

Project working group: Qualified to teach project consortium

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Date: 20.07.2011

Status: *Final*

Related documents:



National Report on the outcomes of the Qualified to Teach Delphi survey

1.1. Literature review - The Professionalization of Adult Learning Facilitators in Poland Adult education competences in light of Polish scientific literature and the discourse on professionalization of learning facilitators in Poland

State involvement in ensuring the adult education quality, including training specialists of adult education, is insignificant. Documents and strategies made by the responsible ministry relate fundamentally to teachers of all teaching levels, most of all to those working in the formal education system. In the context of adult education, those guidelines refer only to adult educators employed in schools for adults, mostly in so-called Centres of Continuous Education. Quality issues related to the work of teachers were vastly covered in the „Adult Education Development Strategy For 2001-2006” which dedicates a whole chapter to this matter. In this chapter it is stated that „the education’s primary goal which is supporting an overall development of the students, can be achieved only by teachers who possess professional and moral qualifications, obtain the possibility of good preparation, receive high wages, and most of all feel responsible for the level of progress of their students.

Underlining the key role of the teacher, the following was established to provide the best teachers for schools:

1. preparing all the teachers for individual elaboration of teaching and upbringing programs
2. perfecting the teachers particularly in the field of didactics and upbringing function to create conditions for acting the more subjective role in education

3. rationalizing the professional promotion system to contribute in putting the teachers professional qualifications on a higher level
4. creating the conditions for teachers to acquire the skill for the active use of information technologies to accomplish the educational work with students and to assimilate the knowledge of at least one European Union foreign language
5. perfecting the criteria, ways of qualifications and teachers achievements measurement and valuation, and the professional promotion system to stimulate their personal interest in improving their educational work

In Poland mainly, Academic centres, Academic Andragogical Society and the Polish educational societies focus on the professionalization topic. The Debate on the necessity of professional development of adult educators started in the early years of political transformation. Since 1993, two adult education periodicals have been coming out. These regularly raise issues concerning the shape of training programs for adult educators and the professional reference profile of people working in different areas of adult education. The quarterly “Constant Adult Education” published by Technology Usage Institute in Radom stresses the necessity of constant adult professional training. In the first place, it contains articles written by practitioners acting professionally in this area. The other periodical “Adult Education”, published by Academic Andragogic Society, mostly issues articles of scientists including also people responsible for the training of future adult educators. Moreover, since 1994 the Academic Andragogic Society has been regularly publishing “Andragonic Yearly” and the “Adult Education Library” publication series of publications. In both these publications, one may find numerous relations to adult educators reference issues.

The first national conference on professionalization in adult education took place in Lodz in 1993. Apart from Polish scientists, also adult education representatives from Germany attended the conference, which is documented by a publication called “Professionalization of Andragonic Teaching”. The authors of particular papers present some experience of the represented academic centres in the field of adult educators teaching. Some thoughts are also given to adult education graduates references. For example, Krzysztof Pierścieniak attempts to define basic concepts related to the process of professionalization: “Professionalism is a level of reference which consists of three elements:

- general and special knowledge which conditions and is the base for an effective future execution of tasks within the scope of the given kind of job

- experience and habits acquired in the process of learning and professional practice
- psychological predispositions to perform given tasks in the scope of future kinds of jobs (Pierścieniak, p.169).

Pierścieniak also stresses that: “Professionalism is of dynamic character. The reality surrounding man changes constantly forcing him in this way to change his level of reference.” (ibidem)

Another national seminary on reference in adult education took place in Miedzyszyn near Warsaw in 1994. In addition, this event was documented by a publication (Greger. Polturzycki, Wesolowska, 1995). The main question discussed by the conference participants was the necessity of extension and perfecting adult education offers fulfilled at universities; there was an after-thought on desired changes in the training of specialists working with adult students.

For instance E. Anna Wesolowska mentions in her work, amongst the most urgent tasks standing in front of Polish andragogics, the necessity of research in the scope of “teaching and perfecting the andragogics specialists together with elaboration of qualification models of andragogist – the teacher andragogist – the animator andragogist – the organizer and also with preparation of both teaching programs and professional perfecting in the work path. (Wesolowska, 1995, p.235). That same author points out the necessity of research into educational methods specific to the field of adult education – their diversity, the possibility of applying them in given conditions, didactic effectiveness...” (ibidem).

In 1996, within the series of “Adult Education Library”, the next joint publication study concerning adult educator’s education was published. This publication titled “Adult education teachers” includes several articles such as “Reflections on development of cultural animators professional skills”, “Teacher within the process of education – escape to game”, “IT education for pedagogues conceptions”, “Practical aspect of andragogues education”. The Authors of the articles describe in a very general way the action’s that go into desirable directions with examples of good practices, but they do not describe the adult educator’s competences in detail. Their statements show only a desirable direction for changes. For example, Tadeusz Dyrda claims, “.....adult education optimalization within the range of its responsibility does not refer to institutional and law obligations. It is about attitude where axiological elements, and especially ethical and moral elements, show the teacher’s personal vocation. In this respect – a responsible teacher means in

effect a to be a judicious humanist, a person who is able to free on his own accord integral personality and aspiration to affirmative life values. In this context professionalism and competences combined with personal responsibility had to be connected.” (Dyrda, s.224)

From the mid 90th we observe changes in publications of Polish andragogues with reference to adult educator’s professional role. An increasing number of specialists underline that traditional understanding of teaching processes belongs to the past. Stanislaw Kaczor writes: “there is a hypothesis, which is positively verified that the modern teacher is a guide, a helper in acquiring knowledge, skills and in shaping attitude. (Kaczor, s. 166). Scientists working in the academic field started discussions about and search for the shape of competences, which adult educators working in a changing world, should have.

Anna Borkowska, an adult education practitioner, noticed in 1999 that a lecturer, who uses active methods, is characterized by an honest, straight attitude to his/her students. Fast classes pace, free, active but also demanding teacher attitudes are the most favourable conditions to use active method. At the same time, we should remember all the time about subjective approaches to training participants. This attitude consists in knowing the students’ individuality and in active and creative participation in didactical situations. Subjective training includes also teacher and student partnerships. Moreover, it includes an encouragement to active participation in classes, through showing interest to students, stimulating them to discussions and asking questions. This kind of training excludes forcing students to take an active part in a discussion. In other words, teaching skills could be some kind of bridge between substantive training content and students.

In the same article, Anna Borkowska, also specifies the teaching skills in details, which include: skills in showing interest, observation skills, skills in putting questions. She writes “showing interest is a teacher attitude through which she/he shows that she/he pay attention to the students. We can list four kinds of teacher’s “showing interests” attitudes which are: facing student, keeping eye contact, staying close with students, avoiding behaviour which could distract student’s attention”. At the end of her article, she writes: “didactical work with adults depends to a maximum extent on the teacher’s creativity, as well as values of chosen and used working methods and its influence on the student’s activity level. (ibidem)

Mieczyslaw Malewski lists three models of working with adult students “technological, humanistic, critical, which in different ways locate adult learners in educational processes

and in the same time force different teacher attitudes. In the context of the humanistic model he cites M.S. Knowles as an authority, who lists the following adult educator functions: diagnostic function, (helping students defining their needs), planning function (guidance in planning educational process), motivating function (creating situations which could stimulate the student's engagement), methodological function (helping students in the choice of learning methods and techniques), and evaluative function (helping in evaluating learning outcomes) (Malewski s, 475)

Polish adult education theoreticians and practitioners underline that the most important adult educator's obligation is to function in a way which extends far beyond the tasks directly connected with teaching defining as a knowledge transformation process. In 1995, Czeslaw Banach lists vocational adult educators' competences in the following areas:

1. Teaching and development support
2. Upbringing and self education
3. Care, and giving equal education circumstances
4. Diagnostic
5. Resocialisation
6. Innovative and reformation activities
7. Cooperation with domestic and job community
8. Self -and group organization

Regarding Mieczysława Marczyk ".....the modern teacher-andragogue is an adequately qualified person, who is able to perform a range of activities (informative, training, counselling, guidance, requalification, upbringing, therapeutic) focused on the following aims:

1. Helping in understanding their life situation
2. Providing and clarifying possibilities to achieve life goals and competences, which are perceived as indispensable
3. Suggesting adequate programs and helping in their realization
4. Helping in conscious and autonomous use of the value of education and removing barriers
5. Concealing them in shaping adequate attitudes and behaviors indispensables in difficult life circumstances and changing reality

Urszula Miller notes, "An adult educator is not a teacher in a literal meaning, she/he is

more – guide, animator, partner in self education activities. Systematically there is a change in the field in which teachers-andragogues act. Those new fields include issues concerning all human beings, humanistic, self-development and self-improvement issues... All the time adult educators must be focused on their self-development and she/he must possess andragogical, psychological as well as economical, political knowledge. (Miller, p. 50 – 51)

Halina Marszalek elaborates her own adult educator's competences list. In her opinion, an adult educator should be kind, should be a partner and tactful, honest, unbiased, tolerant, independent in making decisions, consistent in actions, he/she should have an excellent orientation in facts and didactical preparation to work with adults. She/he is supposed to be a good organizer who plans and guides adult student's actions. More she/he also is supposed to have a liking for students and has close emotional relations with them. She/he is supposed to have negotiating skills and to have ease manners and a sense of humor. (Marszalek, p.16)

Józef Kargul writes, "Teacher – animator is a spontaneous subject who animates a community, arouses to activity in different social life areas, discovers or helps to discover talents, skills to develop social and educational activity. Those decisions are autonomous but an animator provides information which could enrich "self" structure, which regulates human being behaviours" (Kargul, p. 45)

Józef Kargul cites B. Wojtasik and list a wide range of adult educator's attitudes, which are expert, informer, consultant, trustworthy tutor and laissez – faire tutor.

- Expert: manipulates, transmits solutions, instructions and orders.
- Informator: transmits information regarding educational opportunities, institutions and adult education possible forms
- Laissez-faire tutor: Does not provide ready answers, she/he is not a consultant, respects every single person's individuality.
- Trustworthy tutor: open, kind, accepts people; does not force her/his point of view, gives advices only when asked for.
- Consultant: motivates human educational activity, all information which comes from outside has an impact both on her/his activity and on the adult student.

In 2009, Jozef Kargul wrote a new adult educator's typology. He lists the following job consultants: the strict conservatist, the anachronic activist, the trustworthy tutor. Only this last type arouses confidence, is reliable, has a faith that she/he never failed, is a tower of

strength. (Kargul 2010, p.236)

Ryszard Gerlach deliberates about teacher's competences in non –formal vocational adult education areas: Based on polish literature he lists 3 types of rationalities, which are:

“Instrumental rationality” – the teacher's competences is connected to empirical behaviors in rules proven in educational situations ; it is strictly connected with the answer to the question : what and how to act?

“Practical rationality” – the teacher's competences are connected to actions within existing standards, which are the results of social agreements; it is about answer to the question: why?

“Emancipatory rationality” – the teacher is a person who enables adult students to understand situations and to create personal and world transformation skills

The image of a non-formal adult education teacher corresponds to the image drawn by Franciszek Szlosek. He claims, that four factors are put together in every teacher's professional preparation, such as upbringing theory knowledge, general and comprehensive didactic' s knowledge and skills and psychological knowledge. (Szlosek, p.86). He writes, “There is a strong lack of knowledge form in adult education didactic as well as methods form and form of working with adults. There is strong lack of knowledge form psychoanalysis and clinic psychology. Finally, in the preparation for professional work with adults there is a lack of knowledge which allows to acquire the teacher's didactic and upbringing activity planning skills. Different personality features characterize teachers who work with adults in comparison with those who work in typical school. Kindness as well as communication skills come to the fore. The most important personality feature of a teacher who works in the area of non–formal education is the ability to convince adults about their values and adequacy to social and professional life (ibidem).

Ewa Przybylska is examining the competences of professional adult educators who organize continuing education in local communities. Among the tasks which they have to perform are the following:

1. continuous analysis of the situation of the education market,
2. getting in touch with target groups,
3. promotion of education,
4. counselling and information for individuals, groups and enterprises,
5. ongoing evaluations of education projects,
6. cooperation with institutions of continuing education, offices, enterprises and

other social partners,

7. supporting regional training and qualification programs, supporting the employment and the development of structures,
8. waking up educational social initiatives,
9. local planning educational strategies,
10. social mediation and others. (Przybylska, p. 65).

Jerzy Semkow is paying attention to these competences of adult educators which more and more often becomes the subject of andragogical reflection. He writes: "...an adult educator has to deal with an educational task which relies on education towards democracy and multiculturalism. This point at the same time towards acquainting adults with the essence of democratic mechanisms and solutions, making them aware of their role as entities involved in all kinds of democratic procedures. The same applies to public acceptance of other cultures with understanding the needs of recognizing the rights of other ethnic groups to their development. In addition, a great task for an andragogue in his contact with an adult participant involved in the learning process involves shaping environment-friendly and pacifist attitudes and raising awareness of the need to develop initiatives for the health and the fight against the poverty. Another no less important task which today's andragogues are facing is to shape the ability of their clients to work on themselves, to produce a permanent self-learning tendency and simultaneously developing the adults' good relations with different people and with the nature"(Semkow, p. 34).

Beata Przyborowska cites in the context of the professionalization ideas of creative andragogy: "... the creative activity of a teacher, his innovative competences can be interpreted in many ways. It represents the creative vision of the teacher as an artist, rationalizer and inventor, as a creator and user of new knowledge, a creative worker and the subject of self-realization aspirations (Przyborowska, p. 41). The author referring to Roman Schulz, said: "The concept of the teacher as the subject of self-realization aspirations includes a vision of a teacher as an autonomous entity of community life, as an individual who is conscious of her/his needs, rights and liabilities and the person actively approaching to the problems of his existence, systematically enriching her/his knowledge and improving skills, developing her/his personality in aspiring at distant and socially meaning targets" (ibid).

Today, many authors proclaim the postulates for individualization and

personalization of the learning process, the transition from the attitudes of scientific certainty to the exploration and creation of knowledge, replacing an attitude of domination by an attitude of empathy, subjectivity, dialogue, scientific negotiation of principles of work organization, integrally connected with the culture of teaching (Banach, p.42). The following skills are of great importance:

1. Praxeology, which is characterized by efficiency in planning, organizing, monitoring and evaluating educational processes.
2. Interaction, effective pro-social behaviours and teacher efficiency in integration activity.
3. Creative, innovative and custom.
4. Information, characterized by the efficient use of modern information sources.
5. Moral, affecting the ability to deep moral reflection in the assessment of any ethical offense, knowledge of their duties towards students. (Denek, s.126-127).

1.2 The education of Learning Facilitators in Poland

Academic Field

In Poland, prospective teachers could gain specialization in the field of adult education both in undergraduate and second-degree academic studies at the Departments of adult education located at Pedagogical faculties. In addition, many universities offer postgraduate studies in adult education, especially in particular subject areas like: education management, public relations, and in cultural and educational animation.

For example, a program of specialization in the field of adult education at the University of Nicolas Copernicus University in Torun, includes items like: "Introduction to Adult Education", "Theories of Adult Education", "Adult Education in Poland and the world", "Financing of adult education, "Management in Adult Education", "Guidance and Vocational orientation," "The organizers of the Adult Education", "Policy of Adult Education", "Methods of Adult Education", "Modern culture of learning and teaching", " Educational Projects," "Psychology of adults". The educational profile of the future adult educators is based on a program, which is the result of a project funded by the European

Commission under the Socrates program: "Teach - Teaching Adult Educators in Continuing and Higher Education." According to the aims developed jointly with European partners, graduates of master studies gain knowledge and skills concerning:

1. understanding of policy and adult education systems at national and European level
2. understanding the theoretical basis for adult education,
3. influencing local, regional and national policy concerning continuing education,
4. professional action in the field of multicultural adult education,
5. construction of their own research and activities in the practice of adult education,
6. effective organization and execution of educational processes,
7. acquisition of funds and management of various resources.

Within the course students have the opportunity to gain additional qualifications in adult education, for example courses in facilitation skills, conducted by university staff, in cooperation with the German facilitators. Each course consists of two parts: a theoretical part and a training part.

Since 1999 in Poland a yearly "Summer school for young andragogues" has been organized. The main organizers are traditionally members of the Adult Education Team of the Committee of Pedagogical Sciences of the Polish Academy of Sciences, the Academic Andragogical Society and the University in Zielona Góra. The „School for Young andragogues" gives lecturers and assistants from the various academic centers which are dealing with adult education the opportunity to meet with prominent representatives of Polish and international adult education, to exchange views with people who specialize in different areas of adult education.

The tradition of national meetings of adult education students, organized by the students of this specialization has existed for many years. The greatest reputation have the seminars taught at Warsaw University and at the University of Nicolas Copernicus in Torun. The topics of these seminars usually focus on issues related to the labour market, building careers of adult educators and developing professional skills through the activities in various social organizations and informal groups of citizens.

A valuable initiative implemented by the European Centre for Information Technology in Cracow Pedagogical University is the program of teacher preparation in the field of information technology. It was developed as a minimum program, providing standards for preparing teachers in the field of information technology. It can provide a basis for future

teacher's education at the pedagogical universities and also within separate courses for perfecting teachers. The material provides teachers with the necessary competencies for the practical use of methods and computer technology in the education process. It contains three blocks of items:

1. IT Issues - leads to a competence in the use of means and tools of information technology,
2. Teaching Issues - allows teachers to acquire teaching skills within a subject with using means and tools of information technology,
3. Complementary Issues - complementary expertise of information, tailored to the needs and opportunities for faculty

Specific objectives include:

1. awareness of the need to use computers in education,
2. acquire skills of the practical application of the selected software, acquire the knowledge and designing skills and self development of methodological aids using a computer,
3. acquire skills to integrate the information technology in the process of learning and teaching,
4. awareness of potential hazards associated with the use of computers in education.

NGOs in adult education

Institutions and non-formal organizations have not yet been introduced to a unified system for training their employees. However, most of the major organizers of adult education offered various forms of training. For example, Vocational Training Institutions operating throughout the country conduct courses in adult education theory, policy issues of employment, or labour market situation. Courses are conducted both by the regional divisions of the organization, and its national board.

Adult educators cooperating with folk universities are in a special situation. The largest Polish organization, which associates folk universities, does not hire staff. Especially rural teachers engage in folk university activity. The Board of the Association organizes activities for them during school holidays. These one or two weeks courses, run during summer and winter sessions, have the aim to increase their knowledge and competences in the field of adult education. Lessons are given by academic teachers and practitioners

representing different fields. Individual sessions focus on a variety of issues, which play a significant role in the didactic activities of rural folk universities. These are issues, such as: modern methods of work with adult learners, regional education, cooperation with the social partners in local communities, environmental education, etc.

Private organizers of educational opportunities for adults

Many private training companies implement wide spectrums of offers for training teachers, including adult educators. Their offers often deal with narrow issues and enable students to acquire specific competencies in methodological skills. Trainings are short, often two or three days long, and usually too expensive for teachers. As an example of such courses, there is the training of visualization methods, which allows participants to gain a number of competences including:

1. knowledge about the importance of the right and left hemisphere of the brain for learning process,
2. using of relaxation techniques and incentives to act,
3. awareness of their own learning style and the dominant hemisphere,
4. knowledge of the learning style and the dominant hemisphere of the students,
5. individual approach, taking into account the needs and capabilities of the students, their interests and aspirations,
6. stimulation of the subconscious to help retain something in one's memory
7. use mind maps to take notes,
8. ability to induce positive states of consciousness and create a positive atmosphere.

1.4 Conclusion – Literature review

The discussion on professional competence of andragogues in Poland is only at the beginning, in spite of the considerable interest of the andragogist field. In statements of specialists, there is lack of a holistic view of adult teachers, which would include a comprehensive perspective of their role, functions, tasks and personal characteristics, as well as the multiplicity of fields in which the professional activities are performed.

2. Relationship between Polish practice and the QF2TEACH- project2

In Polish education there is an ongoing discussion regarding qualifications of adult educators, nevertheless the empirical study of the competencies needed for professional work in this particular area is sporadically conducted. Polish experience in large part has been based on the knowledge gained from the project „Teaching Adult Educators in Continuing and Higher Education” (2004 - 2006), funded by the EU.

Institutions participating in the Project:

Nicolaus Copernicus University (PL)

European Association for the Education of Adults (EAEA) (BE)

University of Bielefeld (DE)

Institute for International Cooperation of the German Adult Education Association (DE)

University of Pecs (HU)

Vytautas Magnus University (LT)

Polish Association for Adult Education, Regional Branch Szczecin (PL)

Alexandru Ioan Cuza University of Iasi (RO)

New Bulgarian University (BG)

Bogazici University of Education (TR)

University of Stirling (UK).

The TEACH – project seeks to provide students (educators) with opportunities for learning and understanding the theories and methods of instruction and training in order to strengthen and promote lifelong learning and adult education on an individual, national and European level. The project intended to develop a three-stage framework for university courses in line with the European BA/MA model. It supports the quality of the university training of adult educators by developing a module as a part of a Bachelor of Education, modules for a Master of Adult Education incorporating the European dimension, to expand the Master of AE into a European Master of AE, and a modular postgraduate European Adult Education programme: Examinations and degrees should fit into the European Credit Transfer System (ECTS). The TEACH-project was innovative in seeking to develop a systematic basis for harmonization of university courses in adult education:

1. incorporating the experiences and needs of various stakeholders (universities, adult education associations, educational organizations, students and adult learners);
2. relating university adult education courses more closely to educational practice;

3. promoting social inclusion for people from socially disadvantaged groups and ethnic minorities;
4. taking the principles of European transversal policies into account;
5. supporting development of a European Area of Lifelong Learning and Citizenship;
6. drawing up joint lists of learning objectives and international examination standards.

While being based on developments in the theory of adult education, the project emphasized equally practice as the basis for the teaching of skills, taking into account learners experience of life and work, linking formal and informal learning and fostering learners creativity, flexibility and motivation. Given the increasing effects of globalization on everyday life, employment and social values, the project aimed at a skills profile based on a range of core areas:

- methodological skills – the ability to use and combine specialist knowledge, develop systemic thinking, willingness to learn, acquire skills, solve problems, make decisions;
- specialist skills – the ability to use specialist and more general professional knowledge;
- social skills – team and communications skills, the ability to take responsibility, show solidarity;

The project was thus an essential prerequisite for meeting the anticipated need for skilled specialists able to:

- promote lifelong learning within the pre-school, school and vocational training sector, motivating learners to pursue further training and education;
- link adult education and the social sciences, promoting social skills training in non-formal and informal learning settings as a way of improving participation and inclusion of people from socially disadvantaged groups and ethnic minorities;
- encourage mobility of learners, students and teaching staff in accordance with the principles of free choice of working place and place of residence for citizens of the European Union;
- teach effectively using IT;
- encourage problem analysis, development of creative solutions and practical implementation;
- strengthen learners identity development, social participation skills and employment orientation.

The parameters for the modules developed during the project were: topic and description of content (system level, conceptual level and applied level); location within BA/MA structure; admission requirements; number and type of teaching sessions; overall length; and links with the ECTS testing system.

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Wesołowska E. Anna (red.): Nauczyciele edukacji dorosłych”, Toruń, 1996.

3. QF2TEACH Survey

3.1 Methodology – The Delphi-Method

The Delphi-Method is not considered a common method to the Polish science of teaching. Therefore participation in this study turned out to be an interesting experience both for the Polish partner in the project as well as the respondents taking part in the survey. The method was fully accepted and recognized as adequate to the purpose of the project.

3.2. Designing the instrument

In the framework of the survey preparation a review of the literature regarding the subject of professionalization was made. The next step was an academic discussion including students and experts about the importance of particular competences of adult educators. As a result, it was established that all domains being discussed on the project level have also a certain meaning from the Polish perspective.

The Project partners developed an instrument, which is structured by the following nine work domains:

- personal qualities
- interpersonal behavior and communication with learners
- cooperation with the external environment
- planning and management
- access and progression of learners
- subject-related, specialist domain
- monitoring and assessment of learning processes
- didactical-methodological domain
- personal development and reflection.

3.3. Sample and features of the response groups

The Polish respondents in particular turned out to be academic teachers, teaching adult education to the students. The second major respondents group consisted in teachers of various subjects according to their previous qualifications. They were representing many regions and areas of Poland including various institutions.

Delphi	First wave		Second wave	
	Number	Percentage	Number	Percentage
reaserchers	9	40.9	7	35.0
Teachers/adult educators	7	31.8	8	40.0
Heads/menagers	3	13.6	2	10.0
Representatives	3	13.6	3	15.0
Total	22	100.0	20	100.0

3.4 Research results – first wave

The first wave of the survey has showed a follow point of view:

Statistical results

Today

	<u>The most important</u>	<u>Less important</u>
1. Personal qualities	- be open minded - be emotionally stable	- -be altruistic
2. Interpersonal behaviour and communication with Learners	- be motivated - be inspired	- to use suitable body language
3. Cooperation with the external environment	- Understand the various interest in the context of adults learning	- recognize the role of institutional policy (e.g. of companies) for their own specialist domain
4. Planning and management	- tailor teaching offers for the needs of specific targets groups - plan teaching offers according with the resources available	- think along commercial lines and promote their own teaching/learning facilitation offers on the market.
5. Access and progression of learners	- encourage learners of take over responsibility for their future learning processes	- assess the entry-level of learners
6. Subject- related ,	- update their domain specific	- know about the societal

specialist domain	knowledge and skills continuously	relevance of the area of expertise
7. Monitoring and assessment of learning processes	<ul style="list-style-type: none"> - asses the needs of the learner - analyze learning barriers of the learner - evaluate the learning outcomes 	<ul style="list-style-type: none"> - diagnose the learning attitude of the learner
8. Didactical-methodological domain	<ul style="list-style-type: none"> - reate a safe learning atmosphere 	<ul style="list-style-type: none"> - proceed in a structured way
9. Personal development and reflection	<ul style="list-style-type: none"> - orientated themselves of the needs of participants - see different perspectives 	<ul style="list-style-type: none"> - set their own learning goals

IN 2015

	<u>The most important</u>	<u>Less important</u>
1. 1. Personal qualities	<ul style="list-style-type: none"> - be open minded - be authentic 	<ul style="list-style-type: none"> - be altruistic
2. interpersonal behaviour and communication with	<ul style="list-style-type: none"> - be inspired - manage group dynamic 	<ul style="list-style-type: none"> - to use suitable body language
3. Cooperation with the external environment	<ul style="list-style-type: none"> - Net work together with variety of stakeholders 	<ul style="list-style-type: none"> - recognize the role of public policy for their own specialist domain
4. Planning and management	<ul style="list-style-type: none"> - monitor and evaluate the quality of the delivery of teaching offers - promote their own teaching/learning facilitation offers on the market". 	<ul style="list-style-type: none"> - Lack of dominant response
5. Access and progression of learners	<ul style="list-style-type: none"> - refer learners to information about different external support structure (eg. grants, childcare) 	<ul style="list-style-type: none"> - assess the entry-level of learners
6. Subject- related , specialist domain	<ul style="list-style-type: none"> - have knowledge in neighbouring disciplines of their own area of expertise - enable learners to apply what they have learned". 	<ul style="list-style-type: none"> - Lack of dominant response
7. Monitoring and assessment of learning processes	<ul style="list-style-type: none"> - monitor the learning process 	<ul style="list-style-type: none"> - diagnose the learning capacity of the learner
8. Didactical-methodological domain	<ul style="list-style-type: none"> - support informal learning 	<ul style="list-style-type: none"> - proceed in a structured way - apply adult learning theory in teaching"
9. Personal development and reflection	<ul style="list-style-type: none"> - be creative - be flexible 	<ul style="list-style-type: none"> - Lack of dominant response

Qualitative Evaluation:

In the future the most important competences will be: to be engaged and open minded. Respondents in the open questions pointed out: communication, creativity and „to be able to cooperate". Frequently mentioned competencies include professional preparation for

work, experience, psychological knowledge in the field of adult learning, knowing methods and techniques suitable for adults.

Respondents draw their attention to changes in the field of adult education and the need to perceive these changes by ACE learning facilitators. Consistently there is in many contexts an indication of being open minded and attentive.

Many respondents highlight that society becomes multicultural (this is a relatively new phenomenon in Poland), hence the need for obtaining multicultural competences, including the ability to cope with conflict situations.

Commercial thinking, in the respondents' opinion, is rather irrelevant today but will gain importance in the future. This is due to an increasing competition in the Polish market of education and a clear commercialization in all spheres of social life.

In the field of „subject related, specialist domain” today's most significant competence is the constant improvement of professional competence. Persons involved in adult education are aware of the need for Lifelong Learning. According to the respondents, having a thorough knowledge will become a fundamental competence in the future.

In the field of the didactical-methodological domain the respondents believe that the competence “to create a safe learning atmosphere” is most important today. Clearly, however, appears the conviction of the growing importance of learning outside adult education institutions. „Support informal learning” is seen as crucial aspect of the professional profile in the future.

The answers in the category “personal development and reflection” show, that respondents consistently emphasize a flexible approach towards adult learners, an understanding of their needs, empathy. In the future, such competences as “being flexible” and „being creative” will become more important. “Proceeded in a structured way” is not an important criterion in adult education in the opinion of respondents.

In conclusion: Adult education is understood as a professional area which requires a high level of empathy and commitment from the learning facilitators. They ought to be, above all, „open minded” and „flexible”. In the future, interdisciplinary knowledge and competences „to support informal learning” will gain in importance. Also competences in the field of management and commercial thinking will turn out to be much more important in the future than today.

For the second wave Poland came up with the following proposal:

From the Polish perspective, it seems essential to examine cultural competences, especially marking out the particular skills of which cultural competence consists. Competences in the field of cultural education have so far been sporadically brought to light in the curriculum of teachers and trainers in Adult Education. That very issue we would also like to discuss at the adult educators meeting. Furthermore, one item requires a

closer view, as in the future it will gain in importance according to the respondents: "Promotion of Their Own teaching/learning facilitation offers on the market." Respondents seem to have a varied approach as to how to act in order to achieve this goal. Another issue would be obtaining knowledge on how the respondents imagine the action towards "support informal learning." It is a complex competence, which requires a whole series of sub-competences.

3.5 Research results – second wave

The second wave has not brought up any particular results concerning the qualitative analysis. The respondents hardly made use of the open questions.

QF2TEACH Results second wave - quantitative analysis POLAND

Item	Overall 'yes' (N=202) F (%)	PL 'yes' (N=19) F (miss.) (%)	Comments/Remarks
Personal Qualities			
Be open minded (overall n=200, missing=2)	190 (95.0%)	18 (94.7%)	Only one person did not include this competence
Be emotionally stable (overall n=197, missing=5)	164 (83.2%)	18 (94.7%)	Only one person did not include this competence
Be attentive (overall n=193, missing=9)	166 (86.0%)	15 (1) (83.3%)	4 answers that this competence should not be included
Be empathic (overall n=195, missing=7)	170 (87.2%)	16 (84.2%)	
Be authentic (overall n=195, missing=7)	168 (86.2%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
* Be passionate (overall n=186, missing=16)	125 (67.2%)	17 (1) (94.4%)	
* Be able to process complex information (overall n=196, missing=6)	179 (91.3%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
* Be creative (overall n=199, missing=3)	175 (87.9%)	18 (94.7%)	Only one person did not included this competence

* Be self-confident (overall n=189, missing=13)	160 (84.7%)	14 (2) (82.4%)	5 answers that this competence should not be included
<p>INTERPRETATION: For the respondents, the most important item is being authentic and being able to process complex information.</p> <p>The least important one is being self confident</p> <p>Respondents' comments/remarks concerning the field "<i>personal qualities</i>"</p> <p>People agree, that "<i>all the 'personal qualities' are very important for being a good facilitator</i>". Some say "<i>Good adult teacher should believe that his/her job is a very important and should believe other people, that they want learn more</i>".</p> <p>Another opinion emphasis communication skills thus it's a key to build correct relationships in groups.</p>			
Interpersonal behaviour and communication with learners			
Communicate clearly (overall n=198, missing=4)	195 (98.5%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
Manage group dynamics (overall n=199, missing=3)	194 (97.5%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
Handle conflicts (overall n=197, missing=5)	170 (86.3%)	15 (1) (94.7%)	
Motivate (overall n=199, missing=3)	178 (89.4%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
Inspire (overall n=194, missing=8)	163 (84.0%)	17 (1) (94.4%)	
Promote, reflect and act according to democratic principles within the learning context (give priority to democratic principles in all activities) (overall n=193, missing=9)	152 (78.8%)	13 (2) (76.5%)	
* Act in an intercultural/multicultural environment (overall n=195, missing=7)	172 (88.2%)	16 (1) (88.9%)	
* Negotiate (overall n=190, missing=12)	130 (68.4%)	13 (68.4%)	6 answers that this competence should not be included
* Communicate with regard to high social and linguistic skills (overall n=192,	147 (76.6%)	15 (1) (83.3%)	

missing=10)			
* Act persuasively (overall n=183, missing=19)	106 (57.9%)	12 (2) (70.6%)	7 answers that this competence should not be included
* Listen actively (overall n=197, missing=5)	188 (95.4%)	18 (1) (100.0%)	
* Be available/accessible to learners (overall n=196, missing=6)	181 (92.3%)	17 (1) (94.4%)	
<p>INTERPRETATION: For the respondents, the most important items are: communicate clearly, manage group dynamics, motivate. The least important are: act persuasively, negotiate</p>			
<p>Respondents' comments/remarks concerning the field of "interpersonal behaviour and communication with learners"</p> <p>Interpersonal qualities for respondents are the same as personal qualities. They did not mention any new answers.</p>			
<p>Cooperation with the external environment</p>			
Understand the various interests in the context of adults' learning (understand what learners and stakeholders in ACE want/need/aim at) (overall n=202, missing=0)	198 (98.0%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
(Net)work together with a variety of stakeholders (overall n=195, missing=7)	167 (85.6%)	16 (84.2%)	
See their own specialist domain (the subject that is taught) in a wider societal context (overall n=195, missing=7)	190 (97.4%)	18 (1) (100.0%)	
* Engage in collaborative practice with peers (observation of practice, engagement in communities of practice, sharing of good practice) (overall n=200, missing=2)	182 (91.0%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
<p>INTERPRETATION: The most important is: Understand the various interests in the context of adults' learning and engage in collaborative practice with peers. The least important is: (Net)work together with a variety of stakeholders.</p>			
<p>Respondents' comments/remarks concerning the field "cooperation with the external environment"</p> <p>No comments</p>			

Planning and management			
Tailor teaching offers to the needs of specific target groups (overall n=195, missing=7)	183 (93.8%)	18 (94.7%)	
Plan teaching offers according to the resources available (time, space, equipment, etc.) (overall n=198, missing=4)	187 (94.4%)	16 (84.2%)	
Design the structure of their teaching offers (in terms of content, time and distance) (overall n=196, missing=6)	184 (93.9%)	15 (2) (88.2%)	
Conceptualise their teaching offers in terms of learner achievement (overall n=196, missing=6)	178 (90.8%)	13 (1) (72.2%)	6 answers that this competence should not be included
Promote their own teaching/learning facilitation offers on the market (overall n=191, missing=11)	114 (59.7%)	12 (1) (66.7%)	7 answers that this competence should not be included
Monitor and evaluate the quality of the delivery of teaching offers (overall n=196, missing=6)	166 (84.7%)	16 (84.2%)	
* Lead a working team/an organization (overall n=189, missing=13)	105 (55.6%)	11 (1) (61.1%)	8 answers that this competence should not be included
* Use social media to support marketing – the use of social media to call attention to oneself AND/OR to promote the learning offer (overall n=193, missing=9)	132 (70.2%)	16 (84.2%)	
* Develop and compile dossiers and portfolios (overall n=193, missing=9)	114 (59.1%)	15 (1) (83.3%)	
* Recognise and build upon learners' prior learning (overall n=194, missing=8)	173 (89.2%)	13 (1) (72.2%)	
* Develop and implement quality assurance measures (overall n=191, missing=11)	149 (78.0%)	15 (1) (83.3%)	
* Transfer subject knowledge to industry partners (i.e. the economic sector) (overall n=188, missing=14)	107 (56.9%)	15 (1) (83.3%)	
INTERPRETATION:			
The most item important is to tailor teaching offers to the needs of specific target groups.			
The least important one is to promote their own teaching/learning facilitation offers on the market.			

Respondents' comments/remarks concerning the field "planning and management"			
Some competences should belong to additional competences rather than to core competences.			
Access and progression learners			
Encourage learners to take over responsibility for their future learning processes (overall n=200, missing=2)	191 (95.5%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
Analyse typical barriers that may be faced by adults returning to learning (overall n=199, missing=3)	188 (94.5%)	17 (89.5%)	
Assess the entry-level of learners (overall n=193, missing=9)	179 (92.7%)	14 (73.7%)	5 answer that this competence should not be included
Refer learners to information about different external support structures (e.g. grants, childcare) (overall n=192, missing=10)	128 (66.7%)	17 (89.5%)	
Provide information about further learning opportunities in relation to own specialist area (overall n=195, missing=7)	171 (87.7%)	15 (1) (83.3%)	
* Adopt/adjust to different groups/levels/cultures (equality and diversity) within their professional practice and through effective differentiation (incl. support for disability) (overall n=200, missing=2)	179 (89.5%)	17 (89.5%)	
INTERPRETATION: The most important is: encourage learners to take over responsibility for their future learning processes. The least important is: assess the entry-level of learners.			
Respondents' comments/remarks concerning the field "access and progression learners"			
No comments			
Subject-related, specialist domain			
Have specialist knowledge in their own area of teaching (overall n=198, missing=4)	186 (93.9%)	18 (94.7%)	
Update their domain specific knowledge continuously and autonomously (overall n=199, missing=3)	193 (97.0%)	18 (94.7%)	
Have knowledge in neighbouring disciplines of their own area of expertise	163 (83.6%)	14 (73.7%)	5 answer that this competence should not be included

(overall n=195, missing=7)			
Know about the societal relevance of their area of expertise (overall n=194, missing=8)	180 (92.8%)	15 (2) (88.2%)	4 answer that this competence should not be included
<p>INTERPRETATION:</p> <p>The most important is: continuous and autonomous update of their domain specific knowledge and to have specialist knowledge in their own area of teaching.</p> <p>The least important is: to have knowledge in neighbouring disciplines of their own area of expertise</p>			
<p>Respondents' comments/remarks concerning the field "<i>subject-related, specialist domain</i>"</p> <p>No comments</p>			
<p>Monitoring and assessment of learning processes</p>			
Assess the needs of the learner (overall n=198, missing=4)	189 (95.5%)	18 (94.7%)	
Analyse learning barriers of the learner (overall n=196, missing=6)	177 (90.3%)	17 (89.5%)	
Monitor the learning process (overall n=197, missing=5)	188 (95.4%)	17 (89.5%)	
Evaluate the learning outcomes (overall n=197, missing=5)	190 (96.4%)	18 (94.7%)	
Conduct formative assessment and learner/teacher dialogues (overall n=190, missing=12)	172 (90.5%)	15 (2) (88.2%)	4 answer that this competence should not be included
* Assist learners to record their own process (overall n=198, missing=4)	168 (84.8%)	13 (68.4%)	6 answer that this competence should not be included
* Assist learners to provide evidence of their own practice (overall n=196, missing=6)	160 (81.6%)	14 (1) (77.8%)	5 answer that this competence should not be included
<p>INTERPRETATION: The most important is: evaluate the learning outcomes.</p> <p>The least important is: assist learners to record their own process.</p>			
<p>Respondents' comments/remarks concerning the field "<i>monitoring and assessment of learning processes</i>"</p>			

No comments			
Didactical-methodological domain			
Create a safe learning atmosphere (not intimidating) (overall n=199, missing=3)	193 (97.0%)	17 (1) (94.4%)	
Support informal learning (overall n=198, missing=4)	177 (89.4%)	17 (89.5%)	
Stimulate the active role of learners (overall n=198, missing=4)	196 (99.0%)	18 (94.7%)	
Have a broad repertoire of methods at their disposal (overall n=198, missing=4)	186 (93.9%)	16 (1) (88.9%)	
Encourage collaborative learning among learners (overall n=198, missing=4)	191 (96.5%)	16 (1) (88.9%)	
Apply old and new media (incl. the use of technology) (overall n=198, missing=4)	183 (92.4%)	15 (78.9%)	
Provide support to the individual learner (overall n=200, missing=2)	186 (93.0%)	18 (94.7%)	Only one person did not include this competence
Proceed in a structured way (overall n=197, missing=5)	169 (85.8%)	13 (68.4%)	
Make use of the participants' life experience in the teaching activities (overall n=196, missing=6)	189 (96.4%)	18 (94.7%)	Only one person did not include this competence
Apply adult learning theory in teaching (overall n=198, missing=4)	183 (92.4%)	17 (1) (94.4%)	
* Apply knowledge of suitable methods and techniques (overall n=196, missing=6)	178 (90.8%)	18 (94.7%)	Only one person did not include this competence
* Coach learners (overall n=194, missing=8)	170 (87.6%)	19 (100.0%)	
* Engage in mentoring and coaching with colleagues in order to support professional development (overall n=195, missing=7)	158 (81.0%)	16 (1) (88.9%)	
* Apply general didactical skills (overall n=195, missing=7)	173 (88.7%)	17 (89.5%)	
INTERPRETATION: The most important is to coach learners. The least important is: to proceed in a structured way			
Respondents' comments/remarks concerning the field "didactical-methodological domain"			
In didactical- methodological domain one say "Definitely use coaching!"			

Another wants “‘proceed in structured way’ is of course important but I am not sure if in this domain ‘apply knowledge of suitable methods and techniques’ and ‘apply general didactical skills’ are very obvious and general”.			
Personal and professional development and reflection			
Orientate themselves to the needs of the participants (overall n=195, missing=7)	181 (92.8%)	16 (84.2%)	
Make use of their own life experience within the learning environment (experience in life, work and adult education) (overall n=198, missing=4)	189 (95.5%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
Recognise their own learning needs (overall n=198, missing=4)	188 (94.9%)	18 (94.7%)	Only one person did not include this competence
Set their own learning goals (overall n=197, missing=5)	177 (89.8%)	17 (1) (94.4%)	
Be curious (overall n=193, missing=9)	159 (82.4%)	18 (1) (100.0%)	Only one person did not include this competence
Be creative (overall n=198, missing=4)	172 (86.9%)	18 (94.7%)	Only one person did not include this competence
Be flexible (overall n=201, missing=1)	188 (93.5%)	19 (100.0%)	All respondents include this competence in the catalogue of core competences
Reflect upon their own professional role (overall n=198, missing=4)	191 (96.5%)	18 (94.7%)	Only one person did not include this competence
Evaluate their own practice (overall n=199, missing=3)	192 (96.5%)	17 (89.5%)	
Be self-assured (overall n=192, missing=10)	151 (78.6%)	14 (1) (77.8%)	
Be committed to their own professional development (overall n=198, missing=4)	188 (94.9%)	17 (1) (94.4%)	
Cope with criticism (overall n=196, missing=6)	182 (92.9%)	17 (1) (94.4%)	
See different perspective (overall n=199, missing=3)	190 (95.5%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
Be stress-resistant (overall n=193,	162	15 (3)	

missing=9)	(83.9%)	(93.8%)	
* Be a self-reflective learner (continuously) (overall n=196, missing=6)	182 (92.9%)	19 (100.0%)	All respondents included this competence in the catalogue of core competences
* Be engaged (overall n=194, missing=8)	172 (88.7%)	18 (1) (100.0%)	Only one person did not include this competence
* Be in a constant exchange with researchers (in the field of adult and continuing education) (overall n=193, missing=9)	136 (70.5%)	16 (1) (88.9%)	
* Be in a constant exchange with other teachers/trainers (overall n=194, missing=8)	159 (82.0%)	16 (1) (88.9%)	
* Be able to transfer theory into practical experience and skills using different types of teaching devices (overall n=195, missing=7)	186 (95.4%)	18 (94.7%)	Only one person did not include this competence
<p>INTERPRETATION: The most important is: see different perspectives, be a self-reflective learner and make use of their own life experience within the learning environment and be flexible The least important is: be self-assured.</p>			
<p>Respondents' comments/remarks concerning the field "personal and professional development and reflection"</p> <p>We got 2 answers according personal and professional development and reflection</p> <ol style="list-style-type: none"> 1. 'be self assured' - yes, in positive meaning 2. 'be stress resistant' - yes, if it is possible to do. 			

Finally we have one comment "I'm very happy that adult teachers work together and think about their own skills and those of students - this is very important - we must talk about adult education, about formal and informal adult education because a great number people are old people.

4. Development of a concept for a national qualification framework for learning for facilitators

In Poland, a document entitled. "Qualifications framework for higher education," was published just a few months ago. It contains general guidelines for different areas of education such as humanistic studies, social sciences, natural sciences, science. There is

still a lack of detailed guidance on specific disciplines. As submitted by the Ministry of Science and Higher Education, it can be noted that the emphasis falls on the formation of "personal and social competences." They differ from each other depending on the type of education. The requirements for the study of humanities and social sciences are clearly articulated, expectation towards graduates include for example care for high culture or building social communities.

Currently, there is a discussion on the shape of the pedagogical studies program. Various academic institutions have provided descriptions of learning outcomes: for undergraduate and graduate studies. In these proposals (concerning pedagogy, not andragogy) the following scheme is generally repeated in the context of the competences:

1. Interdisciplinary pedagogical knowledge
2. Social competences
3. Educational competences
4. Teaching competences
5. Other (fi. .possession basic knowledge of information technology, knowledge about the requirements and characteristics of the features of the scientific texts, copyright law, language skills, voice production).

Some difficulty in confronting the results of the research within the project with the Polish ideas about competences stem from the fact that the majority of the Polish proposals do not use the uniform terminology, which was used in the project. Competencies are treated in a descriptive way. For example, as an andragogical result of education in the Polish proposals the following text appears: "Students (graduates) can independently find publications on the issue and draw up a bibliography, students can apply the chosen methods of research ... " or "The student knows the meaning of concepts such as andragogy, adulthood, areas and contexts of learning ... "

Currently, referencing the results of research project to a Polish Qualifications Framework for higher education is not possible due to the lack of approved settlements for the area of adult education. However, we can (based on current proposals) formulate the thesis that the core competencies of adult educators will focus on responsible personal and social competence and teaching competence.

The importance of these competences was also highlighted by respondents who

responded to the questions in a survey conducted by the project.

5. Issues to be addressed in the national workshop.

Department of Pedagogical Science
Adult Education Unit
NCU in Torun

Seminar programme 24.05.2011

08.30 – 09.00 Participants registration

09.00 – 09.30 Professionalisation of adult educators: European and national perspectives
Dr. Monika Staszewicz

09.30 – 10.00 Presentation of the Delphi study results
Prof. Ewa Przybylska

10.00 – 11.00 Delphi competence profile – discussion

11.00 – 11.30 Coffee break

11.30 – 13.00 A national qualification framework for adult educators - discussion

13.00 – 13.30 Closing the seminar: recommendations

The expert consultation in the framework of Project QF2Teach in May 2011 was attended by six representatives of leading institutions in the organization of adult education in Poland: Center of Continuing Education, Institution of Vocational Training, County Work Office, *Kuyavian and Pomeranian* Center of Teachers Education, Center of Local Activity.

All experts expressed a great interest in the project and confirmed the need for the professionalization the profession of adult learning facilitators.

The majority is confirming that personality is the most important feature for adult learning facilitators. Not everyone can play such a role. In order to perform his task an adult learning facilitator must inspire confidence which is necessary in establishing contact with the group and individual members. According to the opinion of consultants, building relations and bonds between the facilitator and the trainee adults requires authenticity, empathy and passion from the facilitator to attest his credibility. The experts highlighted the fact that adults, especially from discriminated and marginalized groups have specific

needs and a particular sensitivity is needed for strengthening their often low self-esteem.

Experts noticed the usefulness of the model of competence for adult learning facilitators for planning and supporting the learning process of adults and for making directions of the development and the further. All experts unanimously expressed their interest in the final survey results.

Recommendations

Our experts noticed the danger of the generalization and unification of recipients during facilitator actions. They paid attention to the needs of specific groups such as women, disabled persons, elderly people, or unemployed persons.

All consultants agreed on the usefulness of national and international model of competence but at the same time expressed concern that It is a too far-reaching unification.

The experts underlined three competence areas, which are most important in the Polish point of view:

1. Personal qualities and social competences: (to be emotional stable, to be emphatic, to be open-minded, to be able to reflect own emotions, to be able to recognize one's own strengths and weaknesses, to inspire learners, to communicate clearly)
2. Interdisciplinary pedagogical and didactical-methodological knowledge (to have specialist knowledge in their own area of teaching and in the neighbouring disciplines, to have a variety of methods, to support formal and informal learning)
3. Monitoring and assessment of learning (to assist learners to record their own process of learning, to coach learners, assess the needs of the learner, evaluate the learning outcomes).

Concept of a national qualification framework for learning facilitators

The proposal for the concept for a national qualification framework for learning facilitators is as follow:

I. Personal quality and social competences

Knowledge - Level 5: Adult learning facilitators know methods of self-reflection and self-evaluation, are able to reflect their limits, to deal with stress, they have theoretical knowledge of psychology. They are able to identify their own role in the teaching-learning process and to build a constructive relationship with the learners.

Knowledge - Level 6: Adult learning facilitators have advanced knowledge of methods of self-reflection, self-evaluation, in the field of psychology and methods to overcome one's limits. They are able to build a dynamic relationship with the learners and reflect the relations constantly.

Skills – Level 5: Adult learning facilitators are able to reflect their action, to plan their own vocational development, to learn new teaching-learning methods and modify their communications methods with the learners.

Skills – Level 6: Adult learning facilitators are able to reflect critically on their own professional development in a wider social context of learning. They are able to act with different target groups and several topics.

Competence - Level 5: Adult learning facilitators are able to reflect and evaluate their own professional action.

Competence – Level 6: Adult learning facilitators are able to take responsibility for their own professional development and the development of learners.

II. Interdisciplinary pedagogical and didactical – methodological knowledge

Knowledge – Level 5: Adult learning facilitators have interdisciplinary theoretical knowledge in the field of pedagogical and social sciences and knowledge about teaching methods, specific needs of different groups and using of different learning media.

Knowledge – Level 6: Adult learning facilitators have advanced interdisciplinary theoretical knowledge in the field of pedagogical, social and political sciences. They are able to create innovative learning situations based on new didactic and methodological methods.

Skills – Level 5: Adult learning facilitators are able to transfer their interdisciplinary, pedagogical and didactical – methodological knowledge into the teaching – learning process, to act in a structured way and to use different learning media.
Skills - Level 6: Adult learning facilitators have advanced skills and experience in transferring their interdisciplinary, pedagogical and didactical – methodological knowledge in an innovative way into the teaching – learning processes of different target groups and modify their didactical – methodological action in dependency of the learning progress and learners needs.
Competence – Level 5: Adult learning facilitators are able to manage and evaluate the transfer of their interdisciplinary, pedagogical and didactical – methodological knowledge into the teaching – learning process, to monitor and evaluate the learners’ progress and to learn new trends in adult education.
Competence – Level 6: Adult learning facilitators have knowledge and experience in transferring their knowledge in a creative way into a variety of teaching – learning processes of different target groups. They have the ability to support the learners’ development
III. Monitoring and assessment of learning
Knowledge – Level 5: Adult learning facilitators have knowledge about the needs and specifics of different target groups. They are able to research the needs, to motivate and to support learners in different formal and informal learning contexts. They use to deal with learning strategies flexible.
Knowledge – Level 6: Adult learning facilitators have advanced knowledge about the teaching – learning processes, about the needs and specifics of different target groups and research of them. They have the ability to make use of this knowledge. They also have experience in handling learning barriers and supporting learners to succeed.

Skills – Level 5: Adult learning facilitators are able to make use of psychological knowledge and different learning strategies, to recognize learning barriers, to provide learning advice and manage the development of learners.

Skills – Level 6: Adult learning facilitators have experience in supporting of different target groups. They are able to make use of advanced psychological knowledge, to overcome learning barriers and to reflect critically the use of learning strategies.

Competence – Level 5: Adult learning facilitators have the ability to support learning processes of individuals and groups, to inspire and motivate the learners, to overcome the barriers and to provide educational advice.

Competence - Level 6: Adult learning facilitators have experience in supporting and managing learning processes of different target groups.