral fluency in at least one European Union language other than Italian with knowledge of the specific vocabulary related to the field;

Job opportunities and professional work are mainly provided by institutions, public authorities and private organisations that carry out actions, interventions and services in continuing education (professional training, adult learning etc.), as well as in private companies, professional training agencies and organisations, business services, employment services, socio-educational and cultural services, non profit making organisations and not least training services in Public Administration.

Types of professional profile:

- Operators within territorial services for adult education
- Operators within business training services
- Experts in adult education

EQF Level 7 professionals must be capable of combining knowledge in the spheres of organization-economics-management, planning and coordination with pedagogical, psychological and sociological knowledge, also intended for educational activity in its own right. Professionals will be capable of interpreting the specific characteristics of educational systems and in particular those concerning the job market, cultural institutions and the promotion of knowledge, small businesses and companies.

The adult learning professional (employed or freelance organizer, consultant and educator) can be defined as an educational *leader*, an *education manager*, an *expert* in educational planning who can use his own professional skills and knowledge within school services, territorial services and also businesses and organisations.

Such professionals must have developed skills regarding:

- ❖ The coordination of work groups (managerial staff, administrative teams, planning commissions, assessment bodies) with the ability to promote a climate of good relations, healthy organisation, problem solving, conflict mediation within organizational and business systems.
- ❖ The organisation of training agencies, care, school integration, promotion and dissemination of the knowledge culture.
- ❖ Management of technical, financial and human resources in the field of training organisations with the ability to raise resources from the local area and optimize existing resources within an integrated perspective.

- ❖ Planning of integrated training systems in the local area with particular reference to the adult sphere, social and family disadvantages and general cultural and educational services.
- ❖ Management innovation and quality in the field of education, guidance and adult learning/integration, and cultural promotion.
- ❖ Constant research for creative and innovative solutions, even if already experimented, in the context of educational, institutional services as well as business and organisational services.
- ❖ Operational management in integrated form of specific experiences in education including those at a formal institutional level (teaching activity).

Expected learning results, expressed through the European qualification Descriptors (DM 16/03/2007, art. 3, paragraph 7)

Knowledge and understanding

Students will be given the possibility to demonstrate knowledge, understanding and management of educational processes and activities that extend those typically associated with the first cycle. To reach such goals the following requirements will be considered.

- Knowledge of the major educational theories.
- Understanding of educational strategies and policies.
- Knowledge of the main educational methodologies in territorial services, schools and in the field of small businesses and business organisations.
- Understanding of educational planning.
- Knowledge and critical understanding of planning and operational spheres, the coordination of educational services and policies for the promotion of culture and knowledge.

Applying knowledge and understanding

Students will be capable of applying knowledge, understanding and problem solving abilities to issues concerning the evolution of educational policies, systems and activities with particular reference to new fields determined by economic, social and cultural policy in Italy and abroad.

- Skills in solid organisational and strategic management of education.
- Skills in analysing educational processes in the context of production processes.
- Skills in applying knowledge of educational processes according to historical, theoretical and philosophical perspectives.
- Skills in applying organizational and strategic management of education and educational methodologies within territorial services, beginning with course attendance.

Making judgements

Graduates must have the capacity to organize their observations on educational phenomena, collect empirical information, integrate knowledge, manage complexity and inform judgements on the basis of available information, reflecting upon social and ethical responsibilities related to the application of knowledge and judgement.

- Skills in the organisation of observation will be specifically developed in required workshops and work placements.
- Ability to manage the complexity of knowledge.
- Ability to reflect on social and ethical responsibilities will be acquired in courses such as *Educational Policy*, *Educational Legislation*, *Anthropology of Education* and *Educational Philosophy*.

Communication skills

Graduates will know how to communicate their conclusions and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously in different cultural contexts. To this aim they will also know how to use new technologies in education and marketing methods and techniques.

Graduates will also develop specific education based communication skills:

- through work placements they will be able to consolidate the communication skills that all graduates must possess;
- workshops will help students to increase their applied knowledge and skills in marketing;
- communication skills will need to be adapted to the specific fields of intervention.

Learning skills

Graduates will have developed the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous thanks to their knowledge of self directed learning methods and the sources through which they can continuously updating themselves in their subject.

The course prepares students for the following professions

- Human Resource Specialist;
- Specialist in Public Relations and Image Building;
- University lecturer in history, philosophy, education, psychology and law;
- Researcher and technician in antiquity, philology-literature, history, philosophy, education, psychology and law;
- Professor of literature, art, history, philosophy and education;
- Lecturer in Professional Education;
- Expert in educational and curriculum design;
- Guidance Counsellor.

2.3 Continuing Education Operators: non formal adult learning

In this field there is a wide spread variety of professional roles due to the wide ranging learning opportunities regulated in Italy by the training market. Normally, although not always, professionals fit into an EQF 6 or 7 framework. However, these are specialized professionals, experts in the field of teaching. There are no specific professional statutes. In the fields of sport, culture and free time many operators work with adults and old people without any specific preparation in the field of educational science. They have in depth knowledge of the specific discipline that they teach in, for example dance teachers, sport instructors, tourist guides and religious educators. Each of the roles mentioned have very different levels of professional skill and there is no specific regulation that indicates having reached a certified level of practice.

2.4 Manager in the field of education

This professional profile operates at EQF levels 7 and 8: see the education and analysis of the professional profile at point 2.2 .

2.5 Support services

2.5.1 The guidance counselor

The guidance counsellor is a professional who on completion of a specific training course with at least 1500 classroom hours, the awarding of a diploma and enrolment in the relative professional association, is capable of consulting and providing assistance regarding

- Specific personal or professional problems;
- Decision making;
- Guidance in life choices;
- Support during difficult life phases;
- Managing interpersonal relations;
- Managing one's relationship with oneself;
- Development of resources and potential;
- Promotion and development of personal awareness;
- Management of emotions, thoughts, perceptions and internal/external conflicts.

Counsellors work with individual clients, couples, families, groups and organisations. They are support workers for issues related to professional and interpersonal human relationships and our internal relationship with ourselves.

The specific skills that define the counselling profession are:

1) Managing relationships

The work of the counsellor begins with an introductory phase within which he/she tries

to understand the specific request of the client, the context and his/her motivation in order to build up a coherent and effective action plan. This is carried out through the creation of a helping relationship based on reciprocity and cooperation.

2) Problem analysis

The counsellor is capable of carrying out a series of interventions aimed at exploring, clarifying and understanding problematical situations. He/she is capable of understanding the reasons behind hardship and the problematical situation brought by the client. In this field skills in communication, analysis, clarification, mirroring, reformulation and synthesis are all necessary.

3) Planning

The counsellor is capable of planning specific action on the basis of the clients needs. This means the ability to recognise the problematic situation, identify goals and the operational tools with which it is possible to establish an action strategy. An other fundamental aspect is the prospective vision of the counsellor in relation to the consulting process.

4) Training

The counsellor intervenes where necessary in the cognitive and behavioural aspects of the client also using specific educational activities. The counsellor is capable of intervening with educational skills and specific information on aspects regarding the problematic situation under examination. Educational and training initiatives aim to achieve a change in the perception of the situation and in communicative styles and behaviour through the use of correct information. It is a particularly economic and effective way of finding solutions to problematic situations. The counsellor for example, is capable of carrying out action aimed at the development of the client's skills in *problem solving, decision making and social skills*. The counsellor does not stand in for the client but is a professional who helps the client to develop his/her own resources and skills.

5) Motivation

Working on motivation aims to create a collaborative relationship between the professional and the client in order to make results more effective. Counselling is aimed at helping the client to help him/herself and thus to play an "active" part in the process.

6) Monitoring the counselling process

The counsellor is capable of checking and monitoring the counselling work, beginning with the analysis of the initial need, assessment during the course of the action and later verification. The counsellor works independently or in public or private organisations as an employee or a freelancer. The counsellor uses counselling skills specific to exercising the profession.

Professional profile of the counsellor

Counselling skills are activated through the following communication skills: 1) Listening, 2) Asking, 3) Explaining, 4) Informing, 5) Confronting 6) Guiding.

Further skills that distinguish the profession include:

1) Awareness raising and prevention: the counsellor can carry out awareness raising activities with public and private organisations and plan preventative social-health work.

2) Organizing: the counsellor can manage organisational aspects such as administrative and commercial management, planning and contact with customers.

2.5.2 *The Assessor*

The assessor directs projects and carries out assessment on various issues. Assessment can apply to the state of a specific population or the intermediate or final effect of action or the value of a good or the effects of a phenomenon or the monitoring of situations that evolve over time. If the assessor is a quantitative evaluation methodologist then he/she will be a Statistician (see social and health statistics), if he evaluates the economic value of a good or a specific phenomenon then he/she will take on the name of the specific subject (for example Expert in Rural and Forestry Evaluation, Gemmology Expert, Restoration Expert, Art Historian, Assessor of environmental impact of works or projects from various perspectives – physics, chemistry, biology, pharmacy, engineering – forensic chemist, standard certifier for ISO 9000, UNI EN ISO 14000 standards). It is also possible to be a quality assessor, with skills closely related to the area under assessment.

The Assessor must be sensitive to the problems of social, economic, natural and behavioural science and policy that constitute the object of evaluation as well as being in possession of sound methodology in social research.

Area of employment

If working for peer reviews of social, educational and economic action the assessor is typically an *ad hoc* consultant for a single activity. In public administrations and universities he belongs to the “evaluation staff”. He/she often works in business consultancy companies.

The assessor must possess a specialist degree (masters degree) relevant to the relative cultural area of his/her profession.

To work as an independent evaluator, that is a kind of certifier of the results of the activity of a company or organisation, then it is necessary to create or become part of a consultancy company or work along side one as a freelancer.

3. Training and Professionalization Pathways

3.1 Secondary education professionals: Educational curriculum.

The educational curriculum of professionals who can access teaching in the field of formal education is that of the three year degree or masters degree (3+2 years). However, the curriculum for accessing the teaching profession is currently under review in the Italian Parliament. Reference can be made to the Draft Decree 9/2/2009 on

teacher training (enclosed with this document).

3.2 Continuing education operators

The educational pathway of professionals in this field are wide and various. Here we present the syllabus for three year degrees and masters degrees. The regulation for the Three year degrees and the Masters degrees, summarized in the charts below, are relative to DM ex-270/04. The charts specifically regard the University of Florence.

Three year degrees

Degree in “Continuing education and learning technologies” – Regulation for didactic activities

Summary Chart

First syllabus: “Training for the development of human resources”

	Disciplinary area	SSD*	CFU*	Course	CFU
Core courses	Pedagogy and educational methodology	M-PED/01	min. 20	General pedagogy	10
		M-PED/02		History of Education	10
	Philosophy, psychology, sociology and anthropology	M-FIL/06	min. 20	History of Philosophy	10
		M-PSI/04		Psychology of education	10
		SPS/08		Sociology of Cultural Processes	10
		SPS/07		General Sociology	10
		SPS/07		History of sociological thought	5
		SPS/07		Comparative social systems	5

- SSD: Scientific Sector Identification Code – CFU: University Credits

	Disciplinary area	SSD	CFU	Course	CFU
Distinguishing courses	Pedagogy and educational methodology	M-PED/01	min. 20	Adult learning	10
		M-PED/03		Long distance learning techniques	10
	History, geography, economics and law	M-STO/06	10-25	History of religions	5
		M-STO/04		Contemporary History	5
		IUS/10		Administrative Law	5
		SPS/12		Sociology of Migration	5
		SPS/09		Sociology of Work	10
		SPS/09		Sociology of Organisations	10

		SPS/09		Human resource training and policy	10
	Education and integration of the disabled	M-PSI/05	5-10	Social psychology	5

	SSD	CFU	Course	CFU
Related and supplementary courses	SPS/02	25-30	History of Political Doctrine	5
	M-DEA/01		Social Anthropology	5
	M-DEA/01		Cultural Anthropology	5
	IUS/07		Labour Law	5
	SECS-S/05		Statistics for social research	5
	SECS-P/10		Human Resource Organization and Management	5
	SPS/ 08		Sociology of Religion	5

**Summary Chart
Second Syllabus “Learning Technologies”**

	Disciplinary Area	SSD	CFU	Course	CFU
Core Courses	Pedagogy and educational methodology	M-PED/01	min. 20	General Pedagogy	10
		M-PED/02		History of Education	10
	Philosophy, psychology, sociology, anthropology	M-FIL/06	min. 20	History of Philosophy	10
		M-PSI/04		Psychology of education	10
		SPS/07		Sociology of Cultural Processes	10
		M-FIL/01		Theoretical philosophy	10

	Disciplinary Area	SSD	CFU	Courses	CFU
Distinguishing courses	Pedagogy and educational methodology	M-PED/01	min. 20	Adult learning	10
		M-PED/03		Multimedia Education	5
		M-PED/03		Audiovisual methods and semiology	10
		M-PED/03		Learning technologies	10
	History, geography, economics and law	IUS/07	10-25	Labour Law	5
		M-STO/04		Contemporary History	5
	Science	INF/01	0-10	IT	10

		ING-INF/05		Computer Graphics	5
	Languages and art	M-FIL/04	0-10	Aesthetics	10
	Education and integration of the disabled	M-PED/04	5-10	E-Learning	10

	SSD	CFU	Courses	CFU
Related and supplementary courses	L-LIN/12	25-30	English	5
	L-ART/07		Musicology	5
	L-FIL-LET/10		Italian Language and Literature	5
	M-FIL/05		Philosophy and Theory of Languages	5
	M-PED/04		Experimental pedagogy	10
	M-PED/04		Docimology	10
	M-PED/04		Methods in educational research	10
	SPS/02		History of Political Doctrine	5

By regulation the degree programme includes 16 exams as well as internship/workshop activities and the writing up of a final extended essay.

Masters Degrees in
Adult learning, continuing education and pedagogical science

Adult learning, continuing education and pedagogical science (classes LM-57 and LM-85)						
Syllabus A – LM 57 <u>Adult Education Science and Continuing Education</u>						
Design and management of educational processes in territorial activities and services for adult education						
<i>Distinguishing courses</i> (65 CFU)	<i>SSD and area</i>	.	<i>Disciplines</i>	<i>CFU</i>	<i>Courses on offer</i>	<i>N. exams</i>
Pedagogy and educational methodology (45 CfU)			Theory of	10	Theory of education	1
	M-PED/01 – General and social		Educational strategy and policy	–		
			Theories and methods of participatory research	10	Theories and methods of participatory research	1
			History of Italian Educational Institutions and	10	History of Italian Educational Institutions and Comparative Education	1
	M-PED/02 – History of Pedagogy		Comparative education	–		
				–		
	M-PED/03 – Didactics and		Educational methodology in	–		
			Research methods in adult learning	5	Research methods in adult learning	1
	M-PED/04 – Experimental pedagogy		Educational planning and management	10	Educational planning and management	1
Psychology, sociology and philosophy (10 CFU)	M-PSI/04 – Development and educational psychology		Psychology of Education	–		
	M-PSI/06 – Psychology of Work and Organizations		Psychology of Work Evaluation of potential,	5	Evaluation of potential, assessment techniques and needs analysis in work	1
	SPS/08 – Sociology of cultural and communication processes		Sociology of Adult Learning	5	Sociology of Adult Learning	1
	SPS/09 – Sociology		Educational needs analysis and method in	–		

	M-FIL/03 – Moral Philosophy		Professional Deontology	–		
Law, economics and politics (10 CFU)	IUS/09 – Public Law Institutions		Continuing education legislation	5	Continuing education legislation	1
	IUS/10 – Administrative Law					
	IUS/14 – European Union Law		European Union Law	–		
	SECS-P/02 – Economic politics		Economy and politics of education	5	Economy and politics of education	1
	SECS-P/08 – Business economics and management		Political Economy of education	–		
	SECS-P/10 – Business organisation		Management models for the development of human resources	–		
SPS/04 – Political Science		Political Science	–			
SPS/09 – Sociology of work		Sociology of work	–			
SPS/11 – Sociology of political phenomena		Sociology of political phenomena	–			
Related and supplementary courses (15 CFU)	M-DEA/01- Social anthropology		Anthropology of Education	10	Anthropology of Education	1
	M-FIL/01- Theoretical philosophy		Philosophy and Theory of Languages	–		
	IUS/09 – Public Law Institutions		Public Law Institutions	–		
	IUS/14- European Union Law		European Union Law	5	European Union Law	1
	SECS/05 – Social statistics		Statistics applied to education	–		
SECS-P/08 –		Business economy	–			

	Business economy and management SPS/04 – Political Science Sociology of Work SPS/09 – Sociology of Work SPS/11 – Sociology of Political Phenomena		and management Political Science Sociology of Work Sociology of Political Phenomena	– – –		
Independent choice		10		10	Choice of exam	1
Final paper		15		15	Writing up	
Other training activities		15		15	<i>Project Working, internships, etc.</i>	
			Total CFU LM	120	Total exams	12 LM

Masters Degree in Adult Learning, Continuing Education and Pedagogical Science (classes LM-57 and LM-85)						
Syllabus B – LM 57 <u>Adult Education Science and Continuing Education</u>						
Design and management of educational processes in businesses and organizations						
<i>Distinguishing courses</i> (65 CFU)	<i>SSD and areas</i>	.	<i>Disciplines</i>	<i>CFU</i>	<i>Courses on offer</i>	<i>N. exams</i>
Pedagogy and educational methodology (45 CFU)			Adult learning and continuing education theory	10	Adult learning and continuing education theory	1
	M-PED/01 – General and Social Pedagogy		Educational strategy and policy	5	Educational strategy and policy	1
			Educational research theories and methods for the study of the future of education	10	Educational research theories and methods for the study of the future of education	1
				10		1
	M-PED/02 – History of Pedagogy		History of in-company education	–		

	M-PED/03 – Didactics and special psychology		Methodology in continuing education	–		
			Organizational and strategic education management	10	Organizational and strategic education management	1
			Research methods n adult learning	–		
	M-PED/04 – Experimental Psychology		Educational design and management	–		
			Guidance theories and skill validation	–		
Psychology, Sociology and Philosophy (10 CFU)	M-PSI/04 – Developmental and educational psychology		educational psychology	–		
	M-PSI/06 – Psychology of work and organizations		Psychology of work			
			Evaluation of potential, assessment techniques and needs analysis in work organizations	5	Evaluation of potential, assessment techniques and needs analysis in work organizations	1
	SPS/08 – Sociology of cultural and communication processes		Sociology of adult learning	5	Sociology of adult learning	1
	SPS/09 – Sociology		Educational needs analysis and method in	–		
	M-FIL/03 – Moral Philosophy		Professional deontology	–		
Law, economics and politics (10 CFU)	IUS/09 – Public Law institutions		Continuing education legislation	–		
	IUS/10 – Administrative law					
	IUS/14 – European Union Law		European Union Law	–		

	SECS-P/02 – Economic politics		Economy and politics of education	10	Economy and politics of work and education	
	SECS-P/08 – Economics and Business management		Political Economy of education	–		
	SECS-P/10 – Business organization		Management models for the development of human resources	–		
			Business organisation			

	SPS/04 – Political Science		Political Science	–		
	SPS/09 – Sociology of work		Sociology of work	–		
	SPS/11 – Sociology of political phenomena		Sociology of political phenomena	–		
Related and supplementary courses (15 CFU)	M-DEA/01- Social Anthropology		Intercultural relations in organizations	5	Intercultural relations in organizations	1
	M-FIL/01- Theoretical Philosophy		Philosophy and theory of languages	–		
	IUS/09 – Public Law Institutions		Public Law Institutions	–		
	IUS/14- European Union Law		European Union Law	–		
	ING-IND/16 – Processing technologies and		Analysis and optimization of production	5	Analysis and optimization of production processes	1
	SECS/05 – Social Statistics		Statistics applied to education	5	Statistics applied to education	1
	SECS-P/02 – Economic politics		Economic politics of education			
SECS-P/08 – Economy and business management		economy and business management	–			
		Political Science	–			

	SPS/04 – Political Science SPS/09 – Sociology of Work SPS/11 – Sociology of political phenomena		Sociology of Work Sociology of political phenomena	–		
Independent choice		10		10	Choice of exam	1
Final paper		15		15	Writing up	
Other training activities		15		15	<i>Project Working, Internships, etc.</i>	
			Total CFU LM	120	Total exams	12 LM

The workshops chosen by the student, for a total of 15 credits, are common to all three syllabi:

- **European planning** common to syllabus A, B, C of the degree programme.
- **Assessment of European Planning** common to syllabus A, B, C of the degree programme.
- **Marketing in the field of Education** common to syllabus A, B, C of the degree programme.
- **Pedagogical working methods for local development** common to syllabus A, B, C of the degree programme.
- **Documentation and educational research.**

3.3 Manager working in the field of education

The Education Manager study course is the equivalent of a 5 year (3+2) degree, and is not necessarily specific to a pedagogical context.

3.4 Support services

Counsellors require a Masters Degree in Psychological Science. The assessor requires a three year university degree or a masters degree, not necessarily in pedagogical or psychological science.

References

- <http://web1.regione.veneto.it/cicerone/professioni/profili/alfabetico.jsp?id=211>
(Visited **2/3/2009**)
- http://www.europeanevaluation.org_ (Visited **2/3/2009**)
- <http://www.eval.org> Visited **2/3/2009**
- <http://www.evaluation.org.uk> Visited **2/3/2009**
- <http://www.degeval.de> Visited **2/3/2009**
- <http://www.sfe.asso.fr> Visited **2/3/2009**
- <http://www.risorseumane-tecistruzione.unifi.it/> Visited **3/3/2009**
- <http://www.educadulti-scpedag.unifi.it/index.html> Visited **3/3/2009**
- <http://www4.unifi.it/fscfo/> Visited **3/3/2009**
- <http://www.unifi.it/> Visited **3/3/2009**
- <http://www.miur.it/DefaultDesktop.aspx> Visited **3/3/2009**
- http://www.aspicmodena.it/chi_e_Counsellor.html Visited **3/3/2009**
- <http://www.istat.it/strumenti/definizioni/professioni/> Visited **4/3/2009**