

Annex C.3.2.



Dipartimento di Scienze dell'Educazione e dei Processi Culturali e Formativi



DE/08/LLP-LdV/TOI 147187 FLEXI- PATH

Flexible professionalisation pathways for adult educator between the 6th and the 7th level of EQF

***WP2 – Comparative results from the National Reports
(Estonia, Germany, Italy, Romania, Spain, Switzerland, United Kingdom)***

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

Draft

University of Florence

Paolo Federighi

Vanna Boffo
Francesca Torlone

Index

Introduction	<i>Page 3</i>
Estonia	<i>Page 4</i>
Germany	<i>Page 10</i>
Italy	<i>Page 15</i>
Romania	<i>Page 23</i>
Spain	<i>Page 34</i>
Switzerland	<i>Page 42</i>
United Kingdom	<i>Page 52</i>

Introduction

The comparative analysis of adult educator profession in the partner countries has been carried out by using the matrixes that follow where we included the information on adult education professions per country as described in the National Reports.

Country:

Name of the related profile in the partner country:

General description of the profile:

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)

Training pathways

Activity area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard

Country: **Estonia**

Name of the related profile in the partner country: **Adult educator**

General description of the profile: Adult educator is recognized as a profession in Estonia. According to the definition, an adult educator is a specialist intermediating skills and/or knowledge to adult people, directing their formation of comprehension and attitudes, and supporting the self-development of adults in adult general education, job-related and/or continuing professional training, popular education courses, study circles and other circumstances related to a purposeful learning situation. He/she creates a positive and motivating learning environment that assists the learners in accomplishing the goals of their learning in the best possible manner. In order to reach better results, he/she includes additional resources (other instructors, specialists, learners etc), if the need will become evident.

I. *Professional Profiles*

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Technicians, trainers, consultants (in the public/State and private sector) working in vocational schools, higher education institutes, enterprises	1. Intermediating skills and/or knowledge to adult people. Directing Adult formation of comprehension and attitudes, Supporting the self-development of adults in adult general education, job-related and/or continuing professional training, popular education courses, study circles and other. 4. Creating a positive and motivating learning	1. Management of Learning Processes. 2. Knowledge of the training processes 3. Knowledge Assessment Processes 4. Knowledge about how adults learn and understanding adults' psychology. 5. Knowledge of methods in	1. Communication s Skills 2. Moral skills as Tolerance and responsibility 3. Skills of self-reflection and critical thinking 4. Skills to evaluate and promote self-evaluation in oneself and students 5. Skills to prepare value-based (democratic	1. Ability to motivate for learning before, during and after the learning process 2. Develop learning environment according to student's needs, focusing on self-directed learning 3. Managing the learning process 4. Choosing study methods and compiling materials 5. Designing and valuing curricula. Process management. 6. Participation in fostering the system and policy of adult education	EQF4-Est. Professional Level II - IV

	environment that assists the learners in accomplishing the goals of their learning in the best possible manner	AE and learning 6. Knowledge of the subject	and humanistic) programmes 6. Skills to activate learners 7. Planning and organisational skills	7. Writing and publishing	
--	--	--	---	---------------------------	--

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
<p>Teachers (and professionals equivalent to teachers) working in adult gymnasium and AE departments in municipal schools, Lecturer, Supervisor; Tutors</p>	<ol style="list-style-type: none"> 1. Setting goals to the learning process 2. Supports adult people in obtaining knowledge and skills; 3. analyses learning needs, designs curricula and training programmers; 4. popularizes the concept and designs the the adult education system in Estonia; launches international contacts. 5. environment/area of lifelong learning; participates in fostering adult education politics and building 	<ol style="list-style-type: none"> 1. Has an overview of the trends, priorities and current situation of adult education 2. Proficiency in andragogy 3. Orienting in the fields of adult training 	<p>General Skills</p> <ol style="list-style-type: none"> 1. Foreign language skills: 2. Skills in creating a learning environment: 3. A holistic perception of learning: 4. Skills in perceiving what is essential: 5. Skills in defining aims and choosing means: 6. Skills in assessment and evaluation: 7. Skills in using technology: Skills in adequate perception: 8. Skills in leading group processes: 9. Motivation skills: 10. Expressive skills 11. Self-regulatory skills: 	<p><i>Professional Competencies:</i></p> <ol style="list-style-type: none"> 1. Training adults 2. Setting goals to the learning process 3. Managing the learning process 4. Creating the learning environment 5. Choosing study methods and compiling materials 6. Organizing trainings in foreign language 7. Analysing and arranging studies (Level III-IV) 8. Coordination and co-operation (Level III-IV) 9. Designing and valuing curricula. Process management (Level III-IV) 10. Public speaking 11. Participation in fostering the system and policy of adult education 12. Writing and publishing 	<p>EQF5-EQF6-Est. Professional Level III, IV+Compulsory training in education sciences</p>

II. Training Pathways

*Training pathways.*Adult educator is considered being an additional/partial qualification. The basic qualification is related to the profession or specialization acquired either at university or in a vocational educational institution.

Activity area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
			Bachelors' and Masters degree studies at Tallin University. Graduates are qualified as managers in AE.	

III. Summary of the Estonian National Report

Description of the profession

The professional qualification of adult educator could be applied by a person of any profession or vocation who teaches and/or mentors adult people as a tutor or mentor. The person could teach in adult gymnasium, in the institution of vocational education (inc. courses for adults), in continuing education centre of an institution of higher education or university, in consultation or training company, centre of popular adult education, training unit of an institution or enterprise. The official title of the adult educator could be adult teacher, lecturer, supervisor, trainer, and consultant.

Fields of work and Activity or Area of Work

An adult educator is a specialist who in purposeful learning situation supports adult people in obtaining knowledge and skills in adult general education, job-related training, continuing education and/or popular/liberal education and in self-development.

No special requirements are set for the physical working environment of an adult educator. Considering the social learning environment, adult learning is different from the learning of young people and children. Adult learners differ according to their age, experiences, earlier education and social status. They have developed a system of knowledge, patterns of thinking, prepossessions, stereotypes and values which they take along to the learning situation. High level of professionalism and respect for the status of learners are the criteria adult learners set for their educator. Adult training requires the knowing of both theoretical basis of adult education, the concepts of adult training and the peculiarities of adult learning together with appropriate training methods.

Knowledge, Skills and Competencies

The adult educator

- Defines the objectives of the training based on the educational needs. Prepares a training programme targeted at the achievement of a result that is systematic and logically structured. Assesses the level of the achievement of the training result.
- Manages purposefully the learning process, while complying with the principles of purposefulness and feedback. Applies the methods of process monitoring, acts flexibly and creatively under the changing circumstances and regarding problem solving. If necessary, uses his or her negotiating and conflict solving skills. Uses different training methods and techniques, based on the set objectives, needs of learners and the specifics of the subject.
- Models a learning environment that is compliant with the learning objectives and facilitates learning. Creates cooperation networks between the stakeholders and affiliated groups which are relevant from the viewpoint of the efficiency of learning. Applies the methods for management of group processes. Supports shaping of positive attitudes towards learning and learning motivation; Creates an atmosphere that is both stress-free and reciprocally supportive. Supports the development of the learner through the increase in self-confidence and self-guidance skills.
- Accounts for the psycho-physiological and social peculiarities of an adult. Provides aid to the learners for setting objectives, planning studies and acquisition of learning skills. Takes into account the individual special needs of the learners.
- Values the level of the prior knowledge and skills of the learner and uses their previous experience as a common resource. Addresses the study group as a subject, fostering support provided to each other and the reciprocally developing influence of the learners. Reflects his or her activities. Commands and applies the methods of self-analysis. Sets the objectives, plans and assesses his or her activities. Is constantly engaged in selfdevelopment.
- Performs complex duties: manages educational and training processes taking place on the institutional or organisational level, prepares study programmes, arranges monitoring of processes, analyses results and makes decisions.
- Compiles training teams on the level of an organisation or its subunit, arranges division of tasks between the members of the team. Motivates employees and assesses the results of their activities. Creates conditions for the professional development of each team member.
- Analyses the learning requirements of target groups, forecasts volume of training and prepares programmes.
- Participates in the planning of training programmes for the representatives of other cultural and language environments. Prepares training programmes in foreign languages and delivers trainings. Models an environment that facilitates learning in the study groups that represent different nations and different cultures.
- Makes proposals regarding refinement of adult education and educational system as a whole. Participates in the discussions regarding development of and/or amendments to the concept of adult education and strategy for lifelong education. Explains the need for the promotion of adult education to the educational officials and to the general public and motivates adults to learn. Uses the framework documents of the European Union directing the development of lifelong learning in his or her activities in facilitating the adult

education in Estonia. Provides counselling to the persons submitting project applications regarding the preparation of EU projects addressing the facilitation of adult education and their financing opportunities.

- Actively participates in the work of some international organisation engaged in the policies, practice and/or research in Europe or in the world, mediating required information and the experience of other countries into Estonia and sharing Estonian experience with the others. Participates in the international cooperation projects in the area of adult education or lifelong learning. Communicates with the representatives of different cultures and integrates stakeholders in order to achieve project objectives. Recruits international project teams and acts as the leader of these teams.
- Participates in the conferences and/or seminars in the field of adult education and lifelong education both in Estonia and abroad. Chairs plenary sessions, modules or activities of work-groups at the conferences and submits summaries of these activities.

Training and professionalization pathways

The professional qualification of the adult educator is defined as an additional/partial qualification, the basic being the profession or speciality acquired either at a university or in a vocational educational institution (giving to an educator the subject he/she is teaching – for example psychology, literature, math, andragogy, etc.).

Country: Germany

Name of the related profile in the partner country: Adult educator (Erwachsenenbildner)

General description of the profile: There is a wide variety of names of occupations. The names used to designate professionals in the field of Adult Education are very different and there are no uniformly applied clear titles for them in Germany. You can find different terms used in this context: adult educator, educational manager, lecturer, teacher, course leader, trainer, learning counsellor, learning supporter, moderator or coach are just some of them. In addition to that variety of names for professionals, these different titles are not defined in any precise terms, nor are these titles protected by statute. (Kraft 2006, p. 4).

1. *Full-time educational staff:* The group of employees generally have fixed employment contracts and are employed by a continuing education and training institution.
2. *Part-time educational staff:* This group generally has another profession and another job and works in the area of continuing education and training part time as well.
3. *Free-lance educational staff:* This group of persons generally works for a fee at one or more continuing education and training institutions.
4. *Administrative personnel:* This group generally works full-time on the basis of a fixed employment contract and performs administrative and secretarial tasks (from Kraft 2006, page 3f)

The term *adult educator* can include many different activities in the field of adult education in Germany. Though the occupational labeling is not protected and the pathways of education in Germany to become an adult educator are not consistent (to be responsive to in chapter 3), all the following occupations can be achieved with the appellation *adult educator*. The fields of occupation are: Teaching, Management, Counselling and Guidance, Media Use, Programme Planning, Support, Evaluation. The categories of core activities have been developed by the European Research Group Q-Act (Nuissl/Lattke 2008, p.14f.), but match with the functions of adult educators solely in Germany as well.

I. Professional Profiles

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Manager	Management				
Teacher/Trainer/Adut	Teaching.	Course scheduling.	Disciplinary Skills,	Structuring,	University Degree in

<p>Educator</p> <p>docent (<i>Dozent</i>); teacher (<i>Lehrer</i>); trainer (<i>Trainer</i>); coach (<i>Coach</i>); teamer (<i>Teamer</i>); counsellor (<i>Berater</i>); moderator (<i>Moderator</i>); educational manager (<i>Bildungsmanager</i>); human resource manager (<i>Personalentwickler</i>); educational advisor (<i>Bildungsreferent</i>); continuing educator (<i>Weiterbildner</i>); full-time educational employee (<i>Hauptamtlich Pädagogischer Mitarbeiter, HPM</i>); adult educator (<i>Erwachsenenbildner</i>); adult pedagogue (<i>Erwachsenenpädagoge</i>)</p>	<p>Counseling and Guidance.</p> <p>Media Use.</p> <p>Program.</p> <p>Planning.</p> <p>Supporting.</p> <p>Evaluation.</p>	<p>Compiling material.</p> <p>Media application.</p> <p>Didactic strategy.</p> <p>Teaching performance.</p> <p>Moderation.</p> <p>Visualisation.</p> <p>Learning counselling.</p> <p>Learning success assessment.</p> <p>Realisation of team processes.</p> <p>Self- evaluation.</p>	<p>Didactical Skills, Communicative Skills.</p>	<p>Creative urges, IKT experience, Self-esteem, Sovereignty, Overview of methods, etc.</p>	<p>Adult Education.</p> <p>Continuing Education, often within educational organisations.</p>
---	---	---	--	---	---

II. Training pathways

Activity area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
University Degree: Diploma Programme in Pedagogy (in German: Diplom Pädagogik). Master Study Program. Polytechnic Degree. Vocational Training Degree. Vocational School Degree. Other Degree. No Vocational Degree.				

III. Summary of the German National Report

Description of the Profession

Occupations in adult education in Germany feature several labelling for these are all not clearly defined and there is no common understanding of the indications. (cf. Kraft 2006).

Field of Work, Activity or Area of Work

There are terms like: docent (in German: Dozent); teacher (in German: Lehrer); trainer (in German: Trainer); coach (in German: Coach); teamer (in German: Teamer); counsellor (in German: Berater); moderator (in German: Moderator); educational manager (in German: Bildungsmanager); human resource manager (in German: Personalentwickler); educational advisor (in German: Bildungsreferent); continuing educator (in German: Weiterbildner); full-time educational employee (in German: Hauptamtlich Pädagogischer Mitarbeiter, HPM); adult educator (in German: Erwachsenenbildner); adult pedagogue (in German: Erwachsenenpädagoge).

Nevertheless the term ‘adult educator’ can be used as a synonym for a person performing all of the described occupations below.

Teaching is the most important activity. Kraft (2006) suggests to derive the competences required for Teaching from the particular activities it consists of. Afterwards a competency profile for ‘Teaching’ can be developed. The particular activities of Teaching are mentioned, such as: Course scheduling, Compiling material, Media application, Didactic strategy, Teaching performance, Moderation, Visualisation, Learning counselling, Learning success assessment, Realisation of team processes, Self- evaluation.

Knowledge, Skills and Competencies

In Germany we still have a lack of competence profiles for adult educators in general and even for the particular activities. Also Kraft (2006) furthermore criticises that there is still no definite competency profiles for adult educators in Germany. Kraft (2006) points out that competences of adult educators are strongly connected with the fields of tasks and activities. She definitely distinguishes between the functions of a teacher or a person working on management, for example. In conclusion this means that there are no general adult educator specific competences, but specific competences in accordance to the activities, which can be various.

Another approach is then to stick to only one specific activity and to try to define relevant competences regarding this specific field of activity. The most established field in this respect is the field “teaching”. Regarding this field the most important competencies are: Structuring, Creative urges, IKT experience, Self-esteem, Sovereignty, Overview of methods.

Training and Professionalization pathways

For the professionalisation of adult educators in Germany it is first of all important to point out that there is no regulated access through a special qualification people have to have to get access to the field of adult education. Most of the staff working in adult education in Germany has found the way into the field of adult education by means of a career change. The most comprehensive empirical data on teachers in adult education shows that the academic rate among teachers in adult education organisation is high: around three-quarter of adult education teachers have a degree from a university or a polytechnic. Just around 1% has not got any vocational degree.

The ways to get a qualification in adult education in Germany can be divided in two primary pathways:

- University Degree in Adult Education
- Continuing Education, often within educational organisations

The regular period of the study programme is 4,5 years and is called Diploma Programme in Pedagogy (in German: Diplom Pädagogik). In the frame of this study programme students can choose their main studies in adult education. By now it is possible in Germany to choose adult education as subject in a Master Study Programme. Currently there are 7 Master Study Programmes with a major in adult education and 33 of the expiring Diplom Pädagogik Study Programmes in Germany (Faulstich/Graebner 2005 p.4).

At the moment there are 9 Bachelor Programmes with an emphasis on adult education (Horn/Wigger/Züchner 2008, p. 25). In the Master Programme it is to be distinguished between specific fields and subsectors of adult education, e.g. Educational Management, Educational Media or Vocational Education.

Regarding the qualification way through continuing education in Germany you can not find a nationwide professionalisation model for people working in adult education. A high variety of continuing education offers for adult educators is applied and as a matter of course, the great difficulty is to assess the value and validity of them.

Country: Italy

Name of the related profile in the partner country: Professionals in AE (Operatori nell'educazione degli adulti)

General description of the profile: The definition of professionals only includes those profiles for whom adult learning constitutes the primary or most significant source of income. 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.

In Italy there are a lot of Professionals in Adult Education and the most important distinction is between formal and non formal education. In the first sector the principal figure is the teacher, in the second field the principals figures are. In-company training managers, Human resource managers, Experts , Consultant, Trainers

I. Professional Profiles

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Manager	Operators within territorial services for adult education Operators within business training services Experts in adult education	Knowledge of the major educational theories. Understanding of educational strategies and policies. Knowledge of the main educational methodologies in	Skills in solid organisational and strategic management of education. Skills in analysing educational processes in the context of production processes. Skills in applying	Human Resource Specialist; Specialist in Public Relations and Image Building; University lecturer in history, philosophy,	<i>Masters Degree</i> in Adult Learning and Continuing Education. <i>Master Degree</i> in Pedagogical Sciences.

		<p>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.</p>	<p>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. Skills in the organisation of observation will be specifically developed in required workshops and work placements.</p> <p>Ability to manage the complexity of knowledge.</p> <p>Ability to reflect on social and ethical responsibilities will be acquired in courses such as <i>Educational Policy, Educational Legislation, Anthropology of Education and Educational Philosophy.</i></p> <p>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.</p>	<p>education, psychology</p> <p>Researcher and technician in antiquity, philology-literature, history, philosophy, education, psychology and law; Expert in educational and curriculum design;</p> <p>Guidance Counsellor.</p>	
--	--	--	---	--	--

			<p>To this aim they will also know how to use new technologies in education and marketing methods and techniques.</p> <p>Graduates will also develop specific education based communication skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>		
--	--	--	--	--	--

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Teacher	<p>Reception, listening and guidance;</p> <p>Primary literacy and life skills, also aimed at later access to higher levels of education and professional training;</p> <p>Learning of the language and its languages;</p> <p>the development and consolidation of basic skills and specific knowledge;</p> <p>the recovery and development of instrumental cultural and social skills suitable for active participation in social life;</p> <p>the acquisition and development of initial training or professional requalification;</p> <p>the reintroduction of marginalized groups back into education and training courses.</p>	<p>Basic Knowledge:</p> <p>Disciplinary Knowledge:</p> <p>Pedagogical, psychological, sociological Knowledge.</p>	<p>Management skills;</p> <p>Relationship and Communication Skills;</p> <p>Didactical Skills.</p>	<p>Didactical Competences;</p> <p>Managements Competences;</p> <p>Communicative Competences.</p>	<p>First level Secondary School teachers have a graduate degree in their discipline but haven't necessarily undergone educational-pedagogical training;</p> <p>Primary School teachers must have a graduate degree and be well prepared in education, pedagogy and social psychology.</p>

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Trainer	Tutor; Head of training projects; Manager of organized learning units.	Basic knowledge: the theory of pedagogy, particularly regarding educational/teaching models, <i>instructional design</i> applied to learning processes in the context of <i>lifelong learning</i> ; 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.	<i>Communication skills</i> 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. <i>Learning skills</i> 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.	<i>Applying knowledge and understanding</i> 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). <i>3) Making judgements</i> 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.	Three Year Degree in continuing education, in business and organizations end Masters Degree in Adult Education.

II. Training pathways

Activity area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
Three year degrees Degree in “Continuing education and learning technologies”	Pedagogy and educational methodology; Philosophy, psychology, sociology and anthropology; History, geography, economics and law ; Education and integration of the disabled;		Entrance requirements: Secondary level School Duration: 3 years Training CFU for key competences: 180 CFU Practical experiences: 300 hours	High Standard Level
Two year Degrees o Master Adult education or Two year Degrees in Pedagogical Sciences	Pedagogy and educational methodology; Psychology, sociology and philosophy Law, economics and politics.		Entrance requirements: Three years Degrees Duration: 2 years Training CFU for key competences: 120 CFU Practical experiences: 100 hours	Very High standard Level

III. Summary of the Italian National Report

Description of the Profession

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.

Field of Work, Activity or Area of Work

In formal Adult Education the role and the activity of an Adult Educator at 7 EQF is the teaching role.

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).

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.

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.).

Knowledge, Skills and Competencies

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;

Training and Professionalization pathways

The educational pathway of professionals in this field are wide and various. In Italy the most important curriculum are two: The first one in three year(three year degrees) and one in two year (masters degrees).

Country: Romania

Name of the related profile in the partner country: **Adult educator**

General description of the profile: The institutional frame of adult education in Romania is highly differentiated, consisting of a puzzle of different legal basis, addressability/ target group, activity field and organisational structure of the institutions in adult education field. Adult education in Romanian is roughly split into

- professional training/ education (initial and continuous) and
- general adult education (adult basic education, personal development, education for active citizenship and education for leisure).

The sector of professional training, both initial and continuous, is the most regulated in Romania due to the existence of a legal frame ensuring the formal learning context which, furthermore, means recognition and certification of acquired competences/ skills/knowledge and thus easier insertion on the labour market. General adult education is mainly tributary to the non-formal learning context and, unfortunately, it does not represent a focus in the educational system: no functional laws, limited financing, inarticulate implementation and organisation strategies etc. The growing importance of adult education in our societies and the whole amount of investments in adult learning field at European level made a great difference in the way the quality of adult education supply is understood. Although an initiative with great potential of enhancing the quality of adult learning professionals, it encompasses only the professional training providers and the trainers delivering professional training programmes. Trainers providing general adult education and the other categories of adult educators (beside trainer) still constitute a mix of professionals with an uncertain status and different backgrounds and qualifications, due to the fact that there are no formal requirements for entering the labour market.

I. Professional Profile

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Consultants	1. Program planning	Understanding learning theory as it applies to the adult; Understanding the adult personality and adult psychology; Knowledge of technology, especially as it impacts on or supports adult Learning; Understanding emerging and evolving theory that is related specifically to adult education; Knowledge of the various philosophical adult education underpinnings; Understanding the institutions and forms of adult education; Knowledge of the societal issues important to adult education	Administering adult education programming efforts; Planning and evaluating adult education programs; Carry out research in adult education	Act in the program planning; evaluation or research positions ¹	
	2. Evaluation				
	3. Workshop / Conferences management			Leadership for workshops or conferences	

¹ Frequently on a part-time or short-term basis, and increasingly in federally funded projects.

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Evaluator/Assessor			Assessment of competences related to the occupation he/she is assigned to perform the assessment for. He/she is given the assessment competence by an assessment centre authorized for that specific occupation.		19 training programs are running (April 2009), designed on the basis of the professional competences assessor occupational standard
AE counsellor			Adaptation of general counseling and testing techniques to adult learners		

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Learning resource facilitator			Teaching skills, Counseling skills, Administrative skills; Direction of individualized Learning; Searching various resources for learning outside the normal classroom Setting; Setting up technology-based learning efforts; Coordination of the learning efforts of several learners progressing at various rates		

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Non-traditional mentors, Teachers, Helpers, Designers, Advisors, Supporter in program-planning; Developer of learning resources			ICT skills to use online tools and communication techniques; guide designers who develop individualized learning materials	Understand how to work with adult learner and how to discover and coordinate a variety of resources for learning	

II Training pathways

Although there are no formal requirements for adult educators to enter the labour market, there are three main professionalization and training pathways in Romania. In general terms, no formal requirements are requested.

Activity / Area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
	<p><i>AE university course</i> at Faculty of Psychology and Pedagogy/ Educational Sciences/ Sociology-Educational Sciences Department where Pedagogy Specialization Sciences is to be attained.²</p>	University classroom	<p>One semester course with 5 ECTS points (corresponding to 125 workload hours), an introduction in the AE topic, having the aim to offer students a general view on this field –concepts, the actual relevance of AE, action domains in AE, teaching, learning and evaluation in AE; structure of AE system in Romania. At the end of this study program, students are awarded with a Bachelor diploma in Educational Sciences (EQF6).</p>	<p>Professionalization of adult educator in higher education.</p> <p>No specific AE academic degrees are available at Bachelor level (EQF6).</p>
	<p><i>Optional AE university course.</i></p>		<p>One semester course providing students with an overview of AE issues.</p>	

²

6 Universities structured like this in Romania.

Activity / Area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
Professional staff development	Preparation of training; Realization/ implementation of training; Assessment of learners' acquisitions/competences; Applying the specific adult training methods and techniques.		Professional training	
Optional competences of trainer: Training program management	Training program marketing; Training program planning; Organization of program training; Evaluation, review and quality assurance of training program.			
Assessment of professional competences: Planning and organization	Planning and organization of evaluation (compulsory); Recording and reporting of evaluation outcomes (compulsory)		Ministry of Education and Labour recognize the qualifications of trainers/ trainer of trainers and evaluator of professional competences obtained through vocational training programs provided by the national authorized suppliers.	
Assessment of professional competences: Evaluation/Assessment	Designing the assessment instruments (optional); Development of effective assessment/ evaluation (compulsory); Analysis of evaluation data and decision making on the level of competence (compulsory)			
Assessment of professional competences: Control/Inspection	Internal and External control of assessment processes (optional)			

Activity / Area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
Training program management and organization	Ensuring the keeping to contractual agreement/ articles; Coordination of project implementation; Identification and risks analysis, establishing control and monitoring actions; Coordination of teams and individuals for achieving project objectives. Ensuring the necessary resources; Developing work plans and timetables for project implementation; Outlining project requirements.			

Activity / Area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
<p>Recognition and validation of vocational competencies informally and non formally acquired</p>		<p>Individuals request to the assessment centre authorized for the occupation he/she wants to be assessed for.</p> <p>A certified assessor is assigned to each candidate.</p> <p>Before the assessment process, the candidate performs the self-assessment, based on the standard. Depending on the self-assessment results, the assessor will recommend the candidate to begin the assessment process for the whole standard, for a part of it, or not to start the assessment process at all. Candidate will get the final decision. He/she will specify on his/her written request for which units of competences he/she wants to be assessed.</p> <p>Assessment methods are: self-assessment, direct observation, simulation, oral questions, written tests, project, other persons' reports, and portfolio.</p> <p>Assessment process lasts no more than 30 days.</p> <p>Candidate will get the competence certificate stating he/she is "competent" for the related units of competences.</p> <p>Competence certificate recognized as the national qualification certificate.</p>	<p>Assessment can concern all competence units or one or more of them, according to the individuals requests.</p> <p>Assessment process is voluntary, connected to the occupational standard of vocational training standard, performed for each competence unit where candidate will be assessed as "competent" or "non competent", irrespective of the vocational training process.</p>	<p>Assessment centres authorized by the NATB</p>

III. Summary of the Romanian National Report

Description of the profession

Fields of work and official titles

The titles are: Managerial Roles, Teaching Roles, Consultant Roles, Evaluator/Assessor

Field of Work, Activity or Area of Work

Manager: In this role the adult educator must administer the programs, be in charge of teacher and student recruitment, work with the board or council, develop a suitable budget, and give the basic programme.

Teacher: Adult Basic Education teachers, to teachers of noncredit evening classes such as quilting, oil painting, or wills and estate planning, to vocational teachers in a trade or proprietary school, to trainer in a large company. However, many adult education teachers do not earn their primary incomes in such roles.

Consultant or learning resource facilitator, Mentor.

Consultant: Consultants often serve in program planning, evaluation, or research positions, frequently on a part-time or short-term basis, and increasingly in federally funded projects. A person in a consultant role might also provide leadership for workshops or conferences. Increasingly, individuals earn their entire income through consulting activities. There is a fairly recognizable pattern to the nature of training received in adult education. One or more courses built around each of the following competency expectations usually serve as a base for the training effort:

Evaluator: An emerging field in adult education is the one of recognition and validation of *learning outcomes no matter whether these learning outcomes were acquired in formal, non-formal or informal contexts.*

Knowledge, Skills and Competencies

Understanding learning theory as it applies to the adult

- Understanding the adult personality and adult psychology
- Skill in administering adult education programming efforts.
- Skill in planning and evaluating adult education programs
- Knowledge of technology, especially as it impacts on or supports adult learning
- Understanding emerging and evolving theory that is related specifically to adult education
- Knowledge of the various philosophical adult education underpinnings
- Understanding the institutions and forms of adult education
- Knowledge of the societal issues important to adult education

- Ability to carry out research in adult education

Training and Professionalization pathways

As all around Europe, the staff in adult and continuing education from Romania is a heterogeneous category: different working fields, diversity of qualifications or maybe no qualification at all, different contractual employments etc.

The situation is even more unclear when taking into consideration the adult educators having competences corresponding to the 6th and the 7th level of EQF. *6th EQF level corresponds to the Bachelor diploma level, 7th EQF level – Master diploma level, and 8th EQF level - PhD. Level.* Although there are no formal requirements for adult educators to enter the labour market, in Romania exist three main professionalisation and training pathways:

- the academic one (higher education)
- through the professional training system
- the validation of prior learning and experiences (assessment centres)

Country: Spain

Name of the related profile in the partner country: Trainer of Adults and Elder

General description of the profile: 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.

I. Professional Profiles

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Manager					
Teacher	<p>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.</p> <p>Secondary school teachers: teachers of secondary education for adults. persons who have a Degree in the subject</p>	<p>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</p>	<p>Transversal skills:</p> <p>Interpersonal abilities Openness for lifelong learning</p> <p>Mother tongue oral and written communication</p> <p>Commitment with identity, development and professional ethics</p> <p>Resolution of problems and decision-making</p>	<p>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</p> <p>Design of didactic resources, materials and educational programmes for the different groups, levels and curricular areas, etc.</p> <p>Design and application of</p>	<p>Degree in Primary Teaching (Teaching Degree);</p> <p>Degree in the subject that they teach (Specific degree + Master in Education) (e.g. biology, mathematics, etc.) and have had to go through a course of pedagogic competences.</p> <p>Pedagogy Degree</p>

	<p>that they teach (e.g. biology, mathematics, etc.) and have had to go through a course of pedagogic competences.</p> <p>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.)</p>	<p>field, level, centre and educator.</p> <p>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.</p> <p>Planning: AE educators plan their activities.</p> <p>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.</p> <p>Evaluation: AE educators evaluate the different learning processes of adults but also the different activities carried out.</p>	<p>Specific Skills:</p> <p>Know the basis of human development-Evolutive and socio-cultural theories .</p> <p>Know the theoretical and epistemological bases of the educational and training processes.</p> <p>Know the principles and foundations of educational diversity</p> <p>Know the principles and foundations of the curriculum theory and its application to teaching-learning processes.</p> <p>Know the sources (its access and management) related to the work of pedagogues in different areas.</p> <p>Know the models, principles and approaches of educational, scholar and professional orientation in different educative contexts.</p> <p>Know the foundations and the evaluation methodology, referred to programmes, contexts, processes, products, professionals,</p>	<p>diagnosis techniques and instruments and identification of the variables which justify them.</p> <p>A concrete educative action- a diagnosis of needs, capacities, exclusion factors and social discrimination, learning difficulties, etc.</p> <p>Evaluation of processes of orientation adapted to the individual distinctive features, contexts and models of orientation.</p> <p>Participation, advising and management of the planning, development and evaluation of educational programmes, in organizations.</p> <p>Evaluation of didactic resources, materials and educational programmes for different groups, levels, curricular areas, etc.</p>	
--	---	---	--	--	--

		<p>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 sectoral level (with agents of the same sector).</p>	<p>institutions and/or organizations, and educational systems.</p>		
Trainer/Educator	<p>Social educators: they work in different organisations as community-based organisations, prisons, residential homes of senior citizens, vocational training centres, youth centres</p> <p>Socio-cultural workers: Their role is to develop socio-cultural activities of leisure and spare time and to promote community participation.</p> <p>Workshop trainers: They are considered specialists in workshops with an education they have acquired through experience. For instance: manual work, etc.</p> <p>Labour Counsellors: Mostly, they have a</p>	<p>See Above:</p> <p>Teaching; Orientation, Management, Evaluation, Networking</p>	<p>Transversal Skills:</p> <p>Ethical Commitment Openness for longlife learning Organization and planning. Criticism and self-criticism abilities Diversity and multicultural recognition and respect.</p> <p>Specific Skills: 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</p>	<p>Specific Competence:</p> <p>Inclusion of the social, institutional, personal and material resources available to carry out the work of a certain area of action.</p> <p>Design and application of programmes and strategies of socio educational intervention in the different areas of work. Use of concrete techniques of socio educational and communitarian intervention (group dynamics, motivation, negotiation and assertiveness),</p> <p>Knowing to use the different socio- pedagogical procedures and techniques for the intervention, mediation and analysis of the personal, social</p>	<p>Social Education Degree;</p> <p>College Certificate;</p> <p>Workshop specialist: specific education or acquired through experience.</p> <p>Pedagogy/ Social Education /Others Degree</p> <p>Specific education</p>

	<p>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.</p> <p>Vocational trainers: they work in occupational and continuous education. They have specific education in the subject they teach.</p>		<p>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.</p>	<p>and family reality</p>	
--	---	--	--	---------------------------	--

II. Training pathways

Activity area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
Teaching Work (Primary School and Secondary School)	Teaching Degree Specific degree + Master in Education			
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.			
Counsellor – expert of work insertion	Pedagogy/ Social Education /Others Degree			
Occupational trainer and College professor	Specific education			

III. Summary of the Spanish National Report

Description of the Profession

In Spain the Profession is divided into two big categories: The Pedagogue “trainer of Adults and elders” and Social Educator “Trainer of adults and Elder

Field of Work , Activity or area of Work

In the White Book for the Undergraduate degree of Pedagogy and Social Education 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.

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.

Knowledge, Skills and Competencies

*The profile of the **pedagogue “trainer of adults and elders”***

Knowledge

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.

Skills

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.

Competences:

- 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

The profile of the social educator “trainer of adults and elders”

Knowledge

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.

Skills

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.

Competences

Ethical Commitment

Openness for longlife learning

Organization and planning.

Criticism and self- criticism abilities

Diversity and multicultural recognition and respect.

Training and Professionalization

In Formal Education, Socio-cultural Activities, Vocational Training is necessary Degree and Master Degree.

Country: **Switzerland**

Name of the related profile in the partner country: **Adult learning practitioners**

General description of the profile: Adult learning practitioners are the ones who have specific knowledge or competence in some specific fields (i.e. nursing, management, primary school teaching, etc) as they have been trained and worked therein and/or can relate to people better than others. The modular training system accompanies the job development of adult teachers/trainers and is closely related to their professional practice. Thus it provides them with the needed theory and know-how.

I. *Professional Profile*

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
(Part-time) Teacher/Trainer <i>Kursleiter/in, Fachdozent/in, Instruktor/in, animateur/trice, docente, istruttore/trice</i>	Specific subject they teach (i.e. English, accountancy, first aid, etc) or specific topic they train (communication in a team, cooking, relaxation techniques, etc)			Planning, teaching and evaluating lessons / courses in their field of knowledge or know-how, within an institutional context and with professional support available	
(Full-time) Adult trainer/adult educator <i>(Ausbilder/in, formateur/trice, formatore/trice)</i>	Teaching/Training in the specific area of their subject or specialization	In-depth knowledge of didactical concepts and training methods suitable for adult learners		Counseling, testing, needs analyses, courses design/planning/development/organization in their area of specialization, management of a group of course offers, creation, teaching and evaluation of courses and accompaniment of learners. Development of instruments for courses evaluation in this context. Teaching/training in these courses.	

				<p>Recognition of processes and phenomena in learner groups and, if necessary, choice of the adequate place and mode for intervention.</p> <p>Counseling and accompaniment of adult learners in their learning process.</p>	
--	--	--	--	---	--

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
<p>Adult educator/adult education manager</p> <p><i>(Ausbildungsleiter/in, Erwachsenenbilder/in, Responsable de formation, Responsabile della formazione)</i></p>	<p>Complex educational programmes development</p>		<p>Management skills, quality management skills, marketing in relation to the educational field.</p> <p>Development and evaluation of curricula and educational programmes in a school or in a company, taking into account the organisational and economical contexts as well as relevant factors or trends in society, economy or politics.</p> <p>Accompanying and coaching teams, individuals and learner groups, with the help of adequate methods and recognized good practice models.</p> <p>Planning/accompaniment/evaluation of learning events, with reference to didactically adequate forms of learning and assessment of learning as well as to the observed group processes.</p> <p>Management and guide of individuals and working teams in an</p>	<p>Designing curricula or qualification pathways, designing and implementing complex training programmes (AE specialist-mostly self-employed)</p> <p>Professional management of adult learning centres or parts of them, schools or the training sectors of associations or organisations, training departments of companies, etc (AE manager)</p>	<p>Several course offers focused on specific “niches” like evaluation, curricular design, counseling, group dynamics, etc (CAS, DAS, MAS programmes)</p>

			<p>educational context. Making systemic analyses of working and learning contexts and identifying objectives and suitable measures for their development. Projects planning, coordination and evaluation in the field of adult educational. Cost-benefit analyses of training offers, calculating training offers and positioning them on the adult education market. Control of the economic side of the training operations of the institution, also in a long-term perspective. Planning marketing and communication measures in the area of adult education, as well as identifying market needs. Quality of training offers evaluation by adequate methods, as to effectiveness, efficiency, result, sustainability and economic feasibility.</p>		
--	--	--	--	--	--

II. Training pathways.

Activity area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
Specific subject they teach (i.e. English, accountancy, first aid, etc) or specific topic they train (communication in a team, cooking, relaxation techniques, etc)	Qualification: SVEB/FSEA Certificate for teachers in adult education (since 1995). It is the first of the 5 modules that lead to the Advanced Federal Certificate		Teaching to adults for at least two years; Minimum 150 teaching hours; Attendance of an accredited course of about 100 hours on basic skills and knowledge that are necessary to teach to adults	
Teaching/Training in the specific area of their subject or specialization	Qualification: Advanced Federal Certificate in Higher VET in training adults (since 1999). Contents: classroom management and dynamics group, counseling, didactic theories, course design. Module 1: Structuring, planning, teaching and evaluating lessons – learning processes– the role of the teacher/trainer – communication and interaction with adult learners (app. 100h). Module 2: Analysing group processes – communication and interaction in learner groups – reflecting on the role of teacher/trainer (app. 40h).		Individual learning and personalized training time, plus 200 course hours. Requirements: being active as a teacher/trainer in adult or further education. 5 training modules of varying length, for a total of at least 250 course hours, corresponding to at least 900 learning hours (30 ECTS).	Over 30 institutions all over Switzerland. They have to undergo an accreditation process. The procedure is defined by the national Quality assurance committee, appointed by the organisation responsible for the qualification. In addition to the certificates of the 5 training modules, candidates have to show evidence of the following: completed education at level ISCED 3 (or equivalent practical work experience); activity as a trainer in AE for at least 4 years and a minimum of 300 hours. <i>Qualification procedure:</i> the modular certificates and the other required documents are handed into the national

	<p>Module 3: Examining the learning context – counselling learners – communication 1:1 (app. 30h).</p> <p>Module 4: Analysing training needs – designing courses – didactic models – evaluating courses (app. 40h).</p> <p>Module 5: Analysing learners' needs – didactics and methodology – assessment of learning (app. 40h).</p>			<p>Quality assurance committee, who will check their validity and hand over the request for issuing the Advanced Federal Certificate to the Federal Office for Professional Education and Technology.</p> <p>All the module certificates can be obtained through an equivalence assessment by the national Quality assurance committee.</p>
Complex educational programmes development	<p>Qualification: Advanced Federal Diploma in Higher VET in Training Management and Human Resources Management (since 2006) and Diploma in AE recognized by the cantonal authorities and now issued as a Federal Diploma by accredited colleges of Higher VET.</p> <p>Contents: development of didactic background, curriculum development, complex training programmes design, management in AE.</p> <p>As for the Diploma in AE more emphasis is on didactical issues than on management issues.</p>		<p>8 training modules and final examination in the form of assessment-like (qualification mode). Total: at least 400 course hours corresponding to at least 1.650 learning hours (60 ECTS).</p> <p><i>Requirements:</i> Advanced Federal Certificate in Training Adults or demonstrating equivalent competencies; wide and differentiated experience in the field of adult education and learning.</p>	<p>Certificate of Advances Studies and Diploma of Advanced studies in AE-Geneva University.</p> <p>Master in AE-Lugano University (since 2005 suspended in 2008).</p> <p>Additional training offers at Colleges of Higher VET and Universities of applied Science, like DAS in Education Management (<i>Bildungsmanagement-FH</i>), MAS in Adult and Professional Education, MAS in School Management or CAS/DAS and MAS in Supervision and Organisational Development offered by the same training organisation (<i>Supervision und Organisationsberatung</i>).</p> <p>Master degree course for specialists in vocational or professional education and</p>

				<p>training (by FIVET³ since next autumn)</p> <p>95 institutions in German speaking Switzerland that have to undergo an accreditation process. The procedure is defined by the national Quality assurance committee, appointed by the organisation responsible for the qualification.</p> <p><i>Qualification procedure:</i> the quality assurance committee will check the validity of requirements and hand over the request for issuing the Advanced Federal Certificate to the Federal Office for Professional Education and Technology.</p> <p>All the module certificates can be obtained through an equivalence assessment by the national Quality assurance committee.</p>
--	--	--	--	---

III. Summary of the Swiss National Report

Description of the Profession

The part-time teacher/trainer/instructor (Kursleiter/in, Fachdozent/in, Instruktor/in, animateur/trice, docente, istruttore/trice...)
The Adult Trainer Educator
The adult Educator/Adult Education Manager

Field of Work , Activity or Area of Work

The part time teacher/trainer/instructor

They teach a specific subject (English, accountancy, first aid...) or train a specific skill (communication in a team, cooking, relaxation techniques...). For this they plan didactically structured and methodically attractive lessons and evaluate their effectiveness. They typically operate within a given structure (a school, an adult education centre, the structures of an association or the training department of a company...) and usually don't have any responsibilities for the organisation or administration of the course. Their teaching/training activity is typically limited to a few hours a week and usually not their main source of income, or – in the case of in-company training – it is just one part of their job description.

The Adult Trainer Educator

They would still operate within the area of their subject or specialty, but consider teaching/training adults their main profession that occupies them full-time or for a substantial part of their working life. Although typically still active within a given organisational context, they are likely to have additional responsibilities, such as counselling learners, testing, doing needs analyses and developing courses in their area of speciality, or being responsible for a group of course offers. Whereas the "profile 1 trainer" is focussed on running lessons, the scope of "profile 2 trainer" centres on the creation, the teaching and the evaluation of courses and on accompanying learners.

The adult Educator/Adult Education Manager

This profile could actually be split into two profiles:

The adult education specialist, i.e. the professional active in designing curricula or qualification pathways, or in designing and implementing complex training programmes. This type of activity requires, above all, in-depth knowledge of didactical concepts and

training methods suitable for adult learners. The adult education manager, i.e. the professional managing adult learning centres or parts thereof, schools or the training sectors of associations or organisations, the training departments of companies, etc. Their required competencies profile includes management skills, as well as other types of knowledge, e.g. quality management or marketing, in relation to the educational field. In practice, however, the two profiles tend to coincide: in organisations active in adult education people having a leading position have both these roles, or they might move back and forth, during their career, between the two roles.

Knowledge, Skills and Competencies

Training adults as a main occupation

The qualification corresponding to this professional profile is the **Advanced Federal Certificate in Training Adults**:

It is based upon the following list of professional roles and competencies: Designing, planning, organising and communicating courses in the context of their area of specialty; Developing instruments for evaluation of courses in this context; Acting as teacher/trainer in these courses; Recognising processes and phenomena in learner groups and, if necessary, choosing the adequate place and mode for intervention; Counselling and accompanying adult learners in their learning process.

Having a leading role in adult education

In 2006 the **Advanced Federal Diploma in Training Management and Human Resources Management** has been introduced,

The professional roles and competencies at the basis of the qualification profile

Developing and evaluating curricula and educational programmes in a school or a company context, taking into account the organisational and economical contexts as well as relevant factors or trends in society, economy or politics; Accompanying and coaching teams, individuals and learner groups, with the help of adequate methods and recognised good practice models; Planning, accompanying and evaluating learning events, with reference to didactically adequate forms of learning and assessment of learning as well as to the observed group processes.; Managing and guiding individuals and working teams in an educational context; Making systemic analyses of working and learning contexts and identifying objectives and suitable measures for their development; Planning, coordinating and evaluating projects in the field of adult educational; Making cost-benefit analyses of training offers, calculating training offers and positioning them on the adult education market; Keeping control of the economic side of the training operations of the institution, also in a long-term perspective; Planning marketing and communication measures in the area of adult education, as well as identifying market needs; Evaluating the quality of training offers and operationa, using adequate methods, with regard to effectiveness, efficiency, result, sustainability and economic feasibility.

Training and Professionalization pathways

Profile 1: teaching adults as a part-time occupation

For Profile 1 (teaching/training/instructing as an accessory activity) a national Certificate by SVEB/FSEA has been introduced in 1995. The SVEB/FSEA certificate at the same time represents the first of a series of five modules that lead to the Advanced Federal Certificate.

Profile 2: training adults as a main occupation

The qualification corresponding to this professional profile is the Advanced Federal Certificate in Training Adults

Profile 3: having a leading role in adult education

In 2006 the Advanced Federal Diploma in Training Management and Human Resources Management (Eidgenössisches Diplom als Ausbildungsleiter/in, Diplôme fédéral de responsable de formation, Diploma federale di responsabile di formazione) has been introduced, corresponding to profile 3.

Country: **United Kingdom**

Name of the related profile in the partner country: Teacher, Manager, Assessor

General description of the profile: The report will make use of the term ‘teacher’ to cover teachers, tutors, trainers, lecturers and instructors and refers only to the lifelong learning sector. Teachers in schools are subject to different regulations, although, with the implementation of new 14 – 19 diplomas, these distinctions are becoming blurred.

I. Professional Profiles

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training pathway(s)
Manager, Principles and chief executives	Management of Education in further education (FE), adult and community learning (ACL) Work based learning (WBL) communities in Northern Ireland, Scotland and Wales	Management Standards Centre Standards	Management Standards Centre Standards	Management Standards Centre Standards	
Teacher/Trainer	Professional values and practice. Learning and teaching. Specialist learning and teaching. Planning for learning. Assessment for learning. Access and progression.	Minimum core of Literacy, language, numeracy, ICT For Diploma (DTLLS) <ul style="list-style-type: none"> Theories and principles for planning and enabling learning; Curriculum development for inclusive practice; Continuing 	Learning outcomes on negotiating individual learner goals; planning; using strategies and resources; communication skills Evaluation and feedback skills (Skills for life curriculum subjects)	Teaching; Communication; Planning Learning, Curriculum Development Continuing personal and professional development	Preparing to teach in the lifelong learning sector (PTLLS) Certificate in teaching in the lifelong sector (CTLLS); Diploma in teaching in the lifelong learning sector (DTLLS)

		personal and professional development; <ul style="list-style-type: none"> • Wider educational practice 			
Assessor	Field of assessment				

II. Training pathways

Activity area of work	Curricula/ Didactical contents	Organisational model/methodology	Requirements and general information	General standard
Teaching	<p>The new regulations only apply fully to those who enter the teaching profession in the lifelong learning sector in England after September 2007.</p> <p>30 hours continuing professional development (CPD) each year, pro-rate for part time staff to a minimum of six hours, are obliged</p>	<p>CPD activity will be monitored by the Institute through an on-line portal or through the various educational organizations and training providers.</p> <p>Teacher qualifications are being offered through one of two types of providers awarding bodies (Abs) and higher education institutes (HEIs).</p>	<p>There is no distinction within the obligatory qualification structure between the setting or context within which teacher operate.</p> <p>Nor is any distinction made between formal or informal learning or academic or leisure based subjects.</p> <p>Participants of these programmes are not necessarily trainee teachers from academic backgrounds.</p>	<p>All programmes are subject to a rigorous endorsement process led by Standards Verification UK (SVUK)</p>

III. Summary of English National Report

Description of the Profession

Field of Work, Activity or Area of Work

Teachers.

LLUK developed a set of overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in England. These standards are divided into five domains:

- o Professional values and practice
- o Learning and teaching
- o Specialist learning and teaching
- o Planning for learning
- o Assessment for learning
- o Access and progression

Associate teacher: a teaching role which carried significantly less than the full role, whether on a full or part time contract, “and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.” The associate teacher entering the profession after September 2007 would be required to gain a certificate in teaching in the lifelong learning sector (CTLLS): a qualification of 24 credits at level 3 and/or 4.

Full teacher: a role that carries the full range of teaching responsibilities, whether full time, part time, fractional, fixed term, temporary or agency basis. Such a teacher, entering the profession after September 2007, would be required to gain a diploma in teaching in the lifelong learning sector (DTLLS); a qualification of 120 credits awarded at a minimum of levels 4 and 5 and, if offered through a higher education institute (HEI) could be accredited at level 6 or even level 7. Further clarification of this may be found in section 3.

Managers:

Lifelong Learning UK (LLUK) is developing contextualised materials for the Management Standards Centre generic standards, to meet the needs of the further education (FE), adult and community learning (ACL) and work based learning (WBL) communities in England, Northern Ireland, Scotland and Wales. (Managers, Principals, chief executives)

Assessors:

Professionals who work solely in the field of assessment, for example those who assess National Vocational Qualifications (NVQs) are not currently required to take the new qualifications. They are, however, required to gain a level 4 qualification in assessment through the NVQ structure.

Training and Professionalisation pathways

The new overarching professional standards are intended to supply the basis for the development of contextualised role specifications and the units of assessment which make up the new teaching qualifications. It is acknowledged by LLUK that not all the standards will relate to all teaching roles, but rather that they provide a benchmark for performance in practice. In addition, all new teacher education programmes must contain the minimum core of literacy, language, numeracy and ICT to ensure that practicing teachers are equipped to develop inclusive approaches to addressing the language, literacy and numeracy needs of their own learners.

Certificate in teaching in the lifelong learning sector (CTLTS):

This qualification contains a broad based six credit unit, which may also be taken as a free standing passport or introduction to teaching, known as PTLTS (Preparing to teach in the lifelong learning sector). The next unit, entitled ‘Planning and Enabling Learning’ includes learning outcomes on negotiating individual learner goals, planning, using strategies and resources, communication skills and evaluation and feedback, as well as understanding and demonstrating the minimum core.

Diploma in teaching in the lifelong learning sector (DTLLS):

This qualification consists of 120 credits, which may be awarded at levels 4 and 5, or higher. Contextualised DTLLS programmes have been developed specifically for teachers of literacy, language (English as a Second Language – ESOL) and numeracy (LLN), collectively known as the Skills for Life curriculum subjects. LLUK has prescribed that the units are studied in a set order and that the overall qualification is awarded at a minimum of level 5.

References

See the National Reports