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Education and Culture DG
Lifelong Learning Programme

Università degli Studi di Firenze

Facoltà di Scienze della Formazione
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e dei Processi Culturali e Formativi

NATIONAL QUALIFICATION FRAMEWORK FOR ADULT PROFESSIONALS – A PROPOSAL FOR THE ITALIAN CONTEXT

ITALY

(SEPTEMBER 2011)

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1. Italian Domains

During the works project, considering always the national and the transnational situation about the Adult Education field, we have considered the necessity to summarized the nine domain considered in the project survey in three domain, which would make the characteristics of the operator's profession more clear and immediate.

So we proposed a list of the most important competences, in order to build up our national catalogue versus transnational catalogue.

This classification is divided in 3 main domains: relationship competence, organizational and management competences, didactical-methodological and professional competences.

After the analysis of the competences included in the nine domains, which are structured inside the two research's questionnaires submitted to the selected samples, and in order to solve the question about the personal qualities, which are extremely important for the Ace Learning Facilitators in Italy, we have prepare this distinction (basing on the competence which are considered important in a transnational perspective): the issue about the personal qualities was the principal reason for this distinction, create with the aim of considering personal qualities inside both that catalogue of core competence and the National Qualification Framework, since these qualities are considered fundamental for Adult Education operators to access the profession.

This distinction is also came out from the evidence it is better few groups than a lot of groups of key-competences, as the literature on the teacher's professionalism and educator's professionalism tell us (Dewey, Bruner, Gardner, Schon …).

At least, this path is better for the Italian standard discourse about the educator's competences.

Also in the National workshop has came out the importance of this distinction for the experts, who has confirmed the fundamental role of this personal qualities, like an important characteristic for professionals who work with the adult learners and, in general, in the field of Adult Education in our country (but also in other countries).

During the Italian Study Workshop it's emerged that in Italy, the field of the training linked to the development of the productive processes (consulting dimension) represents an important part of the Adult Education and Continuing Training's sector: in this field are situated the professional figures which are the objects of reflection of the interventions of the stakeholders and of the academic professors who are experts in the Adult Education field.

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In the field of Adult Education and Continuing Learning, the public sector represents only the 13-15% of the labour market of this field, while the private sector absorbs between 85% and 87% of the professional figures who exit from the universities courses: this percent is used mainly for the implementation of training programmes in organizations, companies, consulting and services companies, in the management of human resources, in the free profession and also within representative bodies (eg CNA, Confindustria).

Considering this fundamental aspect, the stakeholders stressed that the profile of Operators in Adult Education are mid-high: in this sense is necessary individuate the distinctive competence of these professional figures which must be grouped and aggregated in specific and more simplified domains, which are located in the middle and mid-high frame and which are situated between the 7th and 8th levels of EQF.

The considered levels for the construction of a Qualification framework of competence for learning facilitators in Adult and Continuing Education were the 5° and 6° levels of EQF, but in Italy the discourse is different. In Italy an Adult Educator is situated between the 6°, 7° and 8° level of EQF, because the 5° level is considered adequate for an operator who is in possess of an high school diploma and not with a first level degree. It's fundamental, for our country, that only that people who reach a bachelor degree should be educators or trainers.

For this reason, on the Italian perspective, we have considered the 7° and 8° levels of EQF, also because the national job market works in this way and with these standards.

In this case we have proceed considering the three domains, which, in our perspective is representative of our situation:

a. Relationship competences: in this domain the focus is on the motivational aspect, on the networking skills, on the affective competence, on the competence related to the team work and on the communicative and linguistic skills. Finally in this domain the guidance, supportive and accompanying competence are fundamental, like as the recognize about the importance of the continuing learning for the Operators of Adult Education who become disseminator and promoter of the importance of continuing education.
b. Organizational and management competences: monitoring (ongoing monitoring) and evaluation (not only an evaluation of the quality of the training process, but also an evaluation who consider also the aspect of the wellness of the subjects) competence are included in this domain. In this sense also the necessity to recognize the importance of the managerial and decisional competence and of the world of the organizations and companies is considered fundamental and strategic.

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c. Didactical-methodological and professional competences: in this domain the multidisciplinary competence are included, nearby the knowledge of the principal theories of andragogy (Knowles).

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1.1. RELATIONSHIP COMPETENCE

CHARACTERISTICS	*KNOWLEDGE – Level 7*	*SKILLS – Level 7*	*COMPETENCE – Level 7*
This group of competences includes quality and personal attributes which are associated to the cooperation and collaboration skills, to the communication, to the motivation and to the management of the interpersonal relationship with learners and colleagues	Knowledge of the andragogy theories	Capacity to individuated the learning possibilities of the subject	Relationship competence
		Train the subject for its personal learning	Interpersonal competence
		Sustain the subjects/group training process	Work in team
		Take care of the interpersonal relation	Motivation
			Communicative dimension
			Proactive attitude
			Communicative and listen competence: recognize the functional needs of the subjects but also, and especially, their desires and expectations in order to reach their wellness
			Communicative and relational competence
			Affective competence

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CHARACTERISTICS	*KNOWLEDGE – Level 8*	*SKILLS – Level 8*	*COMPETENCE – Level 8*
This group of competences includes quality and personal attributes which are associated to the cooperation and collaboration skills, to the communication, to the motivation and to the management of the interpersonal relationship with learners and colleagues			Creativity
			Curiosity
			Continuing update dimension
			Emotive and reflective dimension of the subject training
			Ethical dimension

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1.2. ORGANIZATIONAL AND MANAGEMENT COMPETENCE

CHARACTERISTICS	***KNOWLEDGE – Level 7***	***SKILLS – Level 7***	***COMPETENCE – Level 7***
This group of competences includes technical and operational skills, attitudes and capacity related to planning, organization and management of the learning process	Knowledge about the possibilities of training financing	Translate the business, the strategic guidelines of an organization into training planes	Diagnostic competence
	Managerial knowledge	Be able to manage and promote the managerial and technical training demand	Linguistic and design competence
		Be able to define the guidelines for the training project of specific training paths	
		Chose of the training service provider, in order to ensure the quality of services	
		Design of the training actions	
		Elaboration of training paths for groups and single subjects	
		Planning of specific designs developed on national and international calls	
		Acquire of subjects and companies needs	
		Elaboration of the action plans	
		Capacity to individuated the learning possibilities of the subject	
		Production and use of training instruments	

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CHARACTERISTICS	***KNOWLEDGE – Level 8***	***SKILLS – Level 8***	***COMPETENCE – Level 8***
This group of competences includes technical and operational skills, attitudes and capacity related to planning, organization and management of the learning process	Knowledge about the organizations and companies	Design and act the control of management of the different types of training channels (adapting them to the specific organization where he works)	Internal negotiation dimension (handle conflict)
	Knowledge related to the economic aspects	Ideation and design of the training plans and devices for services and organizations	Create a personal network (networking dimension)
	Knowledge of the world of companies (its strategies and policies)	Ideation and manage of ICT	Decision making dimension
		Design of learning situations in the work contexts (learning's dimension)	Competence of connection between the companies's policies and strategies and the users
			Networking competence
			Empowerment

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1.3. DIDACTICAL-METHODOLOGICAL AND PROFESSIONAL COMPETENCE

CHARACTERISTICS	*KNOWLEDGE – Level 7*	*SKILLS – Level 7*	*COMPETENCE – Level 7*
This group of competences includes the skills and the capacity related to the didactical and methodological management of the learning process, in term of evaluation, support to learners and to the learning process	Knowledge about preparation of materials, management of the climate and time of the classroom	Evaluation of people	Evaluation competence
	Technical knowledge	Monitoring the training path	Elaboration of didactical instruments competence
	Pedagogical knowledge	Evaluation of the training path	Disciplinary competence
		Monitoring and evaluation of the training steps	Guidance competence
		Evaluation of the process path	Accompaniment and learning facilitation competence
		Sustain the subjects/group training process	
		Elaboration of knowledge, competence and capacities for the subject, so he's able to individuate the knowledge to transfer to subject in order to transform them into competence	
		Monitoring and classroom	

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		management skills	

CHARACTERISTICS	***KNOWLEDGE – Level 8***	***SKILLS – Level 8***	***COMPETENCE – Level 8***
This group of competences includes the skills and the capacity related to the didactical and methodological management of the learning process, in term of evaluation, support to learners and to the learning process	Scientific knowledge about a problem	Guidance to leaders in order to support them in human resources management	New technologies competence
		Evaluation of the planning of training interventions, in terms of awareness of the didactical dimension (formal, informal, embedded)	

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2. Italian Professional Profiles

This document and all the elements which are emerged from this, shows a coherent line of the two years project, but also of the national workshop works, starting from the sample selection, considering the Italian situation about the Adult Education field: selecting the experts we has based on the fact that not only the teacher should be considered as Learning Facilitators, but also the evaluator, the planners, the trainers, the management consultant ..., trying to reach a representative part of all the professionals who work in this sector of education.

So we have tried to involve, in the project survey, experts from different channels of the Adult Education system (like as non-formal education, formal education, private sector, public sector...), some of which have also take part at the National Workshop in order to discuss on the results of the project and to exchange their opinions for improve our national job market in the Adult Education field.

Also for the National Workshop we have individuated some of representative professionals of our national job market, in order to continued the way taken in the rest of the work project: this sample was trying to be coherent with the wide description of the professionals who work in the Italian system of Adult Education, in order to continue our analysis.

From these works it's emerged the necessity to individuate which are and which will be the necessary competence for this professionals, basing not only on the core competence inserted in the two phases of the Delphi study, but also on the competence which the experts has considered strategic for the operators who work in the field of Adult Education: after this it was extremely important individuate the way which these new competence should be insert in a clear framework and how them can be teach and learn.

So the table described below are the results of the synergy between the project results and the discussion on this result inside the national activities, trying to carry out a wide, clear and efficient national framework linked to the EQF, in order also to understand who have value in the field of Adult Education and Continuing Learning in Italy.

During the Italian Study Workshop it's emerged that in Italy, the field of the training linked to the development of the productive processes (consulting dimension) represents an important part of the Adult Education and Continuing Training's sector: in this field are situated the professional figures

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which are the objects of reflection of the interventions of the stakeholders and of the academic professors who are experts in the Adult Education field.

In the field of Adult Education and Continuing Learning, the public sector represents only the 13-15% of the labour market of this field, while the private sector absorbs between 85% and 87% of the professional figures who exit from the universities courses: this percent is used mainly for the implementation of training programmes in organizations, companies, consulting and services companies, in the management of human resources, in the free profession and also within representative bodies (eg CNA, Confindustria).

Considering this fundamental aspect, the stakeholders stressed that the profile of Operators in Adult Education are mid-high: in this sense is necessary individuate the distinctive competence of these professional figures which must be grouped and aggregated in specific and more simplified domains, which are located in the middle and mid-high frame and which are situated between the 7th and 8th levels of EQF.

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For this reason, on the Italian perspective, we have considered the 7° and 8° levels of EQF, also because the national job market works in this way and with these standards.

In this case we have proceed considering the three professional profiles who characterized the Italian view in the Adult and Continuing Education field:

a. Management consultant: is a professional figure which operate especially in the private sector in the Italian field of Adult Education. His role is dedicated to the management of people, to the planning, to the economical and financial management tasks (both of the human resources and of financial resources) and to the evaluation and system monitoring tasks, to the procurement and training marketing.
b. Experts in training and managing training processes: is a multifunctional professional figure who works at transversal level, with functions lower than the Management consultant, especially in the context of training planning through tasks of implementation, accompanying and supportive of the training activities (guidance, expression of training question)
c. Experts in contents and disciplines: is a professional figure with multifunctional and transversal characteristics, who are able to perform a teaching function characterized by

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methodological and methodological-didactical dimensions about specialist themes (technical and managerial), through the use of different types of methods (lesson, mentoring, coaching, team work).

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2.1. MANAGEMENT CONSULTANT

(RELATIONSHIP COMPETENCE – ORGANIZATIONAL AND MANAGEMENT COMPETENCE – DIDACTICAL-METHODOLOGICAL AND PROFESSIONAL COMPETENCE)

CHARACTERISTICS	***KNOWLEDGE – Level 7***	***SKILLS – Level 7***	***COMPETENCE – Level 7***
Management of people	Knowledge about the possibilities of training financing	Translate the business, the strategic guidelines of an organization into training planes	Relationship competence
Planning tasks		Be able to manage and promote the managerial and technical training demand	Interpersonal competence
Economical and financial management tasks		Be able to define the guidelines for the training project of specific training paths	Work in team
Evaluation and system monitoring tasks		Evaluation of people	Motivation
Procurement and training marketing tasks		Chose of the training service provider, in order to ensure the quality of services	Communicative dimension
		Analysis and data collection	Proactive attitude

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CHARACTERISTICS	***KNOWLEDGE – Level 8***	***SKILLS – Level 8***	***COMPETENCE – Level 8***
Management of people	Knowledge about the organizations and companies	Design and act the control of management of the different types of training channels (adapting them to the specific organization where he works)	Creativity
Planning tasks	Knowledge related to the economic aspects	Ideation and design of the training plans and devices for services and organizations	Curiosity
Economical and financial management tasks		Ideation and manage of ICT	Internal negotiation dimension (handle conflict)
Evaluation and system monitoring tasks		Guidance to leaders in order to support them in human resources management	Create a personal network (networking dimension)
Procurement and training marketing tasks			Continuing update dimension
			Decision making dimension

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2.2. EXPERT IN TRAINING AND MANAGEMENT OF TRAINING PROCESSES

(RELATIONSHIP COMPETENCE – ORGANIZATIONAL AND MANAGEMENT COMPETENCE – DIDACTICAL-METHODOLOGICAL AND PROFESSIONAL COMPETENCE)

CHARACTERISTICS	***KNOWLEDGE – Level 7***	***SKILLS – Level 7***	***COMPETENCE – Level 7***
Implementation tasks	Knowledge of the andragogy theories	Design of the training actions	Diagnostic competence
Accompanying and supportive of the training activities		Elaboration of training paths for groups and single subjects	Communicative and listen competence: recognize the functional needs of the subjects but also, and especially, their desires and expectations in order to reach their wellness
Guidance		Planning of specific designs developed on national and international calls	
Expression of training questions		Monitoring the training path	
		Evaluation of the training path	
		Acquire of subjects and companies needs	
		Elaboration of the action plans	
		Capacity to individuated the learning possibilities of the subject	
		Production and use of training instruments	
		Monitoring and evaluation of the training steps	

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		Evaluation of the process path	
CHARACTERISTICS	***KNOWLEDGE – Level 8***	***SKILLS – Level 8***	***COMPETENCE – Level 8***
Implementation tasks	Knowledge of the world of companies (its strategies and policies)	Design of learning situations in the work contexts (learning's dimension)	Emotive and reflective dimension of the subject training
Accompanying and supportive of the training activities	Scientific knowledge about a problem	Evaluation of the planning of training interventions, in terms of awareness of the didactical dimension (formal, informal, embedded)	Competence of connection between the companies's policies and strategies and the users
Guidance			New technologies competence
Expression of training questions			Networking competence
Implementation tasks			

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2.3. EXPERT IN CONTENT AND DISCIPLINES

(RELATIONSHIP COMPETENCE – ORGANIZATIONAL AND MANAGEMENT COMPETENCE – DIDACTICAL-METHODOLOGICAL AND PROFESSIONAL COMPETENCE)

CHARACTERISTICS	***KNOWLEDGE – Level 7***	***SKILLS – Level 7***	***COMPETENCE – Level 7***
Methodological and methodological-didactical dimensions	Knowledge of the andragogy theories	Train the subject for its personal learning	Evaluation competence
Teaching function	Knowledge about preparation of materials, management of the climate and time of the classroom	Sustain the subjects/group training process	Elaboration of didactical instruments competence
Multifunction and transversal characteristics	Technical knowledge	Elaboration of knowledge, competence and capacities for the subject, so he's able to individuate the knowledge to transfer to subject in order to transform them into competence	Communicative and relational competence
Guidance function	Pedagogical knowledge	Monitoring and classroom management skills	Disciplinary competence
Cooperative educational function	Managerial knowledge	Take care of the interpersonal relation	Affective competence
			Guidance competence

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			Accompaniment and learning facilitation competence
			Linguistic and design competence
CHARACTERISTICS	***KNOWLEDGE – Level 8***	***SKILLS – Level 8***	***COMPETENCE – Level 8***
Methodological and methodological-didactical dimensions			Empowerment
Teaching function			Ethical dimension
Multifunction and transversal characteristics			
Guidance function			

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