

Flexi-path WP2 – Analysis of existing qualification frameworks and/or systems for adult educator in the partner countries

INTRODUCTION

For the analysis of the current qualification framework and systems for adult educator in Spain, we will consider very briefly its historic context, the diversity of institutions that provide Adult Education (AE, for now on), fields and professional profiles, and also the regulation and related laws in the country.

For a long time, the conception of AE in Spain has been reduced to basic education such as literacy. The dictatorship period led by Franco, introduced a compensatory model, perceived only as a second opportunity of the AE (Flecha, 1990; Flecha, 2006) . In the mid seventieth when the dictatorship finished, social movements were the big driving forces of a more social and transformative model of AE. Later a certain institutionalization of the AE activities, strictly related with the increasing demand of this type of education, has taken place and as in all Europe, an authentic “silent explosion” has occurred. Factors such as demographic changes, the increase of population’ basic education, the need of continuous education required by the labour market, the demand of others sociocultural activities; have promoted this spectacular increase of AE (Sanz & (coord.), 2002). The range of opportunities and models referred to AE has remained very open. There is a great diversity of educational centres. There are educational institutions which still entails the scholar and compensatory model, others that focus exclusively on the labour market or even new social movements which highlight the role of the learners as authentic protagonists of AE.

With regard to the fields, providers and types of adult education a huge diversity can be appreciated. We can talk about three main fields of AE: basic education, vocational training, and cultural and personal development. A wide range of organizations carry out programmes related to these fields: public educational centres; private training centres; companies; NGOs and social initiatives; civic centres, universities and others. Adult education is provided through distance or on site learning.

In consequence, the professional profile of those who work in adult education is also quite diverse. In addition, the professional situation of every educator varies from one centre to another. It depends on a series of factors such as, for example, if the school or organization is public or private, on the educational levels that they teach (e.g. Basic, secondary or primary, etc.) or on their working hours (part-time or full-time), etc. Qualifications of those working in

adult education are also absolutely diverse. It is important to point out that there is no a unique possible set of qualifications for the professionalization of AE educators and therefore it is allowed to work in the area with different qualifications depending of the field, type of contract, etc.

Regarding the legislation, the first law to consider AE was approved in 1990(Jefatura de Estado, 04/10/1990). Nowadays, the law that regulates Spanish educational system is the LOE (Ley Orgánica de Educación/Organic Act of Education) approved on May, 2006. The law considers lifelong learning as a principle, and the right of citizens to be educated both, within or outside the educational system. Title I of this law dedicates its IXth chapter to AE defining its major objectives ((Jefatura de Estado, 04/05/2006)). AE provides basic education, increases knowledge and give abilities, facilitating the access to further education. It intends to improve professional qualification and to give training for the development of other professions. It also aims to develop personal, communicative capacities and interpersonal relationships and to reach knowledge construction. It also develops participation capacities in the social, cultural, politic and economic fields; making effective, in this way, the right of democratic citizenship. In addition, it develops different programs to overcome social exclusion, specially focusing on the most marginal sectors. Moreover, it responds well to the challenges that the progressive ageing of the population phenomenon entails, by assuring to elder people the opportunity to improve and increase their competences. Lastly, it also anticipates and tries to solve peacefully personal, social and family conflicts and increases effective equality between men and women analyzing and evaluating critically the inequalities between them.

However the law doesn't develop in depth the section concerning AE. The law limits itself to some appoints about basic education and the access to regulated education at higher levels. Apart from the LOE, there are several regulations developed and approved at a regional level as some of the 17 Spanish autonomic communities also have educative competences. Many of the activities that actually correspond to AE (Companies permanent training, cultural training or courses which don't imply the obtaining of official diplomas) are not included in this law.

Moreover, the therotical development y research of AE in Spain has been specially relevant from the ninetieth. It is important to mention the 90 Group, which gathers researchers and professors dedicated to AE of different spanish universities. In fact, debates about professionalization and qualifications of AE educators have been promoted within the context of this group.

1. PROFESSIONAL PROFILES IN ADULT LEARNING

Some specific profiles of persons who work in adult education are:

- **School teachers:** teachers of initial and basic education for adults. In case of working in public schools, a Degree in Primary Teaching is required. There is no specific itinerary of training, therefore the majority of them specialize in primary education.
- **Secondary school teachers:** teachers of secondary education for adults. persons who have a Degree in the subject that they teach (e.g. biology, mathematics, etc.) and have had to go through a course of pedagogic competences.
- **Social educators:** they work in different organisations as community-based organisations, prisons, residential homes of senior citizens, vocational training centres, youth centres...
- **Pedagogues:** They carry out their tasks both in teaching centres, continuing education and social participation. In teaching centres, their roles are diverse, from academic, vocational and professional orientation to the educational research. In relation to their participation in the socio-cultural field, their fundamental tasks are, for example, the design and development of socio-educational activities of diverse centres and institutions (e.g. Companies, cultural centres, community centres, museums, libraries, associations, etc.)
- **Socio-cultural workers:** Their role is to develop socio-cultural activities of leisure and spare time and to promote community participation.
- **Workshop trainers:** They are considered specialists in workshops with an education they have acquired through experience. For instance: manual work, etc.
- **Labour Counsellors:** Mostly, they have a degree in areas related with labour insertion: psychology, work relations, pedagogy, social worker, or social graduates are just a few examples. They mainly receive job offers from public administrations, but universities and colleges are now beginning to count on them, too.
- **Vocational trainers:** they work in occupational and continuous education. They have specific education in the subject they teach.

The above professional profiles are not exclusive to the field of AE. There can be pedagogues also in childhood, primary and secondary schools, not only at AE education. Additionally the

profiles mentioned that work with adults can be considered “adult educators” but not necessarily.

2. DETAILED ANALYSIS OF ADULT EDUCATOR PROFILE IN SPAIN

As in other countries, the term *adult educator* includes different professional activities. Some relevant activities that most of the educators involved in Adult Education undertake are:

- Teaching: Most of adult educators teach a certain area or competence, regardless the level or type of subject of study. These are areas such as literacy, mathematics or other basic training, spanish language, cultural contents, manual activities or social skills. Obviously, the teaching style may vary depending on the field, level, centre and educator.
- Orientation: AE educators give orientation and advice about the educational options available and often also make suggestions about other aspects more related to the effective access to the labour market.
- Planification: AE educators plan their activities.
- Management and organization: AE educators organize and manage human, material and economic resources. The participation on this type of task may vary depending on the specific role of the individual in the institution and on its level of professional responsibility.
- Evaluation: AE educators evaluate the different learning processes of adults but also the different activities carried out.
- Networking: AE educators are in contact with different people every day. More and more, network work is becoming more common, both at a territorial level (with agents of the same territory) and at a sectorial level (with agents of the same sector).

3. TRAINING AND PROFESSIONALISATION PATHWAYS

As already said, there is no a unique pathway for the professionalization in the field of Adult Education. In other words, there are different professional qualifications and pathways available for the profesional practice of an adult educator, which take place especially at higher education

level (i.e. Teaching, Pedagogy, etc.). Nevertheless, there are professionals with qualifications from college education (i.e. socio cultural entertainers/) or who have had different experiences and trainings (i.e. trainers in different kind of workshops) etc.

In the following table it can be observed the different professional qualifications required for different specific occupations and according to this, the kind of tasks that can be developed.

FORMAL EDUCATION	
TEACHERS	
Primary Teacher	Teaching Degree
Secondary Teachers	Specific degree + Master in Education
SOCIOCULTURAL ACTIVITIES	
Social educators	Social Education Degree
Pedagogues, psycopedagogues, etc.	Pedagogy Degree
Sociocultural entertainers	College Certificate
Trainers in workshops	Workshop specialist: specific education or acquired through experience.
VOCATIONAL TRAINING	
Counsellor – expert of work insertion	Pedagogy/ Social Education /Others Degree
Occupational trainer and College professor	Specific education

In Spain there have never been a specific Degree in Adult education. In different undergraduate degrees (see table above), adult education is included as a subject of study but not with the grade of relevancy that this field deserves. After different debates and consequently the established changes linked with the European Higher Education Area (EHEA), the undergraduate degrees related to the Education field which are going to be implemented are the following: Teaching for 0-3 Children (Childhood), Primary Teaching; Social Education and Pedagogy.

Most of Adult educators do complete their general qualifications with graduate courses and continuous education. However, there are also not many specific graduate programmes in the field of AE. Again, AE is included in other graduate programmes such as in the Master of Language for foreigners or in the one of Socio Educational Intervention.

The Specific Graduate Studies available in Spain are:

1) Adult Education Specialization Programme. UNED (Universidad Nacional de Educación a Distancia), Open University.

Given by the faculty of Education and carried out by the History of Education and Comparative Education Department, the programme is addressed to teachers of secondary schools and to college professors. The content of the course is aimed to expose the adult training methodologies available, to teach about centres organization and about the special attention that certain groups with difficulties of insertion within our society, may require. The duration of course is of nine months and is of 25 credits.

2) Graduate Programme of AE Educator. University of Cuenca.

Given by the School of Teaching, it is being coordinated by the Theory and History of Education Department. The programme is addressed to any person related to AE. Contents are focused on the study of the context of certain specific programmes of the European Union, AE methods of teaching and sociocultural entertainment. The duration of the course is of four months (200 hours) formed by 20 credits, in which an internship in Adult Education centres is required.

3) Official Master in Training of Adults. Autonomous University of Barcelona.

The programme is a joint official master with the University of Barcelona that follows the parameters of the Bologna's Plan. The programme is given by the Faculty of Pedagogy with the programme of Education and Society. It is addressed to individuals with a previous university degree. It is aimed to train specialists in learning processes of adults at a professional level following these lines: basic training; training and work; and training, territory and social networks. In addition, the programme includes an internship in different AE centres. It is formed by 60 credits and it has a duration of one year.

Due to this lack of specific programs for AE a debate began in Spain in 2000 among the universities and adults associations about the creation of a joint graduate programme in AE. The 90 Group, already mentioned above, was very active in this debate. Different possibilities and proposals have been studied. By the moment, the 90 Group and CREA, from the University of Barcelona, have been involved in the European Master of Training in AE. This master was born as an answer to the lack of specific education for people who wish to have specific training in AE, in some European countries. The Master has been developed by a network

formed by 8 universities of the European countries of Denmark, Czech Republic, Finland, Germany, Italy, Romania and Spain.

Concerning the permanent training of the adult educators, there are several initiatives, promoted by public bodies, professional organisations, NGOs and companies. Two examples of educational actions proposed by organizations are worth to be mentioned:

1) *FRMP* (Movements of Pedagogical Renew Federation). Teachers association involved in the movement of educative education. AE is taken into consideration when designing educational programmes.

2) *REDA (Network of Democratic AE)* Summer School: The course organized by this Network takes place in a different city every year, it lasts 4 days and it counts with the participation of adult educators, professionals of public administration, participants of social and educational adult's associations, university students, etc.

4. FUNCTIONAL ANALYSIS OF THE ADULT EDUCATOR PROFILE

According to the already exposed diverse situation of AE in Spain, we have no specific definition about the competences that do define explicitly adult educators. The syllabi of some of the training proposals mentioned in section 3, set out a relation of competences that specifically belong to AE, but without an official common basis at a state level.

In this section, firstly, we will consider the National Catalogue of Professional Qualifications (CNCP, from now on) developed by the National Institute of Qualifications (INCUAL). Secondly, the work made by the National Agency of Quality Evaluation and Qualification (ANECA in Spanish) in the framework of the process of adaptation to the educational systems of the European Higher Education Area (EHEA), will be considered. They are organizations of reference on the establishment of competences and of its certification and validation.

National Catalogue of Professional Qualifications

The CNCP lists the professional qualifications that can be recognized and accredited, identified in the productive system according to the appropriate competences for professional exercise.

It counts with the most relevant professional qualifications of Spanish productive system,

classified into professional families and levels. This constitutes the basis to develop the educational offer of professional diplomas and certifications of profession.

At the moment the Catalogue covers 26 defined professional families and 5 levels of qualification according to the degree of knowledge, initiative, autonomy and responsibility. Qualifications are organized into competence units in the catalogue, giving the opportunity to obtain a partial degree in a certain subject. However, the last checking of the Royal Decree 1087/2005 (Jefatura de Estado, 16/09/2005) that establishes new professional qualifications doesn't include competence units referred to AE which should be included into the professional group called "socio cultural services and community", in which qualifications of Childhood Education or Communitarian Meditation, are included. Nor this catalogue makes any reference to higher education and consequently many profiles of adult educators and related competencies are not included.

National Agency of Quality Evaluation and Qualification (ANECA)

ANECA is a state foundation in charge of the evaluation, certification and accreditation of teaching, teacher staff, and superior education institutions. Among other activities, ANECA has supported several studies and reports in relation of the design of the sillabi and of undergraduate degrees for the adaptation to the European Higher Educational Area (EHEA). As a result, a serie of White Books (around 60) were published in 2004. They were non-binding proposals aimed to facilitate reflexion and constitute a state of the art of each qualification and related competences.

Adult Education appears only in the White Book for the Undergraduate degree of Pedagogy and Social Education (Villa, 2005) The White book mentioned establishes the competences for every professional profile, based on certain transversal competences, common to all the degrees available and to the specific competences of every profile. The transversal competences follow the Tunning model¹, distinguishing instrumental, interpersonal and systematic competences. The instrumental competences are considered tools with a procedure aim. The interpersonal competences are those that have the tendency of promoting social interaction and cooperation.

¹ The main aim and objective of the project is to contribute significantly to the elaboration of a framework of comparable and compatible qualifications in each of the signatory countries of the Bologna process, which should be described in terms of workload, level, learning outcomes, competences and profile.
http://tuning.unideusto.org/tuningeu/index.php?option=com_frontpage&Itemid=1

Finally, the systematic competences “*concern systems as a whole*”. Specific competences were concretized in 3 fields: “Know”, “know how to do” and “know how to be”.

A survey poll, in which individual professional as well as professional associations, university professors and students has participated, has taken place to evaluate the relevancy of the different profiles.

In the White Book already pointed at, two profiles specifically related to AE are defined: “Pedagogue- Trainer of adults and elders” and “Social Educator- trainer of adults and elders”.

The profile of the **pedagogue “trainer of adults and elders”** is addressed to the organization, dynamism and evaluation of processes and resources of training aimed at different groups of adults and elders through formal or non formal education, adapting the different resources and procedures to the characteristics of the addressees. The pedagogue will inspire his action in the principle of lifelong education providing adults basic education, improving their professional qualification or promoting a change of work. The work of a pedagogue is also to develop individuals capacity of participation in communitarian life and to improve their life quality.

According to the opinion coincidences of professionals, graduates and teaching staff; the competences that mainly define this professional profile are the following:

Transversal Competences
<ul style="list-style-type: none"> ▪ Interpersonal abilities ▪ Openness for lifelong learning ▪ Mother tongue oral and written communication ▪ Commitment with identity, development and professional ethics ▪ Resolution of problems and decision-making

Specific Competences – Know
<ul style="list-style-type: none"> ▪ Know the basis of human development- Evolutive and sociocultural theories ▪ Know the theoretical and epistemological bases of the educational and training processes.

- Know the principles and foundations of educational diversity
- Know the principles and foundations of the curriculum theory and its application to teaching-learning processes.
- Know the sources (its access and management) related to the work of pedagogues in different areas.
- Know the models, principles and approaches of educational, scholar and professional orientation in different educative contexts.
- Know the foundations and the evaluation methodology, referred to programmes, contexts, processes, products, professionals, institutions and/or organizations, and educational systems.

Specific Competences – Know how to do

- Design of programmes of intervention, orientation and training, adapted to the distinctive features and situation of individuals, in the different periods of the educational system and curricular areas
- Design of didactic resources, materials and educational programmes for the different groups, levels and curricular areas, etc.
- Design and application of diagnosis technics and instruments and identification of the variables which justify them.
- A concrete educative action- a diagnosis of needs, capacities, exclusion factors and social discrimination, learning difficulties, etc.
- Evaluation of processes of orientation adapted to the individual distinctive features, contexts and models of orientation.
- Participation, advising and management of the planning, development and evaluation of educational programmes, in organizations.
- Evaluation of didactic resources, materials and educational programmes for different groups, levels, curricular areas, etc.

The profile of Social Educator “**Trainer of adults and elders**” is aimed to the organization, dynamism and evaluation of processes and educational resources addressed to the different groups of adults and elders, adapting the different resources and procedures to the characteristics of the addressees.

According to the opinion coincidences of professionals, graduates and teaching staff, the competences that mainly define this professional profile are the following:

Transversal competences

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| <ul style="list-style-type: none"> ▪ Ethical Commitment ▪ Openness for longlife learning ▪ Organization and planning. ▪ Criticism and self- criticism abilities ▪ Diversity and multicultural recognition and respect. |
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Specific competences – Know

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| <ul style="list-style-type: none"> ▪ Know the welfare policies available and the legislation that supports the socio-educational processes of intervention. ▪ Know the different cases and theoretical foundations of the socio educational intervention and its areas of action. ▪ Know the pedagogical, psychological and sociological cases which constitute the basis of socio educational process of intervention ▪ Know the theory and methodology for the evaluation of the socio educational intervention ▪ Know the evolutionary stages of the working population.
Know the foundations of the design and use of didactic means for the socio educational intervention ▪ Know the main characteristics of the social and labour environments of intervention ▪ Know the biological, ecological and environmental factors which affect the socio educational processes. |
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Specific competences – Know how to do
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| <ul style="list-style-type: none"> ▪ Inclusion of the social, institutional, personal and material resources available to carry out the work of a certain area of action. ▪ Design and application of programmes and strategies of socio educational intervention in the different areas of work. ▪ Use of concrete technics of socio educational and communitarian intervention (group |
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dynamics, motivation, negotiation and assertiveness),

- Knowing to use the different socio- pedagogical procedures and technics for the intervention, mediation and analysis of the personal, social and family reality

Please note the following:

- a) Neither the profiles of “Pedagogue- Trainer of adults and elders” and of “Social Educator- Trainer of adults and elders”, nor the key competences related to each of the profiles mentioned, are officially established in the spanish universities. The above description is a general orientation, considered as a reference for the development of syllabi with the pointed specialization included within a framework of a wider degree (Pedagogy or Social education).
- b) Other professional profiles within the field of study of Pedagogy and Social Education with its specific competences, also can be related with the AE. For instance: Educational centres and institutions management
- c) Although a Degree in Teaching is required in order to teach in official AE centres, the White Book for the undergraduate degree in Teaching (Maldonado, 2005; Villa, 2005) does not include AE as a specific professional field of study.

With regard to the initiatives of professional competences validation of adult educators, currently there isn't any public organization' initiative. As it already has been said, the INCUAL, whose work is to develop instruments for the accreditation and certification of competences and qualifications, doesn't consider the profile of “Adult Educator” as one included in the professional family of professional training.

Our knowledge of initiatives, following this line, is confined to the participation of Spain in the project of Leonardo VINEPAC, which has led to a pack for the validation of competences acquired by the adult educator in a formal way but also in a non formal way, as well.

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