



TTOP
**Taking to the Top - Adult Educators on the
Journey**

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Glossary of Terms¹

Accreditation (of programmes, institutions)	The process of accrediting an institution of education or training, a programme of study, or a service, showing it has been approved by the relevant legislative and professional authorities by having met predetermined standards.
Activities (professional)	A set of tasks corresponding to functions required for the delivery of goods and services in an enterprise belonging to a specific sector.
APL	Accreditation of prior learning.
Assessment	The sum of methods and processes used to evaluate the attainments (knowledge, know-how, skills and competences) of an individual, and typically leading to certification.
Awarding body	A body issuing qualifications (certificates or diplomas) formally recognising the achievements of an individual, following a standard assessment procedure.
Basic skills (key competences)	The skills and competences needed to function in contemporary society, e.g. listening, speaking, reading, writing and mathematics.
Certificate/Diploma	An official document, issued by an awarding body, which records the achievements of an individual following a standard assessment procedure.
Certification (of knowledge, skills and competences)	The process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies.
Comparability of qualifications	The extent to which it is possible to establish equivalence between the level and content of formal qualifications (certificates or diplomas) at sectoral, regional, national or international levels.
Competence²	Ability to apply knowledge, know-how and skills in a habitual and/or changing work situation. Competence includes: i) cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; ii) functional competence (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii) personal competence involving knowing how to conduct oneself in a specific situation; and iv) ethical competence involving the possession of certain personal and professional values.

¹ This glossary of terms is based on the terminological work of CEDEFOP. The definitions of qualifications and competences provided in this note are compatible with those agreed by the European social partners in 2001: Competences are the knowledge, skills and know-how applied and mastered in a given work situation; Qualifications are a formal expression of the vocational or professional abilities of the employee. They are recognised at national or sectoral levels.

² In the version of the European Qualifications Framework (EQF) presented in Budapest, the last two categories have been collated into one (*personal, professional and ethical competences*), keeping the total to three categories of competencies.

Continuing education and training	Education or training after initial education or entry into working life, aimed at helping individuals to: improve or update their knowledge and/or skills acquire new skills for a career move or retraining; continue their personal or professional development.
Credit points (or credits)	Credit points are allocated to qualifications and to the units that constitute them. By agreement, they represent, in numerical form the volume of learning outcomes, the relative importance of each of the units that make up a qualification, in relation to the expected results, i.e. the knowledge, skills and competences that must be acquired and assessed, regardless of the learning pathway.
Credit system	A system of credits makes it possible to break down a qualification or the objectives of a programme of vocational education and training into units. Each unit is defined in terms of knowledge, competences and skills. It may be characterised by its size and relative importance, expressed in general by credit points (or credits) or other factors. Each unit can be validated and awarded separately.
Curriculum	A set of actions followed when setting up a training course: it includes defining training goals, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.
Employability	The degree of adaptability an individual demonstrates in finding and keeping a job, and updating occupational competences.
Formal education	Education provided in an organised and structured environment (in a school/training centre or on the job) and is explicitly designated in terms of objectives, time or resources. It is intentional from the learner's point of view. It typically leads to certification.
Informal learning	Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification.
Initial education/training³	General or vocational education carried out in the initial education system, usually before entering working life.
Knowledge	The facts, feelings or experiences known by a person or a group of people
Learning	Learning is a cumulative process where individuals gradually assimilate increasingly complex and abstract entities (concepts, categories, and patterns of behaviour or models) and/or acquire skills and wider competences. This process takes place informally, for example through leisure activities, and in formal learning

³ Some training undertaken after entry into working life may be considered as initial training (e.g. retraining) initial education and training can be carried out at any level in general or vocational education (full-time school-based or alternance training) pathways or apprenticeship.

	settings, which include the workplace.
Learning outcome⁴	The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process. Learning outcomes are statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning.
Lifelong learning	All learning activity undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.
Non-formal education	Refers to planned activities not explicitly designated in terms of learning objectives, learning time or learning support, but which contain an important learning element. It is intentional from the learner's point of view. It normally does not lead to certification.
Occupation (standard)	A set of jobs whose main tasks and duties are characterised by a high degree of similarity constitutes an occupation. Classification purposes lead to introduce the concept of "standard occupation" to designate the "core part of an occupation, what could be generally observed when analysing the same occupation in different contexts. (ILO).
Portfolio	In education, portfolio refers to a personal collection of information describing and documenting a person's achievements and learning. There is a variety of portfolios ranging from learning logs to extended collections of achievement evidence. Portfolios are used for many different purposes such as accreditation of prior experience, job search, continuing professional development, certification of competences.
Prior learning	The knowledge, know-how and/or competences acquired through previously unrecognised training or experience.
Programme (of education and training)	An inventory of activities, learning content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills or competences), organised in a logical sequence over a specified period of time.
Qualifications	A qualification is achieved when a competent body determines that an individual's learning has reached a specified standard of knowledge, skills and wider competences. The standard of learning outcomes is confirmed by means of an assessment process or the successful completion of a course of study. Learning and assessment for a qualification can take place through a programme of study and/or work place experience. A qualification confers official recognition of value in the labour market and in further education and training. A qualification can be a legal entitlement to practice a trade.
Qualifications framework	A qualifications framework is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. This set of criteria may be implicit in

⁴ This definition is based on elements provided by Cedefop (2004) and the Bologna working group on qualifications framework (2005: 39).

the qualifications' descriptors themselves or made explicit in the form of a set of level descriptors. The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector, for example initial education, adult education and training or an occupational area. Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis whereas others represent a consensus of views of social partners. All qualifications frameworks, however, establish a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within a country and internationally.

Qualification system	Qualifications systems include all aspects of a country's activity that result in the recognition of learning. These systems include the means of developing and operationalising national or regional policy on qualifications, institutional arrangements, quality assurance processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. Qualifications systems may be more or less integrated and coherent. One feature of a qualifications system may be an explicit framework of qualifications.
Quality	Quality refers to the inherent or distinctive characteristics or properties of a person, object, process or other thing. Such characteristics or properties may set a person or thing apart from other persons or things, or may denote some degree of achievement or excellence.
Recognition	a) <i>Formal recognition</i> : the process of granting official status to skills and competences either - through the award of certificates or - through the grant of equivalence, credit units, validation of gained skills and/or competences; and/or (b) <i>social recognition</i> : the acknowledgement of the value of skills and/or competences by economic and social stakeholders.
Regulated profession	Professional activity or group of professional activities access to which, and the practice of which (or to one of its forms) is directly or indirectly subject to legislative, regulatory or administrative provisions concerning the possession of specific professional qualifications.
Sector	The term sector is used either to define a category of companies on the basis of their main economic activity, product or technology (chemistry, tourism) or as a transversal/horizontal occupational category (ICT, marketing or Human resources).
Sectoral qualification	A qualification implemented by a group of companies belonging to the same sector in order to meet common training needs.
Skill	The knowledge and experience needed to perform a specific task or job.

Social dialogue⁵	A process of exchange between social partners to promote consultation, dialogue and collective bargaining.
Stakeholder	A person or organisation that has a legitimate interest in a project or entity. In discussing the decision-making process for institutions -- including large business corporations, government agencies and non-profit organizations -- the concept has been broadened to include everyone with an interest (or "stake") in what the entity does.
Transparency of qualification	The degree to which the value of qualifications can be identified and compared in the (sectoral, regional, national or international) labour and training markets.
Validation (of non-formal and informal learning)	The process of assessing and recognising a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, for example through education, work and leisure activities.
Valuing learning	The process of recognising participation in and outcomes of (formal or non-formal) learning, in order to raise awareness of its intrinsic worth and to reward learning.
Vocational education and training (VET)	Education and training which aims to equip people with skills and competences that can be used in the labour market.

⁵ Social dialogue can be bipartite (involving representatives of workers and employers) or tripartite (also associating public authorities and/or representatives of civil society, NGOs, etc.); social dialogue can take place at various levels (company, sectoral /cross-sectoral and local/regional/national/transnational); at international level, social dialogue can be bilateral, trilateral or multilateral, according to the number of countries involved.

Introduction: Adult learning strategies and priorities in the partner countries

In 2000, the Lisbon European Council set itself the goal of making the European Union the most competitive and dynamic knowledge-based economy in the world. Education and training are critical factors for achieving the Lisbon strategy's objectives of enhancing economic growth, competitiveness and social inclusion. In this context, the Commission stresses the importance of lifelong learning and the role of adult learning, including its contribution to personal development and fulfilment in reaching those objectives⁶. Although the role of adult learning is increasingly recognised in the Member States' National Reform Programmes, in the context of the Lisbon agenda⁷, implementation remains weak⁸. Most education and training systems are still largely focused on the education and training of young people and limited progress has been made in changing systems to reflect the need for lifelong learning. Further action is therefore needed to confront the challenges facing the European Union and the Member States. Furthermore, National programmes ask for more fine-tuning of the adult learning sector throughout Europe.

"Member States can no longer afford not to have an efficient adult learning system, integrated into a lifelong learning strategy, which provides participants with increased labour market access, promotes social integration and prepares the participants for active ageing in the future".

European Commission (2006)
Communication from the Commission
Adult learning: It is never too late to learn (Brussels, European Commission).

The Commission has called on the Member States to promote adult learning and to place it firmly on the political agenda by adopting in 2006 the Communication on adult learning *It is never too late to learn*, followed by the Communication in 2007, on the adult learning Action plan *It is always a good time to learn*. Both Communications have been reinforced by Conclusions of the Council in 2008. The Action Plan aims to help remove the high thresholds and obstacles that prevent adults from engaging in learning activities, and to improve the quality and efficiency of the adult learning sector. Adult learning staff plays a key role in making lifelong learning a reality. Adult learning staff help learners to develop knowledge, skills and attitudes. The professional development of people working in adult learning is therefore a vital determinant of the quality of adult learning. The 2006 joint report on progress with the Education and Training 2010 work programme expressed regret at the fact that the professional development of vocational teachers and trainers continues to pose a real challenge in most countries⁹. This coincides with other quality measures such as organisational development. Current practices in Europe show that many countries do not have a clear view of the competences needed to fulfil professional tasks in the adult learning sector, partly because of the diversity of the field and the wide variety of activities staff carry out. In several European countries, competence profiles and standards for adult learning staff have been developed and implemented³, although their scope of application differs considerably between institutional and regional levels. There is a clear need for a set of key competences at European level to make systems comparable and to upgrade the quality of staff.

⁶ European Commission (2001) The Commission's Communication, Making a European Area of Lifelong Learning a Reality, and European Council (2002), Resolution on lifelong learning.

⁷ See: European Commission, Lisbon strategy for growth and jobs: http://ec.europa.eu/growthandjobs/documentation/index_en.htm#implementation.

⁸ European Commission (2006) Modernising education and training: a vital contribution to prosperity and social cohesion in Europe — 2006 Joint Interim Report of the Council and the Commission on progress under the Education & Training 2010 work programme (Brussels, European Commission).

⁹ Research voor Beleid & Plato (2008) Adult Learning Professions in Europe, a Study on Current Situation, Trends and Issues, final report (Zoetermeer).

In then the context of the TTOP project the partner countries show a high degree of commitment in developing a coherent adult learning strategy. More specifically, the political priorities in **Portugal** regarding adult education are to improve the adults' qualifications (many adults left school at early stages), and to develop inclusive learning environments. At basic and secondary levels, it is possible to find recurring teaching, professional and artistic courses (these can be professional or non-formal), EFAs (Educação e Formação de Adultos – Adult Education and Training courses), there is national network of CQEPs (Centros para a Qualificação e o Ensino Profissional – Qualification and Professional Teaching Centres), a Nacional Catalogue of Qualifications (professions) which is the basis to the training courses on UFCDs (Unidades de Formação de Curta Duração – Short Term Training Units), and Senior Universities. CQEPs develop RVCC (Reconhecimento, Validação e Certificação de Competências – Recognising, Validating and Certifying Skills/Competencies), where adults with poor school qualifications can show, using a (self)biographical approach, skills and competencies developed across their life and in different settings (formal, non-formal and informal), in order to be validated and recognized, and having some more training (usually) they can get the diploma for 9th grade or 12th grade. At post-secondary level, there are professional higher courses, technological specialization courses, and accredited study cycles (post graduations). According to Guimarães (2016), after the suspension of adult education policy in 2011, it was only in 2013 and 2014 that new developments occurred with the establishment of a national network of centres for qualification and vocational education and training¹⁰. At the same time, during the first semester of 2014, official documents were published regarding the centres' operation, which had implications for the recognition of prior learning although they did not fundamentally change these processes. According to data provided by the national agency for qualification and vocational education and training in March 2016:

- New methodological guidelines were published regarding recognition of prior learning, namely those concerning the evaluation of competences and acquisition of certification;
- Changes occurred in the electronic platform that recorded the operation of the centres and in its use by adult educators;
- There was the adoption of the methodological guide for lifelong guidance (in Portuguese, *Guia Metodológico de Orientação ao Longo da Vida*). It is a guiding document for the work carried out by adult educators. This document included a set of aims that foster knowledge of oneself and the learner's decision concerning his/her education and training path and professional options;
- The valorisation of the interaction between different centres in the territories where they were based, with a view to adjusting the existing education and training offers to the learners' needs.

From 2012 to 2014/2015, no State funding was assigned to centres. In was only in 2016 that procedures to apply to the European Social Fund funding were put in place, namely for centres located in the North, Centre and Alentejo regions. It was also in 2016 that a new legal diploma was adopted in order to establish *centres qualify* (in substitution of centres for qualification and vocational education and training) which is a relevant governance change. This legal document states the aim of increasing the activities of the centres in the recognition of prior learning, adult education and training courses and modular training¹¹.

Along the same line adult education in **Estonia** is organised instruction for the acquisition of skills, knowledge and competences and their storage or further improvement. Instruction may be conducted on any level or in any method. Similarly, it may replace or continue the former level of education acquired either at school, college or university. Adult education is meant for adult learners which stands for persons whose studies are conducted in addition to daily work, family or other activities. In other words, studying is not their main activity. On July 1, 2015, a new Adult Education

¹⁰ Portaria n.º 135-A/2013, 20/03.

¹¹ Portaria n.º 232/2016, 29/08.

Act entered into force regulating adult education¹². With the Adult Education Act, also the Study Allowances and Study Loans Act was amended allowing also part-time higher education students to take study loans. With the amendment of the Health Insurance Act, health insurance is ensured for all people involved in the instruction of basic or secondary education in distance education notwithstanding their age. The general aim of the Estonian Lifelong Learning Strategy 2020¹³ is to provide all Estonian citizens with the opportunity to continue their studies according to their needs and abilities throughout their life in order to ensure them possibilities for comprehensive self-fulfilment in the society, professional and personal life. Lifelong learning includes the formal education system (kindergarten, basic school, secondary school, vocational education institutions, higher education institutions) and also the further and re-training, non-formal and informal training provided outside the formal system in all their diversified forms. In order to reach the objectives, 5 strategic goals have been set: change the approach of learning, competent and motivated teachers and school leadership, concordance of lifelong learning opportunities with the needs of labour market, a digital focus in lifelong learning and equal opportunities and increased participation in lifelong learning. The common aim of the National Reform Programme 2020 and the Estonian Lifelong Learning Strategy 2020 is to increase the participation of adults (25-64 years) in lifelong learning and decrease the proportion of adults without professional or vocational education. Estonia has set itself a very ambitious goal – to have 20% of adults taking part in lifelong learning by 2020. It is also important to reduce the number of people without any vocational or professional education (EU goal is 15%). Estonian Education Information System (EHIS) is a state register bringing together data regarding the education system (including adult education). The register includes data on the education institutions, students/learners, teachers/lecturers, diploma documents, study books and curricula. The Estonian policy targets in adult learning are projected mainly for the next four-year period, up to 2020. Policy targets are outlined in the Estonian Lifelong Learning Strategy 2020¹⁴ and the sub-programme focused on adult learning - Adult Education Programme 2016-2019¹⁵. According to the programme, the main aim is to motivate adults to take up learning and create learning opportunities that are flexible, good-quality and in correspondence with the labour market needs. According to the programme, the next four-year period (2016-2019) will focus on:

- Adults who have dropped out of school to return to formal education to increase their qualifications. This includes adjusting general formal education for adults, motivating adults to return to formal education and work out a conceptual plan to support adult's return to basic/secondary and vocational education and the further development of the system for consideration of previous skills and knowledge. In terms of ET 2020 priorities, these activities mostly contribute to supply and take-up as well as flexibility and access through providing sufficient second chance opportunities.
- Increasing access to non-formal education and raising the quality of training courses. Including continuing with the supply of publicly financed work-related training for adults (see also above), developing quality standards for adult training, supporting professionalization and quality among adult educators through courses and seminars. In terms of ET 2020 priorities, these activities mostly contribute to increasing quality in adult training as well as keeping up with the supply of publicly financed training to adults.
- Development of vocational qualifications systems (comparable vocational qualifications across the EU, mandatory vocational examination for all graduates) and development of a cooperation framework for adult education (particularly focused on local level and international

¹² Available at: <https://www.riigiteataja.ee/en/eli/529062015007/consolide>; <https://www.riigiteataja.ee/en/eli/519122016001/consolide>

¹³ Available at: <https://www.hm.ee/en/estonian-lifelong-learning-strategy-2020>

¹⁴ "Eesti Elukestva Õppe Strateegia 2020 [Estonian Lifelong Learning Strategy 2020]," n.d., <https://www.hm.ee/et/elukestva-oppe-strateegia-2020>.

¹⁵ "Täiskasvanuhariduse Programm 2016-2019 [Adult Education Programme 2016-2019]," n.d., https://www.hm.ee/sites/default/files/lisa_9_taiskasvanuhariduse_programm_2016-2019.pdf.

cooperation), development of financing mechanisms for additional adult training. These aspects are particularly related to the governance of adult learning systems in the ET 2020 priorities framework.

A heightened attention on adults aged 55+ in learning is also expected in the near future. An Estonian Government initiative focuses on analysis and proposals financing retraining initiatives from unemployment insurance funds and support additional training for adults over 55, which should be published in the beginning of 2017¹⁶. In terms of ET 2020 priorities, these activities contribute particularly to governance through increasing public investments in learning among adults and enhancing take-up, particularly among the older population.

In the context of the **United Kingdom** the starting point is to understand what adult education means. What is generally called adult education is variously referred to as continuing education, lifelong learning and adult and community learning. In the UK, it is the practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values? It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. The definition of 'adult' in this context can vary between training providers, but generally refers to people of post compulsory school age generally over 19. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for their learning, and that the learning itself should respond to their needs. Adult education normally refers to the broad spectrum of institutions that provide education post 16, with an emphasis on provision for those over 19 studying in further education colleges, publicly funded provision by local authorities, private training providers, non profit organisations (NGOs) and universities (excluding degree and professional courses). The learning can be for leisure, skills, re-training, qualification, and progression.

Adult learning takes place in many ways and in any or all of the three main contexts:

- Formal – structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries accreditation;
- Non-formal – learning that is organised by educational institutions and non-profit organisations including community groups and non-accredited. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups; and
- Informal education – learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure .

There is no UK-wide strategy for adult education. . The report *Learning for Life* published in 2009 is the nearest to a national strategy. The complex system of devolved government in the UK means Wales, Scotland and Northern control their education budgets and set their own priorities. Whilst Scotland, Wales and Northern Ireland have their own Lifelong Learning Strategies, there is no such strategy for England. There is no statutory obligation to provide adult education, but most is publicly funded and provided by some 417 local authorities, 405 colleges of further education and the other 225 or so training providers. Adult education is also provided by many small community organisations, but data is not available on the extent of their provision. Adult Education is the responsibility of the *Department of Innovation, Skills and Business*, which also has responsibility for further and higher education, but *the Department of Education* is responsible for 16-19 education.

¹⁶ "Vabariigi Valitsuse Tegevusprogramm 2015-2019," May 16, 2016, https://valitsus.ee/sites/default/files/content-editors/arengukavad/uuendatud_vabariigi_valitsuse_tegevusprogramm_2015-2019_uuendatud_16.05.2016.xlsx.

Whilst there is no overarching strategy for adult education, the priorities for adult education or lifelong learning as it is often referred to, are captured in several government strategy documents that are mainly employed led and skills driven. The main policy document currently driving the skills agenda is *New Challenges, New Chances: Further Education and Skills System Reform Plan for Building a World Class System*, and *Further Education System reform Plan* providing the strategic steer and priorities for adult education. According to Ravehall (2016), the UK Government is preparing to devolve planning and funding of the adult education budget in England through devolution deals with combined authorities and city regions¹⁷. The government believes that local areas are better placed to shape adult education provision in their area as they have a better understanding of employer demand. If done correctly, the government hopes devolution of the adult education budget, set to take place in 2018 to some local areas, will increase economic growth, boost productivity, improve employer engagement, allow for better joining up of local services (such as health and employment support) and promote innovation. It should be noted that the funding of apprenticeships though will remain with central government in England.

In **Sweden** the government's education policy aims to equalize socioeconomic differences and to give everyone the opportunity to develop, regardless of age, gender and (dis)ability. Language, computer skills, Swedish for immigrants (SFI) and vocational education and training (VET) – are all central parts in the modern Swedish adult education. With a long tradition of a broad and flexible adult education, tailored to people's different life situations and needs, accessibility of adult education is high. According to Andersson (2016), the Swedish lifelong learning strategy, "[The Swedish strategy for lifelong learning - A summary of principles and orientations](#)" was developed in 2007¹⁸. In the strategy, responsibility for adult education is apportioned to three groups: the individual, the state and the employer¹⁹. In-service training is normally non-formal and not regulated by laws or regulations, except training that offer certificates that have to be monitored on a regular basis. These include those that offer weld certificates according to an ISO standard²⁰ and training involving formal adult education courses. Validation of prior learning is regulated in the same Ordinance as vocational training (SFS 2000: 634). In April 2016 a new Ordinance was introduced. This Ordinance regulates recognition of vocational qualifications in line with the EU directive 2013/55/EU, for those who temporary want to exercise a professional vocation as an employee or as a private businessman²¹. Much thanks to efforts for flexibility and well developed infrastructure. SFI has recently become an integrated part of the municipal adult education. VET for adults is a state financed part of the municipal adult education which aims to counter the shortage of workers with vocational training and to reach those groups who lack high school education or have a vocational secondary education that need to be complemented. Adult education focuses on supporting the individual and to impel the development of adult learning through access to guidance and counseling, validation and study. Adult education is entirely course-based, providing good opportunities for individuals to build on their skills in a flexible manner based on an established individual study plan. The goal for the municipal adult education is that adults should be supported and encouraged in their learning. They should be given the opportunity to develop their knowledge and skills in order to strengthen their position in the working and social life and to promote their personal development. The starting point for education should be the individual's needs and circumstances. For municipal adult education and training for adults and adult education for persons with special needs, those who received the least education before should be prioritized. Regarding the post-secondary vocational education, the courses within the Higher VET should respond to the

¹⁷ Sandford, M. (2015) *Cities and Local Government Devolution Bill, 2015-16*. House of Common Library, October 2015.

¹⁸ Ministry of Education and Research, 2007.

¹⁹ *ibid*: 8

²⁰ SS-EN ISO 9606-1: 2013.

²¹ SFS 2016: 145 and 2016: 157.

needs of qualified workers on the work market, or help to develop or maintain qualified professional expertise in narrow fields of work that are important for the individual and society. Arts and cultural programs and other certain programs shall contribute to the development of a qualified professional expertise in the artistic or cultural area. The Swedish government proposes adjustments in the Education act, aiming at more efficient and individually adapted adult education, especially regarding education in Swedish for immigrants and municipal adult education on basic level. Most recent measures taken by the government, mirroring the nearest priorities, are about realization of an available and appropriately trained workforce for Swedish growth, jobs and welfare. The Swedish government invests in a “Knowledge rise” (Kunskapslyft). This is partly about giving people the right to educate themselves to be able to get a job, a new profession, gain access to higher education or further training for better career opportunities, increased social participation and personal development (proposition 2016/17: 5, and as stated in the goals above). The investment will strengthen the quality of education while creating more permanent training opportunities in Adult education, the Folk High Schools, Universities, Colleges and in Higher VET. There are also amendments in the education act (2010: 800) aiming at a more efficient and individualized adult education, especially when for SFI and municipal adult education at the basic level. SFI will no longer be a separate type of school within the school system, but instead be included in the school form Municipal adult education.

In 2017 **Switzerland** will have its first law in adult learning. In this law, the goals are defined for the informal and non-formal education. A priority will be to support people with low qualifications. It is a framework law, that means that the principles of the law will be a guideline for all different national departments such as labour, migration, vocational education, army and so on. Another law, which is very important for us, is the law about professional and vocational training. To understand the position of further vocational training and adult education in the overall Swiss educational context, and the background and training of the professionals active in this field, some fundamental characteristics of the Swiss education system have to be born in mind. In general, higher education in Switzerland, compared to other European countries, tends to be much less oriented towards academic degrees. A number of professions that in other European countries would require a university degree, in Switzerland, they are accessed through vocational and continuing training (e.g. nursing, accountancy). In fact, less than 25% of the young people choose to continue school until the “Matura”, that would give them direct access to university studies, and only about 15% actually obtain a university degree²². On the other hand, two thirds of the school leavers decide to go into vocational training, which is normally organised according to the “dual system”, i.e. the trainees are integrated into the work context, receiving training and/or tutoring on the job, and for about two days a week, go to school for general (e.g. languages) and job-related subjects. After 3–4 years of training, you can obtain a *Federal Certificate of Vocational Education and Training*, which is also the “entrance ticket” to continuing vocational training at tertiary level. At tertiary level it is possible either to obtain a higher qualification in the original profession as an adult educator for instance, to specialize or to move on to another more or less related field, or to enter a totally new field of activity. In any case, there are a multitude of professional careers and development perspectives after the basic vocational qualification (National Qualification Framework level 5 to 7). These examinations test the candidates’ professional competencies rather than their knowledge, and they are developed and run by the professional associations active in the specific fields, under the supervision of the Swiss Federal Office for Vocational Training and Technology. In the case of adult education, our organisation (Schweizerischer Verband für Weiterbildung - SVEB) is responsible for the exams of adult educators on different level. There are two levels: an Advanced Federal Certificate (*Eidgenössischer Fachausweis / Brevet fédéral / Attestato professionale federale*) and an

²² See educational statistics of the Bundesamt für Statistik www.bfs.admin.ch

Advanced Federal Diploma of Higher VET (*Eidgenössisches Diplom, Diplôme federal, Diploma federal*).

Last but not least, in **Greece** a coherent and updated strategy for lifelong learning on which existing policies could flourish has been implemented as a result of some serious attempts after 2000. The first serious attempt was with the seminal Law 3369/2005 on 'Systematisation of Lifelong Learning and Other Regulations', through which the operation of the already operating bodies-providers of adult education and training as well as of the newly-founded bodies was systematised and integrated into the rubric of a coherent institutional framework for LLL. The later Law 3879/2010 on 'Development of Lifelong Learning and other provisions' comes to support initiatives set by the previous Law and intends to establish an integrated legal framework for more efficient co-ordination and systemisation of the Lifelong Education and Training actions and bodies. The reformed institutional framework attempts to cover all levels of adult education in the Public Sector, while it provides social partners with the potential to create their own adult education bodies, designed to increase active participation and strengthen social effectiveness. All policy priorities today are set in the law 3879/2010²³ which defines lifelong learning as an activity spanning people's life and aimed at both the acquisition and the improvement of general and scientific knowledge, skills and competencies as well as personal development and employability. In addition, common ministerial decisions²⁴ define the jurisdiction of relevant state bodies and set specific measures. In terms of governance it must be noted that recent changes were largely triggered by relevant reforms in many authorities and institutions in the public sector such as ministries and general secretariats within ministries, local and regional authorities, was to adopt a horizontal model of governance²⁵. This to some extent has also affected *decision making processes* in the field of adult education/adult skills. This is evident in the way several public authorities and decision making bodies in this field have merged into two major organisations that essentially represent the two axes on which the national lifelong learning strategy is to be fulfilled:

- The first is the *Youth and Lifelong Learning Foundation (INEDIVIM)*²⁶ which implements actions for Lifelong Learning (counselling, training, etc.), as well as mobility, innovation and entrepreneurship programs for the youth. It also oversees the maintenance and operation of pupil and student residences, and supports initiatives that encounter urgent social needs at local and regional levels²⁷.
- The second is the *National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)*²⁸, an all-encompassing statutory body investing on better quality and more efficient and reliable lifelong learning services in Greece. EOPPEP develops and implements the National Accreditation & Certification System for non-formal education, including initial and

²³ Law 3879/2010 'Development of Lifelong Learning and other provisions'. Available in English at: www.gsae.edu.gr/images/stories/tr_nomos_diaviou_1-23_articles.doc. (accessed 11/3/2017).

²⁴ Available at <http://www.gsae.edu.gr/el/thesmiko-plaisio/vpourgikes-apofaseis>.

²⁵ The "vertical" dimension refers to the linkages between higher and lower levels of government, including their institutional, financial, and informational aspects. Here, local capacity building and incentives for effectiveness of sub national levels of government are crucial issues for improving the quality and coherence of public policy. The "horizontal" dimension refers to co-operation arrangements between regions or between municipalities. These agreements are increasingly common as a means by which to improve the effectiveness of local public service delivery and implementation of development strategies.

²⁶ This is a legal entity of the wider public sector, governed by private law, and independent in financial and operational terms. It is a non-profit, public serving institution, supervised by the Minister of Education, Research and Religious Affairs. Its name and form derives from the merging of the National Youth Foundation (founded in 1947), the Institute for Continuing Adult Education and the Institute for Youth.

²⁷ The Foundation responds to the needs of working and unemployed people, as well as vulnerable social groups, through a variety of programs at national level which in the years 2014-2015 alone benefited more than 300.000 people.

²⁸ Its mission is geared towards linking VET with labour market needs, upgrading people's occupational qualifications, reinforcing their employment perspectives and strengthening social cohesion.

continuing vocational training and adult education and provides scientific support to vocational guidance & counselling services both at national and local/regional levels²⁹.

According to Zarifis (2016), The main priority in terms of governance is to provide the necessary incentives that will eventually create a space for communication and coordination between these two organisations as it seems that in many ways they share responsibilities despite the shift in focus³⁰. This is also linked with the need for a more focused and targeted *social dialogue* between relevant stakeholders and social partners particularly in the field of VET since cohesion between relevant policies that derive from the lifelong learning strategy and policies that are more relevant to employment and skill development is not yet evident³¹.

Another major policy priority in terms of supply and take up relates to the need to *certify skills acquired in the workplace*³², which cannot be acknowledged in the framework of existing education and training systems. Specifically, the need for the workplace to function as a learning place in parallel with the certification of the experience, activities and skills acquired there, is strongly emphasised in many public documents.

At the level of flexibility and access one key priority relates to the low percentage of adults participating in education. *Raising participation rates* therefore is a major policy concern. Greece has one of the lowest participation rates in lifelong learning (3.3% in 2015 based on data from Eurostat) and this essentially calls for policy incentives that will both motivate and allow adults of all ages and backgrounds to participate, but at the same time requires outreach and guidance policies that will target social groups that are more vulnerable and have limited or no access to lifelong learning provision. This is more evident for adults from cultural, religious or ethnic minorities (Roma, migrants, refugees and asylum seekers) who lack basic reading and writing skills as well as for those who have limited numeracy and ICT skills. Particularly for refugees from Syria, Afghanistan and Iraq who arrive in Greece either to apply for asylum or transit in order to arrive in countries like Germany, Sweden or Finland, placing *procedures that identify the level of their skills* in Greece –as the first country of their destination– is considered a major policy priority.

In terms of quality what can be noted is that monitoring and quality assurance comprise the major mission of EOPPEP. Despite the existence of a *quality assurance instrument* (π^3) and a relevant system for impact assessment of initial VET provision in particular, there is still no evidence of the benefits. A bottom-up approach to quality assurance is needed at this level for as long as the existing quality assurance initiatives do not produce any results. As many social partners suggest in relevant documents, adult education structures (particularly privately funded VET structures) need to adopt specific measures for providing feedback both from their adult trainees, but also from the adult trainers. Although this does not come as an immediate policy priority it emphasises the need to adopt formative assessment techniques as a means for quality assurance.

Before addressing in more detail the seven topics of this report it is also vital at this stage to address the importance of investing in adult learning systems, in order to contextualise the debate on quality in adult learning particularly in terms of adult educators. From the above brief country accounts it is confirmed that investing in adult learning is highly important³³. Public and private benefits include greater employability, increased productivity and better-quality employment, reduced expenditure in areas such as unemployment benefits, welfare payments and early-retirement pensions, but also

²⁹ Also see Ministry of National Education and Religious Affairs (2009). *Key Competences For Lifelong Learning-Hellas National Report*, Athens: YPEPTH.

³⁰ Expert's own opinion.

³¹ Zarifis, G. Fotopoulos, N. Zanola, L. (2015). *Study on the quality and effectiveness of the social dialogue in the area of VET in Greece*. The study was part of the plan for joint actions by national social partners of Greece to restore confidence and strengthen their efficient participation in social dialogue: Sub-project 3 "Social dialogue for vocational education and training issues", coordinated by IME-GSEVEE. Athens: IME-GSEVEE. [available in Greek].

³² See National Reform Programme (NRP), 2016. Available at ec.europa.eu/europe2020/pdf/csr2016/nrp2016_greece_en.pdf

³³ OECD (2005), Promoting Adult Learning.

increased social returns in terms of improved civic participation, better health, lower incidence of criminality, and greater individual well-being and fulfilment. Research on older adults also indicates that those who engage in learning are healthier, with a consequent reduction in healthcare costs³⁴. As a result, adult learning could play a crucial role in addressing some important challenges Europe faces, including³⁵:

- Rapidly accelerating skills redundancy, while more jobs are in need of high skills;
- The high number of low-skilled workers in Europe³⁶;
- The high level of early school leaving, while a high number of adults have reading and writing problems, underlining the need for second chance opportunities;
- Growing challenges of an ageing population and migration;
- High incidence of poverty and social exclusion;
- Widely varying participation rates in lifelong learning across the EU and target groups;
- The need for active engagement of citizens with Europe.

The presented list of challenges shows clearly that action is needed now to tackle the challenges of the future. It is necessary for all – low-skilled, high-skilled, employed and unemployed, young and old – to keep competences up to date, through investing in training and learning across the entire life-span³⁷. According to the European Commission, people should have the possibilities and abilities for further education and training, to re-qualify themselves for new jobs³⁸, learn to deal with new, green and sustainable technologies³⁹, get acquainted with societal values and increase their general quality of life. Hence, following this line of reasoning, there is a need to build educational systems and structures which are compatible with the idea of learning throughout life⁴⁰. Although the important role of adult learning for making the knowledge-based economy and society a reality is increasingly recognised, implementation of successful policies lags behind. Most education and training systems are still largely focused on the education and training of young people and limited progress has been made in changing systems to reflect the need for lifelong learning throughout the life course and in particular in adult learning⁴¹. This entails creating learning environments better suited for adults to learn, courses that are tailor-made and take into account the prior experiences of adults and their specific characteristics. Hence, it involves establishing quality adult learning systems. In conclusion, one of the main challenges is to increase and widen the participation of adults in lifelong learning. Recent studies of the European Commission indicate that countries can deploy a wide range of mobilisation strategies to raise levels of participation (e.g., providing guidance and counselling, flexible learning trajectories, quality management, outreach strategies, accreditation of prior learning, and financial instruments)⁴². Quality of adult learning provision, one the topics under

³⁴ See for instance: Alisa Cunningham (no date), The Broader Societal Benefits of Higher Education: <http://jcu.edu/academic/planassess/planning/files/Planning%20articles/Broader%20Social%20Benefits.pdf>, Healthy Aging in Canada: A New Vision, A Vital Investment From Evidence to Action A Background Paper Prepared for the Federal, Provincial and Territorial Committee of Officials (Seniors), September 2006.

³⁵ See for instance, Speech of Alan Smith at the Grundtvig Dissemination Conference, Brussels, 26 January 2010: <http://ec.europa.eu/education/grundtvig/doc/conf10/smith.pdf>.

³⁶ Commission document (2011) Commission staff working paper: Action Plan on Adult Learning: Achievements and results 2008-2010 SEC(2011) 271 final. Currently, in Europe there are 76 million adults (25-64 year olds) who are low-skilled. Given the current turbulent times after the financial crisis, these low-skilled are more affected than high-skilled and unemployment levels amongst the low-skilled workers has risen significantly in the last years.

³⁷ See: Commission of the European Communities (2007), Action Plan on Adult Learning, COM(2007) 558 final: http://ec.europa.eu/education/policies/adult/com558_en.pdf.

³⁸ See the European Commission New Skills for New Jobs initiative: <http://ec.europa.eu/social/main.jsp?catId=568>

³⁹ Employment Committee (2010), Towards a greener labour market – The employment dimension of tackling environmental challenges Final report endorsed by EMCO on 10 November 2010; <http://ec.europa.eu/social/main.jsp?catId=370&langId=en&featuresId=130&furtherFeatures=yes>; Cedefop (2010), skills for green jobs: European synthesis report: http://www.cedefop.europa.eu/EN/Files/3057_en.pdf.

⁴⁰ European Commission (2000), A Memorandum on Lifelong Learning, Brussels, 30.10.2000, SEC(2000) 1832.

⁴¹ Field, John, (2006), Lifelong learning and the new educational order.

⁴² Broek, S.D., Buischool, B.J. (2012), Mapping and comparing mobilisation strategies throughout Europe: Towards making lifelong learning a reality, in: JACE 2012, Volume 18, Number 1.

investigation in this report, is clearly mentioned as one of the mobilisation strategies to increase and widen participation in adult learning, but also to tackle the above-mentioned problems such as reducing drop-out rates and providing relevant and effective learning. The real conundrum however lies with the roles, tasks and competences of adult educators themselves.

1. Practices and training models and/or methodologies in each country

A large number of studies⁴³ shows that all over Europe important changes occur that influences the profession of the adult educator (e.g. audience, content, and methods). First, the learners populations are changing through demographic developments (such as increasing migration, greater life expectancy, higher levels of education and a willingness to assume more of the costs by participants in their own learning process). Secondly, issues, like environment and health have become more important, just like the areas of management, economics and new media. The range on offer has also become more greatly differentiated in the language area. New fields of activity, such as educational counselling, supervision and coaching may be added. Besides, educators of adults have to create learning situations that fit with the learners who are as group increasingly heterogeneous and self-directed. More learner-oriented methods, new forms of methodological change, and the combination of different learning locations and learning methods are more and more important. Moreover, e-learning, is coming to play a significant role among the methodological tools used in the adult education field. The same is true for other types of professional activities. Management staff, for example, has to be aware of the great variety of organisational forms and of the different approaches that can be applied. They have to deal with changing contexts like the decline / increase in government spending on adult learning and they have to reflect the aims of their organisation in the light of the needs of their target groups / learners. Complexity and diversity also characterise the task profile of administrative staff who have to cooperate with trainers, programme planners and with the management, and who act at the interface between the institutions and its clients. Along this line there is a number of models, initiatives and methodologies employed in the various countries of the TTOP consortium.

More specifically, in **Estonia** adult education is taught at Tallinn University in the curricula of BA and MA in Andragogy. ENAEA has also run a two-year non-formal continuing education course for adult educators called “Master course”. During 5 years (5 groups), altogether 94 adult educators passed this course. The module-based curriculum was developed on the basis of real training needs and designed by adult education experts. The development of the occupational standards of adult educators in 2004 and the compliance of ECF (Level 5-8) in 2011. The given standards are a part of the Estonian professional standard system (see www.kutsekoda.ee) and correspond to the European Qualification Framework (EQF). The standards are competence-based and the application contributes to the enhancement of the quality of adult educators. As of 2016, there are 459 certified adult educators in Estonia. AEAE Andras is continuously promoting the given qualification with masterclasses, regional workshops (in 5 counties), symposia, conferences organised for certified educators. Similarly, AEAE Andras disseminates the good practices of the given educators. Practising adult trainers are mostly provided short courses by various institutions. There is no general, comprehensive and unified training programme for trainers of adult educators. In 2008-2012, AEAE Andras conducted 9 long-term adult education trainer courses of 400 academic hours, including 240 hours of classroom instruction, 2 Russian groups participated by 218 and completed by 191 adults. The training was supported by ESF programme “The Popularisation of Adult Education”. Adult educators are mainly responsible for their further training based on their individual and professional needs, but further training is not compulsory. Last but not least, AEAE Andras and the Estonian Non-Formal Adult Education Association have developed and conducted various initiatives, seminars, conferences and international projects within Grundtvig and Erasmus+ programmes. The Department of Adult Education of the Ministry of Education and Research supports the respective activities.

⁴³ See for example Nuisl, (2008); OECD (2003); Przybylska, (2008); Reinsmith, (1994); Reisinger & Eichinger (2008); Research Voor Beleid & Plato (2008a and 2008b); Research Voor Beleid & Plato(2006); Rothwell & Lindholm (1999).

AEAE Andras provides further training for adult educators, there are also fora, symposia, conferences, information days and workshops for the professional development of trainers.

Similarly, in **Portugal** the provision of the National Qualifications System (SNQ), as it represents a milestone in the development of all adult education and an attempt to align EU policies, is a good practice. The SNQ framework is based on a structured relationship between VET in the education system and VET in the labor market. It establishes common objectives and instruments, developed over the years, and complementary tools to support the implementation of all adult training as well as operational support of the National Qualification Catalog (CNQ). Given the globalization of the economy, the labor market has become increasingly demanding in terms of qualifications. In Portugal, the adoption of Adult Education and Training courses and the RVCC process (Recognition, Validation and Certification of Skills) constitute an important pillar in the reduction of the traditionally low levels of education and professional qualification of the adult population in Portugal. The implementation of the CQEPS network at the national level constitutes a relevant structure that, through a (self) biographical approach, allows for the recognition, validation and certification of lifelong learning, skills and competences in different contexts, formal, Non-formal and informal. Moreover, this methodological practice motivates adults, because is quite different from the pedagogical model of traditional scholastic teaching, to which many react negatively. This process of implementation of a network of CQEPS forced the need to select appropriate technicians to use the tools provided by ANQEP (National Agency for Qualification and Professional Education), giving rise to a new category of professionals, with specific technical and pedagogical knowledge and experiences. The career perspectives in public sector are foreseen in the Law, and include integration permanent in the system, and also progression on salary. To this, the criteria used are: antiquity in the level taught; frequency and certification in continuing training provided by certified organisations in training of teachers courses. In the private sector, the trainers work according to a project or in temporary contracts, so there are no career perspectives, although the salary could be higher than in public sector. All adult educators can update their knowledge, skills and competences, by undergoing in continuing training provided by organisations certified for this aim. For the public sector, the educators must have this continuing training in regular basis in order to progress in the career. For the private sector it was mandatory to have continuing training every 3 years, but this stopped being mandatory in order to revalidate the trainer certificate in 2011. Relevant organizations support the lifelong learning of adult educators. A network of accredited school associations has been made available, which provides an adequate offer. Higher education provides postgraduates, conferences and workshops. The trainers have a set of didactic resources and training references, as well as training, in the e-learning modality, appropriate to the updating or pedagogical and technical improvement of the private system trainers. These resources are made available by the IEFP, which is the responsible entity for approving the Training of Trainers courses. The ANQEP's function is to manage and update the National Qualifications Catalog, a basic tool in structuring and adapting the training offer of adult education and training. This public organization was also the basic engine in structuring the methodologies and references adopted in the Network of Competence Recognition, Validation and Certification - CQEPS. The National Qualification Catalog (CNQ) is a framework of reference used to support policies, learners, teachers / trainers, employers and society in general.

In **Sweden** the situation varies based on the types of provision. For the moment, there are no formal training programmes for adult educators, as there are no specific formal requirements for teaching adults in Sweden. Teaching adults requires formal teacher certification for secondary/upper secondary school level. However, initiatives are taken, that could be seen as “good examples” for development of specific skills based upon specific needs over time, but these initiatives are in the vast majority in a non-formal format. Looking at more informal activities for further development of

adult educators skills, I would put forward some initiatives initiated by the National Agency for Education. One initiative aiming at strengthening the adult-didactical skills among adult education teachers teaching maths, enhancing - Adult didactical perspectives, Culture of mathematics, – Language and mathematics, - Individualization and flexibility, - Assessment, - Difficulties in maths, - Skill needs among adult teachers. All arranged in cooperation between the National Centre for Maths education, University of Linköping and University of Århus (Denmark). Another example is sprung from the vast immigration situation, aiming at supporting teachers teaching Swedish for adult immigrants, out of a didactical perspective enhancing the skills in teaching individuals with short- or total lacking school background. Self-study material consisting of printed materials, films etc. containing the blocks; - Basics in the written development of the written language, -The teacher's role in development of the written language, - The mother tongues role in the development of the written language, - Functional & critical literacy, - Digital tools in development of the written language. A third example is enhancing knowledge assessment capabilities among teachers in adult learning for students with special needs. A written material enhancing teachers in knowledge assessment of the student at the same time as it enhances the teacher's assessment of his/her own teaching. The main career opportunities for adult educators are working towards the possibility to be appointed first-/head teacher or lectureship. Of course aiming at getting Head Master could be another, but this must be done by applying for open job opportunities, in competition with others, not already employed competitors. Depending on the organization, there may also be other professional roles that can be seen as career moves, as for instance being a project manager for development projects within the organization or similar duties. Through following the development within the school- and teaching area, the employer make a check on the employees development needs at least once a year. Employees in need of development is offered competence development. Also, the employees can ask for competence development on the basis of seeing a development possibility for themselves and for the school. In many cases, an agreement between the employee and the employer in terms of salary while studying, reimbursement of travel costs etc. is set depending on the estimated value for the employer. Aside from pure education (course) opportunities, it is very common to offer participation in conferences and seminars leading to competence development of the employees. One big promoter is the Swedish National Agency for Education promotes the constant development educators, at all levels (within the formal school system). They look upon the teacher's education as being the key to enable each student to reach the objectives of the school. Through the investment for skill development of teachers (Lärarlyftet), teachers can supplement their license with more teaching rights. Based on local needs, they also offer long-term and flexible skills-/competence development. In focus for adult educators, are right now courses to ensure teaching licenses, skills development in teaching of maths, and for strengthening the skills for assessment and grading/rating. Last but not least, the career options and prospects offered to adult educators by institutions that offer adult education vary greatly, depending on the particular sector of the adult education market in which the institution is located.

In the **United Kingdom** the situation also varies greatly. Colleges of further education provide the widest opportunities for progression internally and also externally. Most of the colleges are large institutions employing many staff and have large budgets. Some with a long management structure offer many opportunities for promotion and progression. In a typical college in the sector, it is possible to start as a lecturer and progress to curriculum/team leader to head of department, then head of faculty, assistant/vice principal, principal and chief executive. There are limited opportunities for progression for non-teaching and support staff as the management structures of these institutions is unctions is veryflat. However, following this route though a single institution is quite rare and promotion is at other institutions. The same possibilities exist within the local authority adult and community learning institutions, but on a much lower scale.. The management structures tend to be rather flat so there are fewer opportunities for internal progression. Moreover,

over half the staff in the sector (53%) are part-time and tend to work in different community learning settings including the non-profit sector and other local authority community learning institutions. Staff in community learning settings tend to stay much longer because the part-time portfolio working suits their lifestyle, as they tend to be very local and community-based. Interestingly, there is not much movement of staff from colleges to local authority community learning services. There are several reasons for this. The pay in the community learning is lower than colleges and many staff in community learning, which historically have not had the depth of subject knowledge and pedagogic competence to work in colleges.

Private training organisations and non profit organisations are generally quite small, with hardly any opportunities for internal progression, so the staff tend to move from one training provider to another. Adult educators generally update their skills as part of their continuing professional development, and their training needs are usually identified through appropriate learning needs assessment within the employing organisations. These are normally through lesson observations and staff appraisals, and staff are expected to attend any agreed training or continuing professional development activities arising from these processes.. There will be occasions when staff may be required or asked to attend CPD activities, even if it may have not have arisen out of the appraisal and lesson observation processes.

Education is a dynamic field and there is a constant for updating and refreshing. Some continuing professional development may be voluntary in situations where training opportunities arise and staff can express an interest. Staff can also ask to attend CPD activities to improve their teaching and learning and the overall quality of the provision in the wider interest of the institution.

There are no specific incentives to attend training or other CPD activities.. The focus is very much on quality improvement and improving outcomes for learners, and staff are expected to take appropriate action to improve quality. The motivation could be receiving better feedback and grades from the lesson observations, and so will have the satisfaction of knowing that they are improving their competence, and outcomes for learners, and could subsequently lead to promotion. There are many stakeholders in the field of education and training that actively support the training of adult educators. The sector skills council for the lifelong learning and its successor body the Learning and Skills Improvement Service was the key driver of improvement and support for staff working in the sector. Since its demise in 2013, there has been no national organisation with a national remit for the sector. However, some organisations have been stepping to fill the void in professional support for teachers in the sector. The Association of Colleges – the body acting as a collective voice of colleges, providing advice and support in respect of employment, communication, governance and teaching & learning. The Learning and Work Institute offers essential programme of must-attend industry events. Their conferences, seminars, training and online events are designed to support professional development and networking for people working in the employment and skills sector, as well as in-house training tailored to organisations' needs. Examination bodies such as City & Guilds offer support to institutions in delivering their qualifications with emphasis on assessment/diagnostic strategies, grading, curriculum development and general updating, especially with regard to changes in the curriculum and examinations. There are also associations and networks representing particular subject/curriculum areas that organise conferences, network meetings seminars for updating, exchanging best practice and keeping abreast of developments in their field. The Skills for Life Network focuses on basic/functional skills including ESOL (English for Speakers of other Languages), the Economic, Business and Enterprise Association on, STEM Learning, which supports teachers and others involved in STEM education to access subject-specific, high impact professional development and quality-assured resources. The Higher Education Academy which focuses on teaching in higher education. There is also MATRIX, which sets the

standard for providing information, advice and guidance in the adult learning sector. The Society for Education and Training also provides professional support and CPD for its members. In addition, there are a number of organisations including educational institutions that put on training to provide opportunities for educators to update and maintain the continuing professional development in management and pedagogy.

Case Studies

ifs University College is a leading provider of professional and academic qualifications. It is a registered charity, incorporated by Royal Charter and has a remit to support the industry by providing specialist professional degree programmes that produce skilled and knowledgeable graduates of the highest calibre. It also works to enhance the understanding of money and finance in society at large through its unique personal finance qualifications and wider financial capability initiatives, and this case study is an example of good practice in training staff to deliver financial capability. It involves an educational institution developing a qualification at Masters level to help teachers develop the knowledge, skills and competence to deliver financial capability.

The course covers theory and practice, the teaching of financial capability, and an educational study (dissertation). It is aimed at qualified teachers who teach or aspire to teach, financial capability in schools and further education. It is also valuable for Heads of Department and senior leadership teams who wish to put in place a development programmes for their teaching/teaching support teams that ensures they have a common benchmark and understanding of both teaching theory and practice in the context of financial education. Financial capability is now part of the national curriculum, and preparing students for life in modern Britain with an essential life skill is high on the agenda so it is vital that teachers are confident in delivering these skills. To this end, a structured qualification was developed, which is a recognised and accredited programme of study at Masters level that aids participants in overcoming barriers to teaching financial capability. It provides the subject knowledge, skills and competency to deliver personal finance education confidently and successfully across all Key Stages and equivalent Lifelong Learning provision. The qualification is the first and only specialist programme in financial education and builds directly on *ifs University College's* extensive experience of designing and offering financial capability qualifications at GCSE, AS and A Level.

The course brings teachers together to share best practice, resources and challenges they are facing teaching this subject. It also enables individual teachers and their school/college to enhance their professional practice and demonstrate their commitment to enhancing the financial literacy of their students.

Another interesting example from the UK is the Women's Technology Training Limited, known as Blackburne House Education (BHE), is a registered charity and is part of the Blackburne House Group (BHG). BHG covers five separate social enterprises with a shared set of values that define their approach to the education, training and empowerment of women.

BHE is situated in one of the most deprived areas of Liverpool, where many women have few or no qualifications. A significant number of learners are refugees, asylum seekers, lone parents, long-term unemployed or carers. BHE also offers programmes for women in safe houses. Around 40% of learners are from minority ethnic groups. This good practice example shows how BHE helps women from disadvantaged backgrounds develop confidence and skills that prepare them for work, further education or training. Social enterprises, set up by BHG, provide valuable work experience for learners in areas such as event management, health and well-being, business administration, enterprise and construction. Women are inspired by their educational experience and many go on to

gain economic independence once they start their chosen careers. Most of the women recruited to courses come with few, or no, previous qualifications and are nervous about coming to 'college' because they feel that they are not 'clever enough' to benefit from further education and training. Although many have negative attitudes to education, they come because friends, relatives or neighbours have studied at BHE and have become role models and advocates. Managers and staff ensure that new learners who contact BHE have a chance to talk with a personal tutor about their wishes and aspirations so that they can begin a course that meets their needs.

In **Greece**, relevant examples are few yet impactful in some areas. Depending on the nature of the programmes and the educational activities they provide, and the target groups to which they are addressed, there are three (3) different categories of organisations active in this area in Greece. From these categories the first is where this report focuses:

1. Public (state funded or subsidised) providers that offer basic education programmes (formal and non-formal) to adults;
2. Providers that consist public (state funded or subsidised), private companies, and providers that consist collective organisations (such as Chambers) and offer initial and/or continuing education and training opportunities to unemployed, employees and professionals;
3. Public organisations that are established as educational institutions of a higher level such as universities and colleges and provide initial and/or continuing education and training opportunities to students, graduates, unemployed and professionals.

There are also a number of bodies and organisations that operate as legal entities of the public and/or private law, and which are in principle accountable to the Ministry of Education, Culture and Religious Affairs (MEC). The most important of those is the General Secretariat for Lifelong Learning (GSLL) who acts as the main stakeholder involved in the lifelong learning strategy, and who is responsible for implementing it through the Youth and Lifelong Learning Foundation (INEDIVIM) that was established in 2011 and constitutes a Private Law Entity of the broader public sector, with financial and operational autonomy. It is a non-profit and of public interest institution, which is supervised by the Minister of Culture, Education and Religious Affairs. The GSLL plans, organises and funds the majority of adult education programmes. Where appropriate, it co-operates with other state agencies, such as the Ministry of Employment and Social Security, the Manpower Employment Agency (OAED), the Ministry of Justice, Ministry of Development and Ministry of Interior and Public Administration. GSLL through INEDIVIM supervises the following structures and programmes:

Second Chance Schools (SDE)

There are 57 such schools all around the country that offer special categories of adults another opportunity to continue their schooling or enter the labour market. This institution provides formal education (leading to a compulsory schooling certificate) and is addressed to adults above 18 years old, who have not completed the nine-year compulsory education, and are therefore at risk of social exclusion and marginalisation. Curricula are particularly flexible, so that they respond to individual needs. Emphasis is given to the acquisition of basic qualifications and the development of personal and social skills.

LLL Centres (KDVM)

KDVM is the basic non-formal adult education structure since 2010 that operates at a local level (within municipalities). A large amount of basic and liberal education programmes (more than 8000 in all centres) are offered through these centres (258 all around the country). KDVM were established as part of a project that has been developed by the state and supported with public and European funds and aims to provide basic and new basic skills (ICT) at a local level by creating a large network of centres in all prefectures. KDVM operate under the auspices and is monitored by INEDIVIM which is responsible for the administration, funding and dissemination of the project. KDVM programmes are addressed to all adults, unemployed and employed, regardless of age, gender, education level, country of origin, religion, place of residence, etc., subject only to their

interest for knowledge and active participation in education. The development of independent learning courses for vulnerable social groups (roma, prisoners, immigrants and refugees, citizens with mental or physical disabilities), aim to their equal integration to society.

Prefectural Committees of Popular Education (NELE)

NELE constitute a traditional form of non-formal basic adult education delivery (literacy and numeracy) at regional level that goes back to the early 1950s. During the last decade however a reform agenda was put in place supporting this institution. NELE today offer to citizens 55 localized training programs including thematic units such as culture - arts, social economy - business development, education for citizenship, and special programmes for the physically handicapped. Programme duration is up to 75 hours. NELE promote the GSSL agenda and constitute self-governed public services under the auspices of the prefectural government. In each prefecture NELE engages - after relevant decision by the prefect- representatives proposed by the participating local institutions (local governments/authorities, working centre, union rural or agricultural cooperatives, organisation of work force employment, etc.).

Parents' Schools

These non-formal adult education structures were fully integrated in the operational network providing lifelong learning, under the Law 3369/2005 on 'Systematisation of Lifelong Learning,' and offer targeted educational services in the fields of 'Parents' Consulting', 'School-Family Relations' and Health Education for socially vulnerable groups'. Evidently, these are actions with a strong social dimension.

In **Switzerland** the situation is considerably different than that in the other TTOP consortium countries. Adult education and learning organisations, although different in many ways, are still often publicly funded and, as such, are part of a publicly regulated system or context. Sometimes it is a national body regulating quality requirements; sometimes the body that effectively set the standards is one set up by the providers themselves or at least by the professional field. As described by Schläfli and Sgier (2007: 112), in general, the occupational field of adult educators is poorly regulated. No national statutory arrangements for the entire field have been developed but a need is felt to establish legal frameworks for the field. This need is especially felt in countries where the field is highly market-driven, like Switzerland. The authors indicate a close relation between the legal situation and the professionalisation of the field. People active in adult education in Switzerland almost exclusively exercise this activity not as a (chronologically) first profession, but have arrived there after having trained and worked as secretaries, plumbers, nurses, managers, primary school teachers, etc. For the majority of them, teaching adults constitutes an “accessory” occupation they grew into because they have some specific knowledge or competence, they are particularly skilled in their first profession and/or can relate to people better than others. They may then discover that adult education is “their” field and gradually become professionals, and the accessory activity might develop into a main activity, as a substantial part-time or even as a full-time job. Some of them would move into a management position in which they would be responsible for a training institution, or a sector, or for the training department of a firm. Others might move their focus of activity to counselling, to curriculum development or to project management. This “bottom-up” development of the individual professionals in the field of adult learning is reflected also by the organisation of the training offers: a modular training system that accompanies the job development of the teachers/trainers, close to their professional practice, providing them with the theory and know-how necessary for their activity. As for the moment, the role of academic training can be considered marginal. In the course of the general trend towards academic degrees, this situation might change. A practice example in this respect includes the *Qualification requirements for specific activities in adult and further education*. Apart from the regulations referring to qualification profiles in vocational education there are no laws regulating the teaching and training profession in the adult education sector. However, some standards have been defined for public financing. Although they

are not binding, they have been adopted by the market. The success of the SVEB/FSEA Certificate can largely be attributed to the introduction, in 2000, of eduQua, the Swiss Quality Label for institutions active in further education⁴⁴, and the fact that this institutional quality assurance system soon became a compulsory requirement for institutions applying for public subsidies or institutions running courses for the unemployed. The eduQua quality standards demand that the teaching staff (with the exception of occasional teachers/trainers with a minimal amount of teaching hours) be qualified in the field of adult education, stating the SVEB/FSEA Certificate as a standard qualification for part-time teachers and trainers and the Advanced Federal Certificate in Teaching Adults as a minimal qualification for staff with a coordinating role. Another example is that of *Equivalency Assessment Procedure (EAP)*. Several hundreds of trainers and adult educators get their certificate or diploma through accreditation and validation of prior learning. Two paths leading to module certificates. All module certificates can be obtained in two ways: following a training course with an accredited provider or undergoing an equivalency assessment procedure. “The validation of prior learning is a procedure by which an institution, a school or an official authority recognises that competences someone has acquired through prior formal or informal learning or through experience are equivalent to those defined for a certain title⁴⁵”. An equivalency assessment procedure can be requested and carried out at any time. The following diagram shows the various phases of the procedure, considering the special features of the AdA/FFA modular qualification system:

1. Phase 1 Information and counselling
2. Phase 2 Self-evaluation
3. Phase 3 Assessment by an expert
4. Phase 4a Issuing of credits, partial certification
5. Phase 4b Issuing of the certificate

In the Swiss context, one can find all kind of courses. Not many distant courses are in offer though, the didactical approach varies a lot, it is connected with the topic, which is discussed or taught. More and more, different forms of learning like coaching, supervision, professional thematic groups, as different learning opportunities are built.

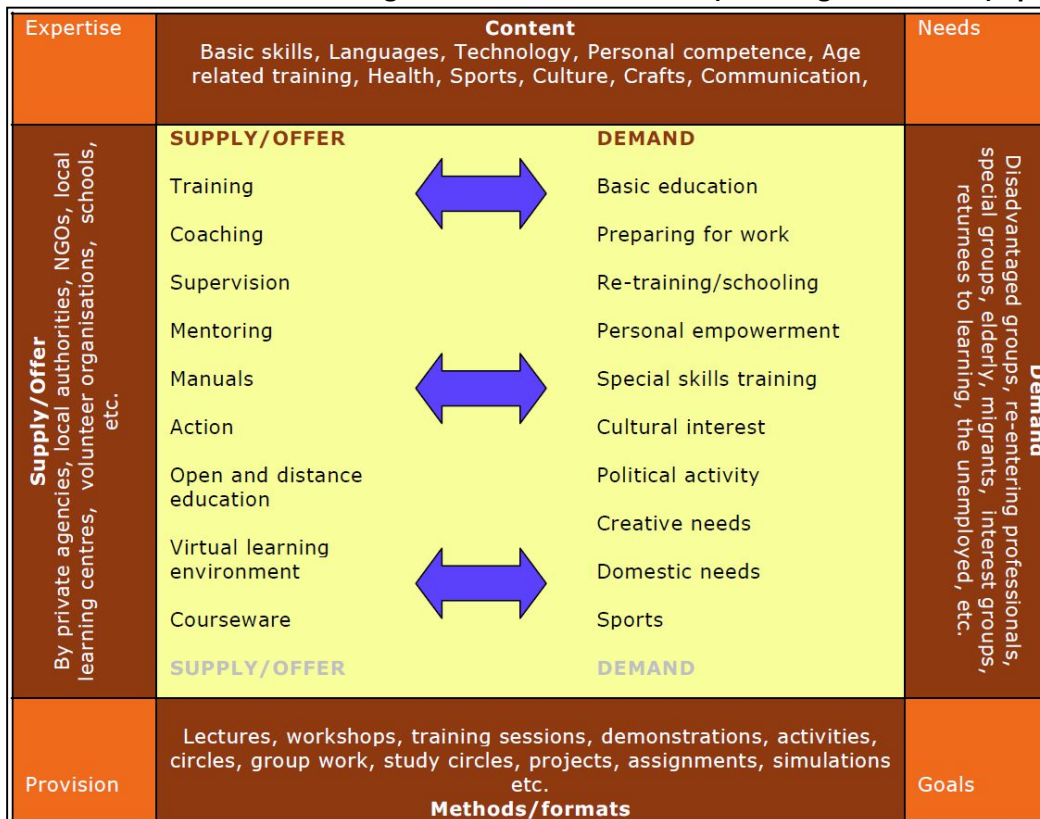
⁴⁴ Available at: www.eduqua.ch/002alc_00_en.htm

⁴⁵ see National Guidelines for the Validation of Prior Learning: 3, May 2007.

2. Fields of adult educators’ training

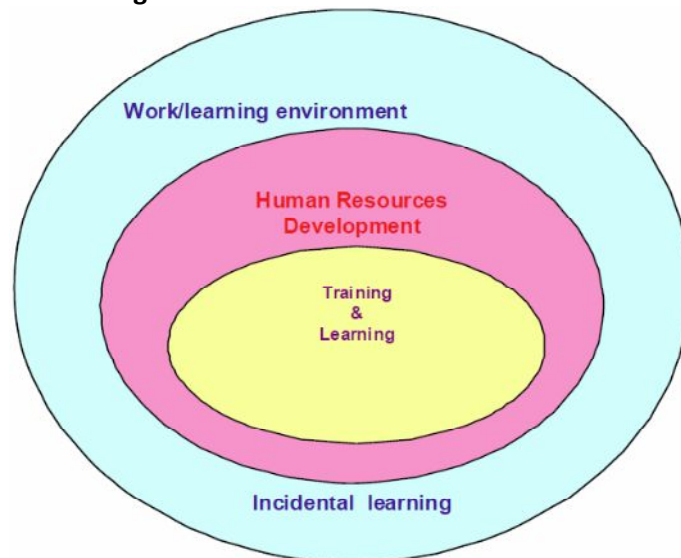
There is a large number of players who are active in the the adult education market in all TTOP partner countries. These players are either offering education or they are the ones being educated. The environments may be considered a market in which we distinguish providers and receivers, with a relationship between supply and demand, between educators and learners Figure 1 below shows on the left some potential suppliers of adult learning. It also shows types of offers that may be available to potential participants. On the right hand side of the diagram we list the potential “clients” and some of their possible needs or expectations. Vertically we distinguish between the content (the top of the diagram) and the methods or formats that could be thought of as examples of the kinds of training or education being sought. In the corners of the diagram are four other, related, categories that one could consider when exploring the field. Adult learning initiatives may be characterised in terms of the expertise involved, the needs met, the goals set and the format of provision chosen.

Figure 1. The fields of adult learning in which adult educators (including VET trainers) operate



This is the content and the aim of the model. It shows the potential elements to be included in the study and it helps to generate a good understanding of the market and the sector in which educators and practitioners work in. In this way the model serves as a basis for the development of instruments in this exploratory study. The environment in which adult educators operate (life and work) provides them with learning opportunities. This occurs to some extent in an incidental way. The mere fact that a person experiences things makes them learn. There is greater focus in situations in which the environment is deliberately designed and organised in such a way that it elicits and facilitates learning. Even more explicit are situations in which measures are taken to train or teach people. These three layers of learning are represented in Figure 2 below.

Figure 2. The life and working environment of adult educators in the TTOP partner countries



More specifically now, with focus on the particular countries what can be noted is that in **Estonia** formal adult education is provided by adult secondary schools, vocational education centres, institutions of professional higher education, universities. Non-formal adult education however can be provided wither by formal education institutions providing further training and/or by all institutions providing further training: training centres, non-formal education institutions, folk high schools, and self-employed training providers. In case of adult trainings, also the prior and experiential learning experience is accredited (APEL) and it could be the connecting link between formal, non-formal and informal education. Non-formal education is based on the agreement between the Ministry of Economy and Communication, Ministry of Social Affairs and the Ministry of Education and Research to answer the three main needs through three main target groups. The Ministry of Social Affairs is responsible for the education of unemployed people thus considering the current needs of the labour market and the person’s individual training needs; the Ministry of Economy and Communication supports in-service training that is more specifically related to the needs of the companies, and the main target group of the Ministry of Education and Research is working adults who receive training in keeping with the more general needs of the society (incl. the development of key competences, general competitiveness, acquisition of professional or vocational education. As of December 6, 2016, there are altogether 707 adult education training providers in Estonia who have registered their economic activity in EHIS. Altogether 57% of them are located in northern Estonia in Harju county, 15% in southern Estonia in Tartu county and 10% in East-Viru county. The proportion of training institutions in the remaining 13 counties is between 1-4% thus showing that not all areas are sufficiently covered and the training activities have concentrated in a couple of locations in Estonia and do not provide equal opportunities for all learners. Please note that the registration in EHIS does not necessarily mean that the institution provides trainings only in the registered area. Similarly, there is a number of training providers who are not registered (in EHIS) and therefore we have no information on their activities. (§ 8. *Disclosure of information relating to continuing education institution. (1) The manager of a continuing education institution shall disclose, through the Estonian Education Information System (hereinafter the Education Information System), the continuing education institution’s curricula groups in which continuing education is provided, the curricula forming the bases for the issue of an activity licence for the provision of continuing education, the information concerning the activity licence, the contact*

information and website address of the institution., *Adult Education Act, 2015*). Trainers may work full- or part-time in the public, private or third sector. They may teach in adult secondary schools, vocational schools, universities, consultation or training companies, non-formal and/or in-house training centre etc. The majority of adult trainers working in non-formal sector train part-time in addition to their main job. There is a small number of full-time adult educators. As of 2016, there are 459 trainers with adult educator occupational qualification (ECF Level 5-8). In 2015, the number of adult educators in non-formal adult education centres and vocational schools is approximately 630. In terms of relevant administrative staff, support staff organising the training, trainers, all educational institutions inform and cooperate with various stakeholders of adult education, including the local governments, employers, Unemployment Insurance Fund, *Rajaleidja* centres, community centres, for instance the Estonian Village Movement *Kodukant*. The Department of Adult Education of the Estonian Ministry of Education and Research collects and disseminates the information and supports the cooperation between different parties. The aim of the cooperation is the sustainability of the society and economy. AEAE Andras and Estonian Non-formal Adult Education Association are social partners for various adult education stakeholders: the Ministry of Economy and Communication, Ministry of Social Affairs, Ministry of Culture.

In **Portugal** at secondary level, there is a large network of public and private organisations, such as: secondary schools, professional and artistic schools, business associations, unions, training provider organisations, IEFP (Instituto do Emprego e Formação Profissional – Employment and Vocational Training Institute), ANQEP (Agência Nacional para a Qualificação e o Ensino Profissional – National Agency for Qualification and Vocational Education), and Senior Universities. At post-secondary level, there are also public and private organisations, namely Polytechnic Institutes, Higher Schools, and Universities. These organisations are distributed, geographically, by all country regions, although more concentrated in the region capital cities. The higher education providers, vocational training providers enterprises, unions, are more concentrated in big cities on seaside. IEFP has agencies in the majority of country cities. ANQEP is located in Lisbon. Senior Universities are all over the country. Regarding the content, secondary schools provide education certificates. Higher education providers have higher qualified certification to learners. Professional and artistic schools, business associations, unions, training provider enterprises, IEFP, ANQEP, provide vocational training and certification, to improve competencies and skills of workers (either employed or unemployed). Training providers associations and Senior Universities provide training in basic skills, ICT, history, languages, arts (dance, music, painting, craftwork, photos, cinema, etc.), health issues, etc. The total number registered in 2015 was 73353 adult educators. In public sector are 65949, and in private sector are 7404. The teachers / trainers in professional schools are 7755, and in higher education are 32346. All the rest of adult educators are working on temporary basis and the number depends on the training volume that is necessary in each time, and in this there are included IEFP trainers, and usually the registered educators in schools or other organisations are also working as free lancers. The organisations that provide formal education are usually with hierarchical structure, usually are big organisations. The organisations in local initiatives are usually small organisations are the structure is tendentiously more matrix. The funding is from different sources and in different proportions. The major funding comes from General state budget, social security and the European Support Frameworks – the major part is from EU funds. In smaller proportion, all the education / training which is not funded (or co-funded), is supported by enterprises, families, individuals, who pay for the education / training they need. All the organisations providing adult education / training are well integrated in society and are open to all to participate. There might be some courses focused in some target groups, and this information is provided on front.

In **Sweden** as it has already been clarified the typical adult education provider is the municipality, giving formal adult education from basic up to secondary level, VET, SFI and education for persons

with special needs included. Some municipal organizations also provide Higher VET-education, and play the role of Adult Learning Centres having well working infrastructure for people performing distance studies towards different Universities. In some cases, there are also infrastructure for researchers tied to universities in Sweden or abroad. There are, however, also private companies performing similar education, foremost SFI and VET. In 2015, in total approx. 530.000 people finished their courses in adult education. On the non-formal side, the biggest provider is the National Employment Service (NES) regarding VET. As a governmental authority, NES procures and provides non formal VET courses to unemployed people, aiming at getting them employable on the work market. Courses are mainly provided within skill areas where there is a shortage of employable people. Statistics published in 2015 shows that approx. 43.600 people participated, transport, manufacturing, handicraft and service being the largest groups. Participants gain unemployment benefits during their studies for their daily living. The most common situation, as mentioned, is the municipal adult learning organisation. Municipal adult education has two levels, compulsory school level and upper secondary level which correspond to the compulsory school and the upper secondary school. Not all municipalities can offer all courses, but have the possibilities to buy courses from private education providers. Cooperation's between municipalities are also a common solution to enable a larger amount of courses together. Many organizations also organize VET at upper secondary level and more. As all municipalities have this responsibility, the adult education is well spread though out the country, with more than 270 municipalities. In 2015/16, the adult education in Sweden held approx. 4.900 teachers, having a density of 16,5 full time student per teacher. The numbers for the private education providers are hard to get a hold of, as they often are companies with a wide scope of education aside from only adult education. There are some varieties in how municipalities choose to organize adult organisation, or more specific, where they choose to put it within the organization. In earlier years it was almost exclusively a situation where adult organisation was put in the same organization as the rest of the municipal education, governed by the same political board. The needs of the adults often had to compete with the needs of the children, leading to negative consequences for the adults. In recent years, it has become more common to organize the adult learning in the parts of the municipal organization handling all activities for supporting the adults way to- or back to a functioning life situation, including work and social life. Also with a closer cooperation with the municipalities office for business support, not seldom placed in a typical Science park or similar solutions. The Swedish school system is characterized by public (tax) funding. Education is usually free of charge, and there is a generous and general financial study support system. Also private schools get most of the funding the same way. Aside from this, there are in some cases special governmental grants put forward, when there are needs for special educational investments. Also, education performed by the National Employment Service is funded by the state.

In **Switzerland** adult learning, like in the other European countries, takes place in many different contexts – one difference lies probably in the important role of the private sector, i.e. the institutions that do not receive public subsidies. The biggest of these institutions is the Migros Club School with more than 50 adult learning centres all over Switzerland, offering a wide range of courses, from sports and well-being to free-time occupations, languages, ICT and vocational training, profiting from financial contributions from the Migros supermarkets. Roughly 20% of all participant-hours in adult learning in Switzerland are realised at the Migros Club Schools. Other important adult learning centres, receiving public subsidies, include for example the “Popular Universities” (*Volkshochschulen, Universités populaires, Corsi per adulti*) and the Vocational Training Schools, which also offer an attractive programme of courses open to the adult public. Vocational Training Schools are partially paid by the state for adult learning, and for apprentices, it is free. These centres would account for roughly another 25% of participant-hours in adult learning and higher vocational training. Alongside these “multi-sector” learning centres for adults, there are a great number of

small schools and training centres, usually specialising in a specific sector like languages, ICT or management. Other “segments” would include courses organised by associations (e.g. courses for parents, or first aid courses), church organisations, trade unions or professional organisations. As already mentioned the various course offers (Certificate of advanced studies, Diplom of advanced studies or MAS) being developed by universities, universities of applied science and higher vocational training colleges constitute a rather fast growing sector. In the past few years, however, the introduction of the Bologna system (now completed throughout the area of university education) and the subsequent reorganisation of the tertiary sector, has brought about the development of a great number of courses leading to *Certificates, Diplomas or Masters of Advanced Studies* (offered by Universities, Universities of Applied Science and Colleges of Higher Vocational Education and Training) that are still difficult to place in the educational context, and that in some sectors are in competition with the “traditional” federal examinations. Another important area is the in-company training, which accounts for about 20% of the adult learning activity. The companies invest in training and sometimes, their staff have to give some freetime or they pay a part of the training. And last but not least, for more than 20 years, a considerable part of adult education and further training has been financed by the unemployment insurance and for migrants. Although this probably has not contributed much to raising the total participation in adult learning and training, it has considerably contributed to establish quality standards for this educational sector and raising the consciousness of the need for training and for assessing the competencies of professionals in the field of adult learning. In Switzerland, it is possible to reach in a certain time all kind of institutions. In the mountain, there are some programs in distant learning. We have an excellent public transport system. There is no exact number, but after the statistics of SVEB members, the estimate is that they are about ninety thousand trainers and adult educators active in our field. The honoraries have big differences, so an independent trainer in a company can get 2500 euro per day, a trainer for migrant about 280 to 640 euro per day, or a lot of people are working as volunteers. In adult education and learning, our organisation SVEB has an important role to play: we connect the private sector to the public and state sector. With the new law, the state will get more important, but this only in the field where the state has an active role as migration, courses for unemployed people and programs for specific target groups. The vocational and the higher vocational system is collectively governed by the confederation, the cantons and the professional organisations (also unions and organisations of the enterprises) and the branch organisation. We, as SVEB, are the partner in this system for the state and the professional organisations. The federal certificates, the certificates of the professional organisations (as SVEB for instance) and diplomas of higher vocational training, have been one of the “backbones” of further training in Switzerland, and still enjoy a very good reputation among employers. Their practical value and status, in many contexts, can be compared to those of a University degree.

In the **United Kingdom** the situation differs considerably. The further education and skills sector includes further education (FE) colleges, independent training providers, the third sector (charities and social enterprises), adult and community learning, offender learning (prison education) and the armed and uniformed services. Adult education is provided by a wide range of institutions in the UK that include Universities, colleges of further education, local authorities, private training providers and non profit organisations, some of which operate nationally. However, over half the provision is made by colleges of further education and local authorities.: These colleges offer qualifications in a wide range of vocational and academic subjects at many levels. Some specialise in particular industry sectors such as art and design, catering, engineering or finance.. Local authority community learning provision includes a range of community-based and outreach learning opportunities. It is designed to help people of different ages and backgrounds:

- get a new skill
- reconnect with learning

- follow an interest
- prepare to progress to formal courses
- learn how to support their children better (family learning)

It also supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility.

The UK offers a wide range of work-based training for students seeking to build careers in specific industries. Private training companies work with colleges and employers to provide practical training and internationally respected qualifications in subjects such as engineering, construction, ICT and health and social care. Colleges of further education, local authorities, universities and non-profit organisations are independent entities with autonomy in running their affairs. These institutions have their own governing arrangements that include a Board of Governors or Trustees that operate independently and manage their own affairs, in line with the legislation. Adult education is provided throughout the United Kingdom, with each of the nations (Scotland, Wales and Northern Ireland) having developed budgets for education, over which they have complete control and determine their own priorities. In the UK, there are 405 colleges of further education (England 366, Scotland 19, Wales 15 and Northern Ireland 6). There are 417 local authorities (England 353, Scotland 32, Wales 21 and Northern Ireland 11). In 2014/15, the Skills Funding Agency funded a total of 1037 organisations in England, meaning it funded some 317 universities, private training providers, businesses and non-profit organisations to provide adult and skills training. In 2012/13, 18% of Local Authorities received funding allocations totaling less than £1m; 66% had allocations of between £1m and £5m; and 16% had allocations of over £5m. The colleges of further education provide the largest volume of adult education. They consist of general and specialist colleges in fields such as Agriculture, Horticulture and Fashion. The general colleges offer a broad range of vocational and academic studies that span a wide range of curriculum areas that include Business and Management, Health and Social Care, Catering, and Hospitality, Sports, Information and communication, Technology, Science, Engineering and Languages including ESOL (English for Speakers of other Languages). Most of the local authority provision focus on basic and functional skills, languages especially ESOL, arts, media and publishing, employability skills, personal and social development skills and family learning. Most local authority adult provision is non-formal learning, but some courses lead to qualifications.

The adult education sector is not as distinct as say the schools or university sector in that staff in those institutions that provide adult education, may also be delivering professional, technical, vocational academic courses. Data is not routinely gathered on the number of people employed in providing adult education, but there are occasional surveys of the further education sector and local authority community learning provision and information can be found in the national Census Survey and Statistical First Releases from the Skills funding Agency. According to the Department of Business Innovation and Skills Research Paper 296: *Understanding the Further Education Market in England, (2016)*, it is estimated that there are over 326,011 staff working across the sector) with approximately 250,000 staff in colleges, 51,000 staff in Work-based learning training providers and 25,000 staff working in Local Authority providers of Adult and Community Learning. These include teaching related roles such as assessors, verifiers and support staff). The total Higher Education academic workforce is around 160,000 individuals. In addition there are around 80,000 other staff that undertake some form of academic role but not under a normal academic contract. By comparison, the total school workforce (at 2005-6) was 429,600 individuals. An estimated 25,000 are employed in private training organisations, most involved in work-based learning. A survey of local authority adult learning provision in 2012/13⁴⁶ found an average 224 staff were employed in

⁴⁶ Local Authority Community Learning and Skills Workforce Survey, The Education and Training Foundation, 2013

2012/13 by Local Authority Community Learning and Skills providers which directly deliver provision, compared with an average 40 employees in sub-contracting Local Authorities with 80% of all staff employed part-time basis compared with 53% of staff in colleges, and just 14% in work-based learning providers. There was a higher incidence of full-time staff in sub-contracting Local Authorities. The wide range of organisations delivering adult education means many different types of structures exist and across the sectors. The focus here is on the typical structures of the two main types of organisations: local authorities and colleges of further education. Local authorities employ three main modes of delivery. They are either direct delivery, meaning they maintain an adult education service within the local authority and employ their own staff to manage and run the provision. It can be a mixture of direct-delivery and subcontracted delivery, whereby local authorities deliver some and sub-contract part of their provision to other providers including colleges and not for profit organisations. The provision can also be completely sub-contracted out to other providers. Adult education is generally located the local authority department with responsibility for education or in the economic development and regeneration department. A Head of Service or Principal (in direct delivery) will have responsible for managing the adult education provision that may include provision for young adults. A typical structure would involve Head of Service (reporting to the Director of Education), Curriculum Team Leaders, Quality Manager, MIS Officer forming the senior management team who oversees the work of the teachers/tutors and non-teaching staff. The typical organisational structure of a college of further education would consist of Principal, Assistant/Vice Principals, Faculty Directors, MIS Manager, Finance Manager and Quality Manager who form the senior management team and below that tier Curriculum Heads/Team Managers, Lecturers and non teaching and support staff. In terms of modes of attendance, most local authority and other community learning provision is part-time, often requiring attendance for only a few hours per week.

The further education sector by its very nature has strong links with local communities. Further Education (FE) in England refers to any study taken after the age of 16 that is not part of higher education (that is, not taken as part of an undergraduate or post-graduate degree). It is delivered by a range of public, private and voluntary sector providers and, in general, equips a learner for further learning, including Higher Education, or for employment. It also plays an important role in reaching out to disadvantaged groups to encourage their participation in learning when they otherwise might not. Further education colleges and private training providers in work based-learning are primarily involved in skills technical and vocational education charged with delivering high quality learning experience leading to better outcomes for all those who engage in further education to support the economic development; increase social inclusion; and meet the needs of all learners, communities and employers. Those who work in the sectors play a crucial role in serving people and employers in their communities and raising educational and skills levels – thereby directly supporting both economic development and social mobility. Further Education’s special focus is on bridging the link between school and work – supporting people to gain the vocational qualifications and skills they need to secure and progress in employment or learning. In many cases this requires inspiring and educating a diverse range of young people including those with special educational needs (SEN), or those who have left school disengaged and without qualifications.

Colleges used to be local authority-based with a remit to meet the learning and skills needs of their local communities. However, the remit began changing when they were freed from local authority control in 1992. There is now a great deal of competition in the sector, and the drive towards quality improvement and efficiency has led to mergers and a broadening of their remit to more regional than local. They continue to work in partnership employers; local authorities; information, advice and guidance; organisations and community groups.

Last but not least, in **Greece** although it is difficult to measure the volume of public (state-funded) structures, non-state (like chambers, unions and federations) and private ones. Although there is no unified record of skills, backgrounds or qualifications for adult educators in Greece, the law foresees a Unified Registry of Accredited Adult Trainers. So far this has been the target of National Organisation for Certification and Vocational Guidance (EOPPEP), however, this temporarily applies only for the educators working in the field that are accredited by EOPPEP. In general terms the role of the adult educators in Greece is largely that of the teacher or tutor and less so the educator or the developer, mentor or counsellor. This is due to the lack of proper training or due to insufficient resources in higher education in terms of teacher training. Nonetheless, counselling and guidance although necessary is served by special authorities and the people employed as counsellors are not necessarily VET practitioners in terms of teaching or tutoring. The vocational adult teachers are qualified after having studied for four years in University Faculties in their speciality Technical Education Institute (TEI) graduates after studying in courses that last 3,5 – 4 years are entitled to be hired in Technical Vocational Education Schools (TEE). They teach subjects of technical nature and have attended pedagogic courses for one year at the Pedagogic Technical School (PATES), which a law of 2002 has renamed and transformed into Higher School of Pedagogic Technological Education (ASPAITE) and is included in the Technological Sector of Higher Education. They are also public servants. In workshop subjects of TEEs, graduates of lower Schools that have already been abolished can be hired as assistants. Compulsory in-service training for TEE teachers is organised in the same fashion as in Primary Education. Initial VET teachers-trainers come from the labour market and Higher and Secondary Education and are chosen on the grounds of their qualifications (pedagogic skills and labour experience). They are not permanently employed. Under the 2nd Community Support Framework an in-service training programme for public IEK teachers-trainers has been applied. Adult educators/trainers in non-formal adult education⁴⁷ are paid by the hour and are hired for the particular programme, after they have attended special training seminars. The basic training and qualifications of educators/trainers vary, depending on the specialisation each one has been hired to teach. This means that the trainers in OAED Schools are experienced technicians, mechanical engineers, engineers, general subject and information science teachers, etc. Depending on their status, permanent teachers are 35% of the total number of teachers, while those on a contract are 65%⁴⁸. There is no compulsory in-service training, but occasionally the OAED holds various seminars in Greece or abroad for the training of permanent teachers. In private (and public) EKEPIS accredited KEKs, educators/trainers must fulfill the EOPPEP criteria. The staff employed in formal types of VET provision (Upper Secondary School VET and Post-School Initial VET) are all defined as teachers. However, those employed in non-formal VET (i.e. VET Centres-KEKs) are all defined as educators/trainers (ekpaideftes). The teaching staff at TEEs fall into three categories⁴⁹, according to their level of basic education and training:

- Graduates of Higher Education Institutions (AEIs) such as Universities, who usually teach subjects of general education and theory aspects of specialisation subjects;
- Graduates of Technological Education Institutes (TEIs) and those who have completed departments of ASPAITE, who usually teach technological subjects, combining theory and workshop training;
- Graduates of the upper cycle of secondary technical vocational education, who are employed as workshop instructors.

⁴⁷ Teachers who teach in formal adult education belong to the same field as those in conventional formal education, public or private.

⁴⁸ According to the Euridice/CEDEFOP/ETF 2003 data.

⁴⁹ In the past those holding teaching posts in secondary education were appointed to permanent posts on the basis of a precedence list, inclusion in which was based on the date of graduation. Now most are appointed on the basis of a competition held every two years by the Supreme Staff Selection Council (ASEP) and a small percentage on the basis of a precedence list in conjunction with their experience as substitute teachers. Technical or vocational subject teachers or workshop instructors are also required to obtain a certificate, having attended an additional 12-month pedagogical training course provided by the General Pedagogical Subjects Department (GTPM) of ASPAITE.

The teaching staff at Institutes of Vocational Training fall into two categories⁵⁰:

- Specialised, experienced professionals occupied on a daily, full-time basis in their profession and who teach in Vocational Training Centres in the evening;
- Secondary school teachers teaching subjects within their field of expertise (general subjects).
- In order to supply the needs of its accredited KEKs in teaching staff, the National Accreditation Centre of Vocational Training Structures and Accompanying Support Services (EKEPIS) has established a register of teachers. In this register:
 - For theory, graduates of AEIs in all disciplines
 - For practical aspects, graduates of anything from primary education to IEKs;
 - For basic information technology skills, graduates of the Information Technology Departments at tertiary education establishments.

Recent experience in the profession and experience in teaching adults are requirements for inclusion in the register. All teachers, apart from graduates of the Higher School for the Teachers in Technical Education (ASPAITE) and the teaching staff of AEIs and TEIs (University staff), must have attended a teacher training course. More specifically now teaching staff at TEEs fall into three categories, according to their level of basic education and training: Graduates of AEIs, who usually teach subjects of general education and theory aspects of specialisation subjects; Graduates of TEIs and those who have completed departments of ASPAITE, who usually teach technological subjects, combining theory and workshop training; Graduates of the upper cycle of secondary technical vocational education, who are employed as workshop instructors. In the past those holding teaching posts in secondary education were appointed to permanent posts on the basis of a .precedence list., inclusion in which was based on the date of graduation. Now most are appointed on the basis of a competition held every two years by the Supreme Staff Selection Council (ASEP) and a small percentage on the basis of a precedence list in conjunction with their experience as substitute teachers. Technical or vocational subject teachers or workshop instructors are also required to obtain a certificate, having attended an additional 12-month pedagogical training course provided by the General Pedagogical Subjects Department (GTPM) of ASPAITE). This may also be gained after success in the ASEP examinations. Admission to the GTPM is based on a points scale, the criteria being diploma grade, knowledge of foreign languages, professional experience and an interview. In addition to this mandatory introductory training, which relates solely to teachers of technical and vocational subjects at TEEs, a wide range of pedagogic training courses are also available within the EPEAEK programme (9) provided by ASPAITE, the 16 Regional Training Centres (offering courses of 40-100 hours for all teachers in primary and secondary education) and universities,. Teacher training in information technology is also available under the national .Information Society. programme as part of the EPEAEK. Teaching staff at Institutes of Vocational Training fall into two categories: Specialised, experienced professionals occupied on a daily, full-time basis in their profession and who teach in Vocational Training Centres in the evening; Secondary school teachers teaching subjects within their field of expertise (general subjects). Teachers are employed on six-month contracts and paid on an hourly basis. The absence of permanently employed teachers makes the system more flexible, as it allows for the selection of the appropriate teachers for each subject separately and for the cancellation of training courses in case of local saturation of certain occupations. In the future, a register of IEK teachers will be drawn up showing qualifications and areas of expertise. A condition for registration will be completion of an intensive course in teaching methods provided by the OEEK or a certificate from the GTPM of ASPAITE. In order to supply the needs of its accredited KEKs in teaching staff, the National Accreditation Centre of Vocational

⁵⁰ Teachers are employed on six-month contracts and paid on an hourly basis. The absence of permanently employed teachers makes the system more flexible, as it allows for the selection of the appropriate teachers for each subject separately and for the cancellation of training courses in case of local saturation of certain occupations. In the future, a register of IEK teachers will be drawn up showing qualifications and areas of expertise. A condition for registration will be completion of an intensive course in teaching methods provided by the OEEK or a certificate from the GTPM of ASPAITE.

Training Structures and Accompanying Support Services (EKEPIS) has established a register of teachers. In this register:

- For theory, graduates of AEIs in all disciplines
- For practical aspects, graduates of anything from primary education to IEKs;
- for basic information technology skills, graduates of the Information Technology Departments at tertiary education establishments.

Recent experience in the profession and experience in teaching adults are requirements for inclusion in the register. All teachers, apart from graduates of ASPAITE and the teaching staff of AEIs and TEIs must have attended a teacher training course. Different structures discuss the development and operation of their own registries (as for example the Ministry of Interior). Acquiring this data demands extensive and in-depth field research. Professional networks do exist in the context of partnership-building in EU and occasionally State-funded training programmes. The Vocational Education and Training Centre of Companies Association (IVEPE) has its own professional network as well as the Vocational Education and Training Centre of the Hellenic Management Association (EEDA). INE/GSEE has its own community of practice that consists of workers, members of GSEE (although this gradually changes for the vocational education and training centre of INE/GSEE is accredited by EOPPEP and therefore all trainers will be drawn from the EOPPEP registry). Similarly the trainers at the IVEPE Center of Vocational Training are graduates of various disciplines ranging from engineering to economics with vast experience in industry and are thoroughly trained in state of the art methods of teaching adults. The only centrally structured but not yet fully operational state network of VET trainers is the Registry of VET trainers of EOPPEP. So far there are officially over 17.000 people registered as educators by EOPPEP. They will be educated and fully accredited after they complete a 300 hours training programme. So far there are 250 people from the registry that were trained. These will act as educators of the remaining population registered by EOPPEP in the future⁵¹. As for the HRD activities of the VET organisations (both public and private) the general national policy for the development of the human resources and specifically in relation with employability and vocational training amounts to the following dominant aims:

- a) Prevention of the unemployment through personalised interventions,
- b) Promotion of the opportunities of access to the labour market,
- c) Empowerment and up-grading of effectiveness and the quality of the interventions in the labour market,
- d) Promotion of entrepreneurship and adaptability of the human resources,
- e) Improvement of the access and participation of women in the labour market.⁵²

From the year 2001, the process of the contribution of social partners is being facilitated, allowing them to play a more important role than in the past. Efforts are being made to co-ordinate and complement the systems of Secondary Vocational Training, of Primary and Continuing Training, within the framework of a total and complete perception for education and training of the manpower and its channelling to the labour market⁵³. At the level of the Regions Greece has established the Three Partite Consulting Committees (TSE) with the participation of the state, employers, social partners and employees. The TSEs observe and record the economic and social profile of the local markets, investigating the economic activities in each prefecture, demographic

⁵¹ For details see Kokkos, A. (2006) "The education of adult educators in Greece", in N. Terzis *Lifelong learning in the Balkans*, pp: 371-382.

⁵² For further information and details see European Commission (2003) *Implementing Lifelong Learning Strategies in Europe: Progress report on the follow-up to the 2002 Council resolution*, Reply to the Commission questionnaire, HELLAS, Brussels: European Commission.

⁵³ The basic target of such a system is to provide to each and every citizen the possibility to certify his/hers qualifications and vocational skills, regardless of the way and path he/she followed in order to obtain them. Pillars of such a single system are the two national bodies, the National Accreditation Centre (EKEPIS) and the Organisation for Vocational Education and Training (OEEK), which are expected to develop the right mechanisms, procedures and ways, in order to ensure the credibility of the result. So a single accreditation of vocational qualifications system in the base of these two bodies is created, and a clear and determined environment is promoted to the labour market, which guarantees safety conditions for employees and businesses. On the other hand, the OEEK structure foresees the participation of social partners at all levels (the Administrative Board, at the level of Regions, in the procedure of accreditation).

development, the saturation of the labour markets and the dynamics of each region. They also participate in the procedure of vocational training qualification examinations and make proposals to the OEEK, concerning the needs for qualifications and fields of specialisation that consequently will be applied in the IEKs⁵⁴.

In the previous paragraphs we explored the field of adult education (including VET) to identify who the providers are and what they provide. We were then able to turn to our next focus point: the educators and practitioners who work for the adult learning providing bodies. A similar model can now be used to describe the professional development context in which adult educators and trainers work. The work environment of adult educators, or practitioners (the neutral designation we prefer), in the TTOP partner countries nonetheless, may also be considered the context for the initial and continuing professional learning processes of the adult educators (the journey) on one side, and a set of needs and related goals, presumably related to career phases, on the demand side. This implies that we can create a model similar to the one in the beginning of this section, but with the focus now on the adult educators and practitioners as learners. Adult educators may thus be considered professional learners who continuously adapt, improve and change their work in order to serve optimally the needs and goals of their target groups of adult lifelong learners. This model as applied to the adult educators and practitioners is shown below (Figure 3).

Figure 3. The field of learning and developing of adult educators in the TTOP partner countries

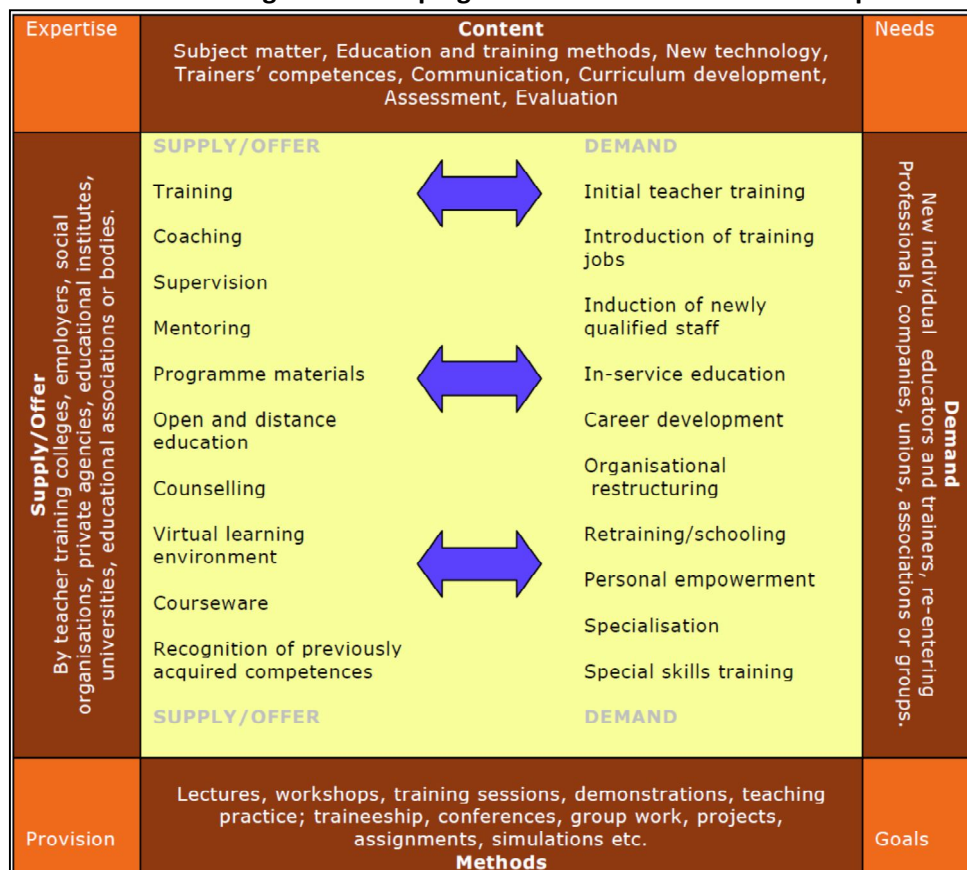


Figure 3 may also serve as a source from which items can be taken to be included in our curriculum framework. Underlying the suggested model is also the assumption that needs shift throughout the

⁵⁴ For further information and details see European Commission (2005) *Implementing the «Education and Training 2010» Work Programme: 2005 Progress Report*, HELLAS, Brussels: European Commission.

course of a person's life, or throughout the careers of learners. It is assumed that this applies to adult learners as well as to the adult educators providing or facilitating adult learning.

3. Strengths and weaknesses in each country

Quality in general terms covers almost every aspect of adult learning, ranging from policy and legal frameworks in place, financing models, cooperation between actors, providers, provision of adult learning, staff, curriculum and infrastructure, all of which have a role to play in a well-functioning adult learning system and which contribute to increasing participation and effective learning outcomes. In general terms, there are challenges for adult learning throughout Europe in all these areas (see Buiskool et al. 2013).

More specifically now, in **Estonia** the noted **strengths** are: Comprehensive Estonian Lifelong Learning Strategy 2020; Adult education is regulated by legislation. The Adult Education Act adopted in 1993 was valid until 2015. During its period of validity various amendments and improvements were introduced. On 1.7.2015, the new version of Adult Education Act entered into force constituting the most important legal source document of the area; The development of the professional standards of an adult educator and the awarding of the profession since 2004, the standards are continuously renewed thus ensuring the professional level of educators; as of December 2016 there are 459 qualified educators in Estonia; The selection of trainings is wide both in formal and non-formal education. The **weaknesses** include: The education institutions in largest cities have better opportunities for increasing their number of students and employ better teachers. The opportunities for participating in lifelong learning in peripheral areas is more restricted; The quality of trainers is uneven as there is no common programme for their training thus resulting in varied preparation. There are no unified requirements for trainers; Training funding – many trainings provided are project-based (supported by ESF etc). Business-related trainings are often funded by employers or participants themselves. At present, there is no long-term funding model; Not everybody is ensured equal access to learning (disadvantaged groups in particular) – there are socio-economic problems, the distance between home and schools, lack of information on learning opportunities, transportation, health etc.

In **Portugal** the main **strengths** are: wide training offer; regular studies on training needs for professional and school certification; innovation on pedagogical models and network of resources available. The training offer allows school certification, professional certification, and also acquisition of knowledge without necessary certification; and this offer includes all sectors: science, humanistic, arts, IT, cooking, management, marketing, etc. Usually on annual basis, there are research resulting in reports about the training / education needs per region and at national level, organized by governmental institutions. The innovation and the resources network are a great strength since these are nationally distributed and are organized around schools and/or employment agencies. CQEPs are usually placed in schools: so, easily accessed by general population, they already have all the resources (rooms, materials, and teachers) to provide the necessary training / education to reach certification. It's innovative since each person is assessed individually and get recognition and validation of the knowledge, competencies skills acquired throughout their life, and can get school certification in the end of this process. Also, there is a national online platform that only certified organisations have access to certify people, where all training and education (outside regular school) are certified, and each person has a personal Skills / competencies notebook there, were the organisations also register the competencies / skills that a person acquire in each training course. The **weaknesses** include: legislation changes with some frequency; dependency from funding system from state; and irregularity of funding models. The legislation concerning adult education and training has been changing every time that government changes, even if same structures can pursue the same aims; when legislation changes, the services stop to be provided and then begin some months later under new legislation (for instance, CQEPs were before CNOs – Centros de Novas

Oportunidades – New Opportunities Centres, because legislation changed). These programs are good opportunities to adults get certification and improve their skills, but considering the life costs in Portugal people would not pay to have these services; therefore, these programs are funded by the state and with EU funds, and they won't last for much more time. Also, when the funding programs are operating, it is difficult for small organisations to manage it, since there are too much bureaucracy and sometimes payments get delayed.

In **Sweden** the noted **strengths** include: A coherent system, in majority runned by municipal education organisations resting on common regulations and values, through formal education ensuring the population the possibilities to have a second chance to get admission to either higher studies and getting closer to the work market; A system with a wide range of programmes and courses, making it possible to re-start the studies from the position that You might have left it earlier on, for any reason, and go for the paths in life making You a contributing and participating citizen in the society; A system where participation is free of charge, and entitles the students possibilities to receive grants and beneficial loans for their daily living during the studies. Whereas the relevant **weaknesses** are: In some aspects, historically the system has been a bit rigid in terms of prioritizing the participants for a place in the education system. However, new legislation is coming, giving the people the right to adult education (2017), that might effect this in a positive manner; The ability to stimulate home-sitters and young adults that are former early school leavers to get into studies in order to bring about a life-change could be made stronger. A lot is done in collaboration with other municipal organizations as well as with the National Employment Service, but it is still hard, as financial systems for that type of activities is not in place for the municipal adult education providers. A lot is done in collaboration with the folk high schools, but more is needed; There is a need to bring the schools and the work market closer together (throughout the all schools levels, really), partially to create better understanding about the work market and different professions among learners, partially to strengthen the knowledge about the skills needed in different professions among teachers and trainers and partially to create better collaboration for- and availability to workplaced learning activities, in terms of higher numbers and in terms of better quality.

In **Switzerland**, the **strengths** refer to: a very flexible, private and market-orientated system. A lot of providers prepare programmes and courses for all kind of persons or groups of persons; The Swiss population and the enterprises are ready to invest on private basis in the adult education system. About 50% of the population is involved in the non-formal system during a year. 80% when you include the informal part of learning. This is, compared to others country, very high; The quality system is very elaborated. The providers have to prove, that the trainers have a minimal level of didactical competences. The **weaknesses** are: adult learning system is private or self-funded, that means that everybody have to pay the courses and training. Some people can't afford to participate in adult learning, because they have not enough money (for instance, a mother with children, somebody with a minimal salary, etc). Concerning the participation, the well educated people participate much more in continual learning than the less educated people. We don't have a system to promote people who are less qualified. So the difference between well educated and less educated people in the participation rate is one of the highest in Europe; Because they are so many different providers and stakeholders, it is quite difficult to find an adequate training, the market is quite intransparent, you can find for the same topic all kind of different courses and trainings, which has to be evaluated on your own; The big companies have a participation rate of 60%, small and medium companies have a participation rate of about 30%. So when you work in a big company, your change to be supported in adult learning is much higher.

In the **United Kingdom**, the adult education is not as distinct as say the school system as there is overlap with further education sector and local authorities, however, in terms of the arrangements for providing adult education.

The **strengths** appear to be as follows:

- It is a diverse sector involving schools, colleges, university, local authority and the non profit sector in delivering adult education;
- Adult education is publicly funded, although some learners make a fee contribution towards the cost of their courses;
- There is good quality teaching with the government education inspectorate rating about two-thirds of the institutions inspected as good or better;
- Provides second change opportunities for those that failed or were failed by the school system to develop keys competencies, opportunities for progression to further study, and helps bring the unemployed closer to the labour market; and
- Autonomy and flexibility that allows institutions to control and manage their own affairs including governance, and the authority and power to tailor provision to meet new and emerging needs.

The relevant **weaknesses** are:

- Although adult education is publicly funded/subsidised the budget has been experiencing severe cuts over the past few years and some predict the budget of some institutions could be completely decimated by 2020, rendering the institutions unsustainable;
- There is increasing pressure on the local authority provision to move towards accredited courses because of the emphasis on measuring performance based on examination successes, which may also attract additional funding;
- The introduction of fees and removal of subsidies for some courses means access to adult to education is increasingly based on the ability to pay, further disadvantaging those that are disadvantaged and unemployed;
- There are several systems for assuring the quality of non-formal adult education, generally confined to different countries making it difficult to compare standards off non-formal learning across different countries; and
- Historically, community learning has been education is seen as the “Cinderella” sector within the education system. Consequently it is poorly resourced compared to the other sectors in terms of finance, human resources and infrastructure, especially buildings and equipment, and not seen a priority by policy makers.

Last but not least, in **Greece** the main **strengths** are the following: The National Lifelong Learning Strategy: The strategy is prescribed in detail in the seminal law (Law Nr. 3879/2010⁵⁵) on Lifelong Learning that was voted in by the Greek Parliament in September 2010. This law sets the basis for the planning and implementation of a holistic strategy on lifelong learning and for the creation of the National Network of Lifelong Learning (NNLL), which encompasses all governing bodies and service providers operating under the auspices of different ministries⁵⁶; State-funded structures: The most noticeable of the policy reforms in the field of adult education relates to the development of the Second Chance Schools (SDE); 62 in total all around the country⁵⁷, and the Lifelong Learning Centres (KDVM); 258 all around the country⁵⁸. Both structures operate under the auspices of GSSL and are monitored by the Youth and Lifelong Learning Foundation (INEDIVIM) which is responsible

⁵⁵ Available in English at www.gsae.edu.gr/images/nomothesia/nomoi/Law-3879-LifeLongLearning.pdf

⁵⁶ See Ministry of National Education and Religious Affairs, General Secretariat for Adult Education (2001).

⁵⁷ Available at <http://www.gsae.edu.gr/en/geniki-ekpaidefsi-enilikon/devteri-efkairia/s-d-e-sxoleia-devteris-efkairias>

⁵⁸ Available at <http://www.e-kdvm.gr/index.php/kdvm>

for the administration, funding and dissemination of good practices within these structures. SDE provide formal adult education for those adults who have not completed compulsory schooling, contributing to basic skills acquisition by low-qualified people. KDVM programmes are non-formal and are addressed to all adults, unemployed and employed, regardless of age, gender, education level, country of origin, religion, place of residence, etc., subject only to their interest for knowledge and active participation in education. The development of independent learning courses for vulnerable social groups (Roma, prisoners, immigrants and refugees, citizens with mental or physical disabilities), aim to facilitate / aid their equal integration to society. Both these structures are the core principals of the system and need to be further developed and expanded. KDVM in particular need to be strengthened with high quality certified programmes; Quality assurance framework: Although it has not been fully applied yet, the fact base instrument for quality assurance for all lifelong learning initiatives in place demonstrates commitment by relevant authorities to quality in the field. The instrument that was proposed within the National Quality Assurance & Assessment Framework is called 'π³' (from the initial letter of the Greek word 'ποιότητα' which translates to quality)⁵⁹ and literally means 'quality always and everywhere' and responds to the clause on quality assurance in article 19 of the Law 3879/2010 that takes in the establishment of a system for continuing education and evaluation of all educational staff in non-formal education and second chance education, as well as a monitoring and evaluation system of all programmes operated under the National Network for LLL. This instrument sets a framework of priorities and principles on quality assurance in non-formal adult education learning. This covers all forms of educational and learning provision for people over 16 years old and includes initial VET, all apprenticeship schemes, continuing VET, basic skills education and all liberal and/or popular adult education programmes. It also provides a tool for organising and delivering the evaluation of learning outcomes for those participating in any of the programmes provided, to all relevant structures. This is essentially delivered on the grounds that π³ defines quality by setting a number of principles and criteria in all three dimensions of education and learning, namely inputs, processes and outputs, and provides a large number of measurable quantitative and qualitative indicators for evaluating the degree of implementation of quality assurance principles by all relevant providers⁶⁰. The main **weaknesses** of the system are the following: Coordination between existing authorities with relevant social partners: Although the national strategic policy framework for lifelong learning includes measures for the support of the development and interconnection of relevant services, the co-operation of stakeholders with relevant social partners remains insubstantial. According to the NRP 2016 (page 45) Greece established in 2016 a mechanism for the identification and forecasting of skills needs. This system is governed by a network of bodies with distinctive roles and responsibilities, which are involved in its inputs and outputs, and is scientifically supported by the National Institute for Labour and Human Resources (EIEAD)⁶¹ for primary and secondary data analysis of labour market needs in skills and occupations. However a more intense, targeted and focused tripartite social dialogue is particularly needed for the development of relevant action in the field of work-based learning and apprenticeship schemes with a simultaneous reform of OAED⁶²; Low participation rates: There is a clearly identified need for policies that improve access to lifelong learning and adult education/training. The aim of the government as stated in the NRP 2016 (page 36) is to increase the participation rate in lifelong learning, to widen the range of beneficiaries and facilitate access to Lifelong Learning opportunities by strengthening the network of Centres for Lifelong Learning (KDVM), particularly with the establishment of e-KDVM in remote areas and in a number of islands,

⁵⁹ π³ - The National Quality Assurance Framework for Lifelong Learning. Available in Greek at <http://www.gsae.edu.gr/images/stories/plaisio.pdf>, and π³ - The National Quality Assurance Framework for Lifelong Learning – Executive Summary available in English

⁶⁰ See General Secretariat for Lifelong Learning - *The π³ Framework* (useful documents and planned actions). Available in Greek at <http://www.gsae.edu.gr/index.php/feasts>

⁶¹ Information available at <http://www.eiead.gr/>

⁶² Expert's own view.

though the involvement of regional and local communities, higher education institutions, social partners and civil society organisations is still poor. In particular, access to adult education and training needs to be widened through more effective and targeted actions for under-represented social groups, such as low-skilled, unemployed, early school leavers, older workers, immigrants and minority groups, with emphasis on those coming from marginalised communities (Roma, and refugees in particular); Enhancement of skills and competences of the adult population: The development of skills of various targeted groups holds a big challenge considering that the percentage of low achievers with basic skills in Greece today is 27.7%⁶³. The percentage of people aged 18-24 who drop out of education and training is 14.2%. School life expectancy (primary to tertiary education) is 17 years (16 years for men and 17 years for women)⁶⁴. The percentage of people who have completed the nine years basic education (high school) is 25.7%, while for those who hold a Master's or doctoral degree it is reduced to 12.9%⁶⁵. 34% of people regularly use the Internet, while 81.8% do not have a sufficient degree of internet skills⁶⁶. The literacy rate for those aged 15 and over and can read and write is 97.3% (98.4% for men and 96.3% for women)⁶⁷. Achievement of European targets becomes even more difficult because Greece has only 3.3% share of 25-64 year olds participating in lifelong learning, one of the lowest participation rates in the EU (Eurostat data 2015). According to PIAAC results (see OECD, 2016: 6)⁶⁸ the large expansion of education in Greece has not translated into an improvement in literacy over the generations. Some 50% of 55-65 year-olds did not complete upper secondary education, compared to only 15% of 25-34 year-olds, and only 19.9% of 55-65 year-olds have a tertiary education qualification, compared to 27.3% of 25-34 year-olds. Yet 25-34 year-olds score only 6 points higher in literacy than 55-65 year-olds, compared with the OECD average difference of 29 points. Greece is also characterised by high poverty rates among older people - in particular among older single women, very old citizens, and ethnic minorities (Roma).

⁶³ See UNESCO (2015). EDUCATION FOR ALL 2000-2015: achievements and challenges, EFA Global Monitoring Report, Paris: Unesco. Available at: unesdoc.unesco.org/images/0023/002322/232205e.pdf. (accessed 13/7/2016).

⁶⁴ See CRELL 2015. Available at <https://crell.jrc.ec.europa.eu/ET2020Indicators/makecharts.php>

⁶⁵ See UNESCO (2015). EDUCATION FOR ALL 2000-2015: achievements and challenges, EFA Global Monitoring Report, Paris: Unesco. Available at: unesdoc.unesco.org/images/0023/002322/232205e.pdf. (accessed 13/7/2016).

⁶⁶ See CRELL 2015. Available at <https://crell.jrc.ec.europa.eu/ET2020Indicators/makecharts.php>

⁶⁷ See UNESCO (2015). EDUCATION FOR ALL 2000-2015: achievements and challenges, EFA Global Monitoring Report, Paris: Unesco. Available at: unesdoc.unesco.org/images/0023/002322/232205e.pdf. (accessed 13/7/2016).

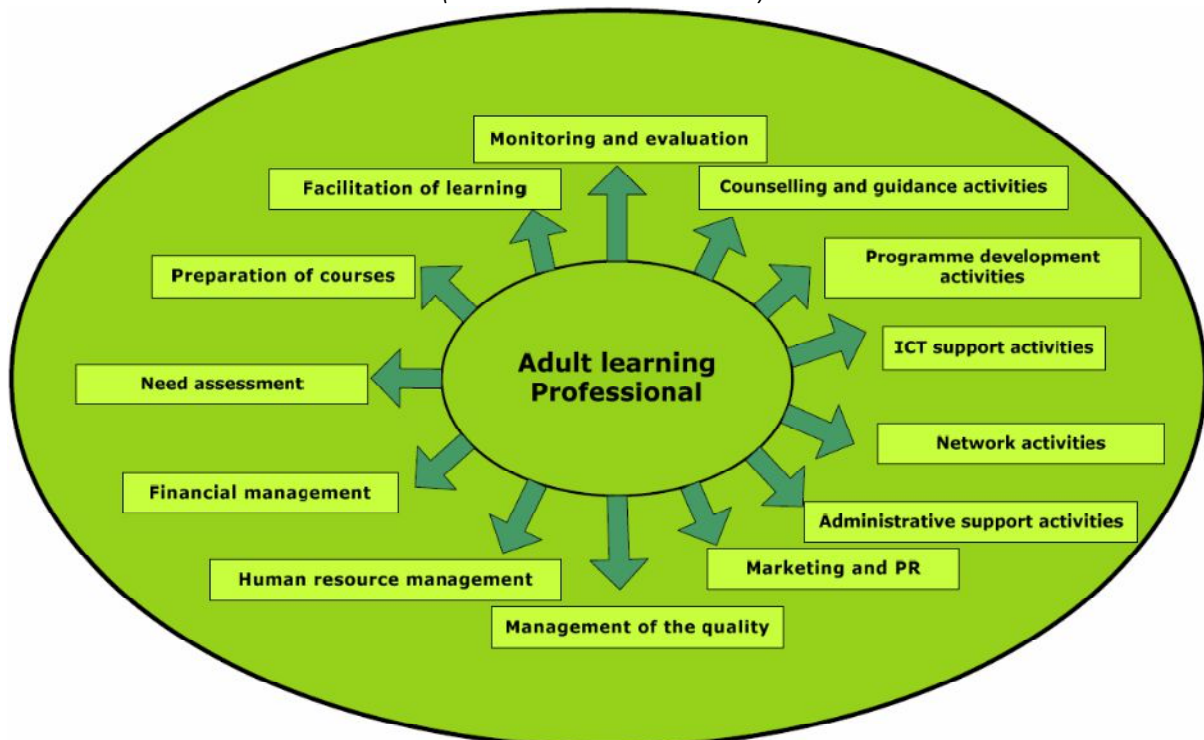
⁶⁸ Available at www.oecd.org/skills/piaac/Skills-Matter-Greece.pdf

4. Competencies of adult educators

Previous research⁶⁹ made clear that adult educators in Europe carry out a wide diversity of activities. In literature thirteen main categories of activities have been identified⁷⁰ (see Figure 4). Although teaching activities are still at the heart of adult learning, other fields of activity have become increasingly important. Particularly important in this respect are management, activities such as counselling, coaching and supervision, and the activities in financial administration, project acquisition and strategy development and evaluation⁷¹. In fact, in most European countries adult educators with, for example, a primary responsibility of educating, could also carry out a wide array of other administrative, managerial and counselling activities. For this reason the focus in the TTOP questionnaire to the project partners is not on professional roles, but rather on activities carried out within adult learning institutions. Although the partners' responses to the TTOP questionnaire reveal that teaching positions are clearly mentioned, but the title of the position and the functions and roles of the adult educators and practitioners differ from one country to another. In some countries they also differ according to the type of provider.

Figure 4. Repertoire of adult educators' activities carried on institutional level

(Source: Buiskool et al. 2010: 35)



Teachers, tutors, lecturers, trainers and instructors were all referred to as teaching professionals. These terms are used as synonyms but in some countries the different titles reflect differences in position. Results also show that management positions for adult educators may be either general or more specialised. Others have managerial responsibility for subsets or combinations of tasks such as education/course planning, needs assessment, evaluation, HRD, finance, marketing. Management

⁶⁹ See Research voor Beleid & Plato (2008) Adult Learning Professions in Europe, a Study on Current Situation, Trends and Issues, final report (Zoetermeer).

⁷⁰ These areas of activity were identified by the European Research Group on Competences in the field of Adult and Continuing Education in Europe, which was initiated by the German Institute for Adult Education in October 2005.

⁷¹ See Faulstich, Schiersmann, (1999); Kraft (2006).

tasks could also be found in the boards of learning centres, director or coordinator positions of a centre, or in specialised management positions. Management tasks of board members (representatives of providers and/or municipalities) have to do with development of shared missions and goals and the strategic plan of the centres or departments that they are associated with, they also have to do with sharing expertise and experiences and ways of working together. The director of a centre or a LLL centre has to deal with the daily management, the financial planning and management, pedagogic and educative planning, human resource management, public relations, quality assurance, and networking. These tasks can also be delegated to specific managers, but in this case we see that this only goes for the management of educational activities. These adult educators are responsible for programme planning, needs analysis, evaluation of the programmes and sometimes they are responsible for the selection, guidance and development of teaching staff as well.

In contrast with other educational sectors, **need assessment** is particularly important because adult learners bring with them a lot of experience, expertise and prior knowledge in the learning process that should be taken into account when attuning the learning programme. From the study of job descriptions and the opinions of experts, it became clear that need assessment is a very important field of activity in the adult learning sector. This is confirmed by various sources⁷². The need assessment includes two specific activities: Identify the various needs (identifying the background, history, gaps, and personal goals) and possibilities, potential and capacities of adult learners. This is contextualised with respect to the individual learner and the broader societal needs. Identify and assess the entry levels, prior learning and experience of the adult learner. From the analysis of the questionnaires it is shown that 50% of the TTOP partners consider these activities as “very important” (see Table 1 below).

Table 1. Need assessment activities

Identify the various needs (identifying the background, history, gaps, and personal goals) and possibilities, potential and capacities of adult learners. This is contextualized with respect to the individual learner and the broader societal needs.

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Invalid	1	16,7	16,7
Total	6	100,0	100,0

Identify and assess the entry levels, prior learning and experience of the adult learner.

	Frequency	Percent	Valid Percent
Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

Preparation of courses activities are often linked with teacher and training activities, but can also be carried out separately, for example when there is a fixed course programme and one professional prepares the course for other colleagues who deliver the course. Job descriptions do not always mention these activities explicitly, but experts emphasise that these activities should be included. The following activities are listed:

⁷² See, for example: Cedefop (2009), ‘Competence framework for VET professionals’.

- Identification of the learning (re)sources and adequate methods (including ICT-facilities). This relates to the material and non-material resources inside the institute (what do the learners bring to the course, stakeholders, relevant organisations, enterprises etc.). TTOP partners considered this activity as “very important” (83.3%) or “extremely important” (16,7%).
- Planning and organising the learning process keeping in mind the various backgrounds, learning needs, levels etc of the adult learners.
- Setting, negotiating and communicating the objectives of the course and informing the adult learners of the structure of the learning process.

Table 2. Preparation of courses activities

Identification of the learning (re)sources and adequate methods (including ICT-facilities). This relates to the material and non-material resources inside the institute (what do the learners bring to the course, stakeholders, relevant organisations, enterprises etc.).

	Frequency	Percent	Valid Percent
Valid Very important	5	83,3	83,3
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

Planning and organising the learning process keeping in mind the various backgrounds, learning needs, levels etc of the adult learners.

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Very important	4	66,7	66,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

Setting, negotiating and communicating the objectives of the course and informing the adult learners of the structure of the learning process.

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Very important	4	66,7	66,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

All adult educators’ activities in TTOP partner countries include teaching in their description of activities. However, this broad cluster includes several distinct though closely related activities being carried out through the many different contexts in which professionals work. Activities include not only the **facilitation** as such, but also activities such as managing group processes and updating the subject matter. Relating the learning process to the living world and practice of the adult learner. This is achieved by making use of the prior knowledge and experience of the adult learner, by integrating real life contexts into the classroom. Empowering, activating, motivating and encouraging the adult learner, being a challenger, inspirer of adult learners, and mobiliser of their motivations. Creating a positive learning/development environment. Having awareness and understanding of diversity and having insight in the problems that can occur because of diversity and anticipating the consequences for the adult learner, the group and oneself. Providing, or facilitating the acquisition of, relevant content in the learning process (knowledge, skills, insight, in-formation

and attitudes). Making the content accessible and attuning the content to the needs and abilities of the learners. Developing tasks and assignments to support the learning process of the adults
 Managing the learning process: Monitoring, assessing and evaluating the learning process and the progress of the adult learners. Keeping track of the aims that have been set during the course and making changes in the course to improve the learning process, as well as management of time in the course. Managing group processes and dynamics. Keeping up to date with the current developments in adult learning sector, the methodological changes and developments concerning the subject matter (see Table 3).

Table 3. Facilitation of learning activities

Relating the learning process to the living world and practice of the adult learner. This is achieved by making use of the prior knowledge and experience of the adult learner, by integrating real life contexts into the classroom.

	Frequency	Percent	Valid Percent
Valid	Important	1	16,7
	Very important	4	66,7
	Of extreme importance	1	16,7
	Total	6	100,0

Empowering, activating, motivating and encouraging the adult learner, being a challenger, inspirer of adult learners, and mobiliser of their motivations.

	Frequency	Percent	Valid Percent
Valid	Important	3	50,0
	Very important	3	50,0
	Total	6	100,0

Creating a positive learning/development environment.

	Frequency	Percent	Valid Percent
Valid	Important	3	50,0
	Very important	3	50,0
	Total	6	100,0

Having awareness and understanding of diversity and having insight in the problems that can occur because of diversity and anticipating the consequences for the adult learner, the group and oneself.

	Frequency	Percent	Valid Percent
Valid	Important	2	33,3
	Very important	3	50,0
	Invalid	1	16,7
	Total	6	100,0

Providing, or facilitating the acquisition of, relevant content in the learning process (knowledge, skills, insight, in-formation and attitudes).

	Frequency	Percent	Valid Percent
Valid	Not important	1	16,7
	Very important	4	66,7
	Of extreme importance	1	16,7
	Total	6	100,0

Making the content accessible and attuning the content to the needs and abilities of the learners.

	Frequency	Percent	Valid Percent
Valid	Important	1	16,7
	Very important	5	83,3
	Total	6	100,0

The activities clustered under **monitoring and evaluation** are often closely related with the facilitation of learning-activities: in teaching and training one should be involved in constant monitoring and evaluation, as seen with the last activity listed under the facilitation of learning

section. However, the activities included in this cluster are directed more at evaluation of what learning processes bring to the adult learners and in what way they progress. Providing support and feedback as a two-way process to the learners (receiving and giving between the adult learning professional and the learner). Evaluating the context, the process and the outcomes of the learning process (for TTOP partner responses see Annex II).

Adult learners need **support and guidance**. Not only on the actual learning taking place, but also in other fields like work, career and further education. The specific guidance depends on the aims and goals of the adult education delivered. The following activities are included in this cluster: Offering career information and basic information on work environments. Application of tests to obtain information on the relevant characteristics of adults for their career. Offer pre-entry, on-course and pre-exit guidance. Application of personal guidance and counselling skills (including the context of second chance and return to learning). Offer guidance on meta-cognition (learning to learn/study skills). Offer subject specific academic guidance and share information with other professionals (for TTOP partner responses see Annex II).

Adult education takes place in courses, and in many cases these courses are part of a bigger programme. **Creating and developing these programmes** is a distinct field of activity, including the following activities: Curriculum design at module and programme level. Development of programmes that are flexible in terms of mode (full-time/part-time), timing (modularity) and location (face-to-face/distance/mixed), taking into account adults' personal situations (See Table 4 below).

Table 4. Programme development activities

Curriculum design at module and programme level.

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

Development of programmes that are flexible in terms of mode (full-time/part-time), timing (modularity) and location (face-to-face/distance/mixed), taking into account adults' personal situations.

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

Not all activities within an adult learning institute are directly related to learning. Like in every other (educational) institute, *managerial activities* must also be carried out. One cluster of managerial activities concerns the management of finances, a field of activity that becomes increasingly important considering shifting budgets and increasing project financing in the adult learning sector. It includes the following activities (for TTOP partner responses see Annex II):

- Management of resources.
- Constructing and managing budgets.
- Preparing applications for funding.
- Determination and elucidation of benefits.

Other managerial activities deal with **managing human resources**. As in every (educational) organisation, human resources are very important in providing high quality provision. The following human resource activities can be identified (for TTOP partner responses see Annex II):

- Daily management of teaching and non-teaching staff.
- Organisation of course-teams, building of teams and building of institutional culture.

- Conducting appraisal and organising professional development.
- Recruitment of staff, drawing up contracts.
- Monitoring and evaluating staff performances.
- Supporting/empowering staff and its personal development.
- Responsibility for teacher and staff competences/informing staff on training offers.
- Setting up Continuous Professional Development activities.

Besides the management of finances and human resources, there are **other managerial activities** to be carried out of a general nature. These activities concern the relation between the organisational structure and quality assurance. The following activities have been identified in the research in this respect (for TTOP partner responses see Annex II):

- Working according to organisational procedures.
- Arrangement of committees and boards.
- Oversee learning environment.
- Monitoring and evaluation of programmes and implementing improvements.
- Assessment of demand for existing provision and for new programmes.
- Building of relationships with external communities.
- Delegating tasks and power.
- Responsibility for quality assurance/ QA strategy/monitoring QA.
- Contribute to formulation of institutional mission.
- Lobbying and negotiating with external bodies.
- Following and implementing changes in legislation and regulations.

Marketing and PR activities need to be carried out in the adult learning institute that promote the institution, reach target groups and build relations with stakeholders. The following activities are also identified in the literature (responses of TTOP partner countries are available in Table 5 below):

- Marketing of programmes.
- Assessment of demand for existing provision and for new programmes, building of relationships with external communities. Half of the TTOP partners consider this activity as “not important”.

Table 5. Marketing and PR activities

Marketing of programmes.

	Frequency	Percent	Valid Percent
Not important	1	16,7	16,7
Important	3	50,0	50,0
Valid			
Very important	1	16,7	16,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

Assessment of demand for existing provision and for new programmes, building of relationships with external communities.

	Frequency	Percent	Valid Percent
Not important	3	50,0	50,0
Valid			
Very important	1	16,7	16,7
Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

Like in any other (educational) institute, **administrative activities** need to be carried out. This involves also the provision of information to adult learners and colleagues. Dealing with administrative issues with regards to the adult learners, adult learning professionals and the institute (answering phone calls, monitoring budgets, word processing, booking courses, collating students' achievement etc.). Informing adult learners and staff on administrative issues (referring students to

courses, referring to sources of further information and supporting adult learning professionals) (for TTOP partner responses see Annex II).

ICT has also become more and more important in adult learning institutes. Many courses and programmes make use of ICT-based learning environments. Using those environments is one thing, but developing and maintaining those environments is something different. The following activities have been listed under ICT-support (for TTOP partner responses see Annex II):

- Contribute to the design of ICT-based and mixed mode programmes of study, using multiple forms of media (WWW, integrating text, audio and video).
- Delivery of the ICT-based programmes.
- Collaboration in design teams, involving teachers, learners, administrators and instructional designers.
- Conduct and facilitate assessment within on-line environments.
- Use of electronic discussion forums and other media including PC-based audio and videoconferencing for academic and guidance support.
- Contribute to the design of web pages for marketing, maintain personal web pages.

Last but not least, there are a number of activities that have a **more generic nature**. The following list contains a number of these overall activities in working in the adult learning institute (for TTOP partner responses see Annex II):

- Working with others (colleagues, stakeholders, managers, enterprises and learners) in order to develop the learning process.
- Link to the social context, networks, stakeholders (how the institute fits in the field) by creating relevant networks with actors in the field outside the institute.
- Link to relevant professional networks, other colleagues, adult learning professionals to find support in developing adult learning initiatives, in other words, share experiences with colleagues (in and outside the own institute).
- Contribute to the wider community, concept of provision or promotion of effective learning activities.
- Add to knowledge base of your institution/ setting to provide a further raise of quality.
- Coaching new teachers (other colleagues).
- Reaching the target groups (public outreach).

Based on this broad spectrum of activities a number of **generic competences** relevant to conducting these activities is also identified in the literature. Adult educators ought to potentially possess these competences regardless of whether they carry out teaching, managing, counselling or administrative activities, since these competences define what it means to be a professional. However, the weight given to each competences and the extent to which these competences are applicable to every person working in the sector differs. This cluster of generic competences consists of seven competences (see Figure 5):

A1) Personal competence in systematic reflection on one's own practice, learning and personal development: **being a fully autonomous lifelong learner**.

A2) Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: **being a communicator, team player and networker**.

A3) Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): **being responsible for the further development of adult learning**.

A4) Competence in making use of one's own subject-related expertise and the available learning resources: **being an expert**.

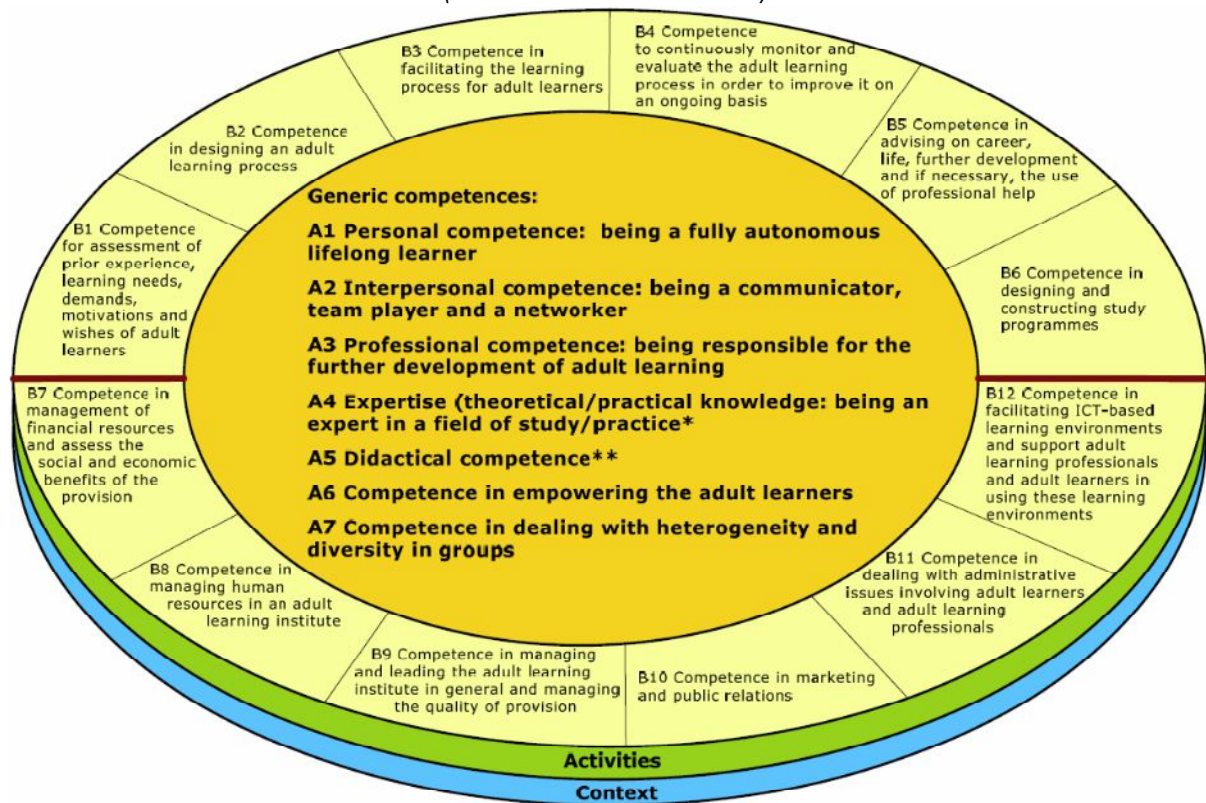
A5) Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: **being able to deploy different learning methods, styles and techniques in working with adults.**

A6) Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: **being a motivator.**

A7) Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: **being able to deal with heterogeneity and groups.**

Figure 5. Key competences for adult educators

(Source: Buiskool et al. 2010: 31)



Along side the generic competences (A) which all adult learning professionals should possess, there are other **specific competences** identified in the literature related to specific functions within the adult learning institute. The competences (B), which are directly linked to specific activities carried out by adult learning professionals in the learning process, consists of six separate competences:

B1) Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: **being capable of assessment of adult learners' learning needs.**

B2) Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: **being capable of designing the learning process.**

B3) Competence in facilitating the learning process for adult learners: **being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development.**

B4) Competence to continuously monitor and evaluate the adult learning process in order to improve it: **being an evaluator of the learning process.**

B5) Competence in advising on career, life, further development and, if necessary, the use of professional help: **being an advisor/counsellor.**

B6) Competence in designing and constructing study programmes: **being a programme developer.**

Based on partners' responses to the TTOP questionnaires the **shortlist of competences** (A and B lists) that stand out in terms of how the partners evaluate them as either "extremely important" or "very important" having in mind a specific work context and based on their expert opinions, are the following (for evaluation of all competences by TTOP partner see the questionnaire responses in Annex II): Adult educator....

1. is able to be self-reflective
2. is able to assess his/her own learning needs
3. is able to manage his/her own learning process
4. is able to organise work and time
5. has knowledge of ways to establish a relationship of trust with adult learners, colleagues and stakeholders
6. has knowledge of relevant communications techniques
7. is able to communicate in a clear fashion with adult learners, colleagues and stakeholders.
8. is able to work in teams
9. is able to collaborate closely with colleagues
10. is able to exchange knowledge and experience,
11. is able to identify problems and find solutions together
12. is able to give and receive feedback to and from adult learners, colleagues and stakeholders
13. is able to use the feedback in the improvement of the professional practice
14. has integrity
15. respects others and their different backgrounds
16. has a positive attitude towards working together
17. is loyal and committed to his/her own profession
18. is open to change
19. is aware of the social and societal dimension in adult learning
20. is aware of possible political or ethical aspects in adult learning
21. has knowledge of the field of study (subject knowledge) or the field of practice (experience, practical knowledge)
22. has knowledge of relevant recent developments in (academic) literature or study
23. knowledge of the learning resources learners bring in themselves (knowledge, experience, expertise).
24. has knowledge concerning the learning resources that can be used in the learning process, including those that stimulate adults' self-directed learning
25. is able to select the right learning resources
26. is able to choose and attune the resources to the demands of the individual adult learner and the group.
27. is able to make use of the learning resources the adult learners bring in.
28. is able to motivate adult learners to learn independently using suggested learning resources
29. is aware of relevant recent developments in his/her own field of expertise
30. has an open mind towards using new learning resources
31. has knowledge of learning methods (didactics) relevant for the learning processes of adult learners
32. has knowledge of learning styles (approaches) relevant for the learning processes of adult learners
33. has knowledge of learning techniques (ICT, new media and social networks) relevant for the learning processes of adult learners
34. is able to use the learning methods (didactics) to support the learning process of adults
35. is able to use the learning styles (approaches) to support the learning process of adults
36. is able to adjust the style of guiding the learning process to the individual adult learner and the group

37. is confident in applying different learning methods, styles and techniques
38. has a positive, though critical view towards new developments in methods, styles and techniques.
39. has knowledge on methods and techniques to stimulate, motivate and empower adult learners to learn and develop themselves
40. has knowledge of cultural differences of learners
41. is able to motivate, stimulate and empower adult learners
42. has knowledge of the value of diversity and heterogeneity in a group
43. has knowledge of methods to deal with possible conflict situations
44. is able to recognise diversity in backgrounds
45. is able to recognise the value of diversity
46. is able to recognise tensions, problems and possible conflicts
47. is able to act strategically to prevent and/or manage these
48. possible conflicts
49. has respect for difference in order to deal with heterogeneity and group dynamics

The above mentioned competences may consist the basis for developing the anticipated learning outcomes of various courses in relevant modules (as these will be drawn from the list of activities mentioned before) in the TTOP curriculum framework. The seven generic competences (A list) which are relevant for carrying out all activities will consist the broad canvas on which the curriculum will be based and for defining the course objectives more accurately, whereas the six specific competences (B list) may consist the basis for further elaborating learning outcomes. Adult educators working in the sector ought to possess such competences, regardless of whether they carry out teaching, managing, counselling or administrative activities. The first three generic competences relate to the prerequisites for being a professional adult educator (those are: being an autonomous learner, being a communicator, team player and a networker and being responsible for further developing the profession). The adult educator should be responsible for their own development and be an autonomous learner within their own career-long professional development, has the ability to anticipate change in the sector, and contributes to the development of the organisation and the wider profession. Through these competences the adult educator is able to see ways to improve the learning process. For example (see Box 1), with regards the competence **49 has respect for difference in order to deal with heterogeneity and group dynamics**, the TTOP curriculum framework can refer to the a set of anticipated learning outcomes within a dedicated course for the module that relates to facilitation of learning as follows:

Module Title (relevant to the list of Activities): FACILITATION OF LEARNING IN ADULT EDUCATION PROGRAMMES

Course title (relevant to Competences A List): DEALING WITH GROUP DYNAMICS AND HETEROGENEITY IN ADULT EDUCATION

Course objective (relevant to Competences A List): Managing heterogeneity and diversity in learning groups.

Course description (relevant to Competences B List): : Adult educators need to be competent in dealing with the heterogeneity and diversity in the historical, social, economic, religious background, learning needs, motivations, prior experience and knowledge, learning history, (learning) abilities, learning styles, age and gender of the adult learners and to understand their stages of development. This includes understanding of the value of diversity, respect for differences and the ability to

incorporate or obviate any differences in the learning process. They must also show empathy, be reliable, authentic and loyal to the adult learners. Furthermore, they need to possess the ability to analyse behaviour of adult learners and the group, the ability to identify possible problems and conflicts and to act strategically to prevent and/or manage possible conflicts and anger towards individual adult learners, the group and the professional him/herself. Adult educators must also be responsible for creating a safe learning environment which is based on mutual respect and cooperation in which the adult learners can develop into, or as, fully autonomous lifelong learners.

Anticipated learning outcomes in this course (relevant to Competences B List): : With the completion of this module adult educators will be in position to...

Knowledge:

- Comprehend the value of diversity and heterogeneity in a group
- Have a good grasp of the stages of human development in adulthood
- Recognize the importance of group dynamics
- Identify methods to deal with possible conflict situations

Skills:

- Support diversity in backgrounds
- Recognise the value of diversity
- Deal with heterogeneity
- Analyse behavior
- Recognise tensions, problems and possible conflicts
- Act strategically to prevent and/or manage these possible conflicts

Attitudes:

- Develop a reliable and consistent behavior towards heterogeneous learners
- Build up empathy and respect for difference in order to deal with heterogeneity and group dynamics

Furthermore, adult educators can work together with colleagues and other stakeholders to exchange knowledge, experience and expertise in order to improve the learning process. According to Buiskool et al. (2010: 62) adult educators are aware of the societal embeddedness of adult learning and of the role adult learning plays in society. Therefore they must have competences in maintaining interpersonal relations with adult learners, colleagues, stakeholders and other relevant organisations, in improving their own practice, the institute, the adult learning sector and the adult learning profession by means of (self) reflection, and being continuously directed at improving the professional practice on different levels. The last four generic competences (being an expert, being able to deploy a wide variety of learning methods, styles and techniques, being a motivator, and being able to deal with heterogeneity of groups) have a strong pedagogical/didactical focus. First of all, the adult learning professional has the competence to work with knowledge, skills, technology and information in a way that is relevant to adult learners. Adult educators use their expertise to select learning resources and make them accessible through use of different learning methods and styles. They need to be therefore aware of recent developments with regard to their field of study/practice, and also able to critically assess new and innovative methods to be used in the learning process. The adult educator needs to have these competences to create a stimulating and safe learning environment in which adult learners can develop themselves towards, or as, fully autonomous life-long learners. Adult educators also need to inspire and motivate and be able to empower the adult learners in their development and learning process. Furthermore, they need to be able to recognise diversity in the group with regard to historical, social, economic, religious and cultural background, differences in learning needs and gaps, learning experience, gender and age.

She or he is able to understand the value of diversity, respects differences and is able to deal with diversity in personal contacts and the learning process.

5. Evaluation and quality models

Given the strengths and weaknesses that were described in a previous section (see section 3), success factors of the quality assurance systems are identified. Success factors are factors that were identified as being a condition under which a good-working quality assurance system was/is implemented. These success factors can be taken into account in determining new initiatives or in transferring initiatives developed elsewhere into new contexts. The following factors of success can be identified in the literature (see Buiskool et al, 2013: 75-77):

- The focus of the quality assurance system is on the learner/consumer;
- The quality assurance system is transparent for all stakeholder; The quality assurance system is organisationally strongly backed;
- The responsibility body possess authority in the sector;
- The quality assurance system has commitment within the provider of the management and the employees;
- The quality assurance system should be affordable given the adult learning provision and the context;
- The quality assurance system should be relevant for the given context (no one-size fits all);
- The development/ acceptance of quality assurance systems takes a certain period of time.

An issue particularly emphasised in the literature –but is also evident in the TTOP partner countries questionnaires– is the focus of the initiative on the learner, or consumer. This is mentioned explicitly for instance, in the Swiss EduQua framework. In fact, concerning the EduQua model, the learner-centeredness is considered an advantage. This learner-centeredness is operationalised in different ways. This learner-centeredness can as well be explained as taking into account explicitly the fact that adults (can) learn in a different way as younger people and might need different tools, didactics, structures, learning material, and more flexibly ways of delivery. This success factor can be found in all TTOP partners. Another general remark is that quality assurance systems should be transparent for all stakeholders. The rules and procedures should be clear and understandable for all. This explains the success of the longstanding Swiss quality initiatives. Another factor, which is often mentioned as a determinant of success is a stable and strong organisational backing of the initiative/instrument. This can be operationalised at different levels. With regard to quality assurance, it is important to have commitment within the provider from management and employees. Furthermore, the quality assurance systems have to be affordable for adult learning providers, both in terms of budget and time spend on assuring the quality, or monitoring the quality. Here there is a difference between the formal education systems leading to formal qualifications and the non-formal systems not leading to formal qualifications. In general, if formal qualifications are at stake, the quality assurance initiatives tend to be more severe in terms of costs and time allocation (for instance inspectorates). In the non-formal system one sees more often less restrictive quality assurance systems such as quality labels. The quality model should be flexible. Each quality approach is attuned to the specific adult learning context. In a way, the context, aim, organisation, structure and type of learners determine the scope, size, strength, and complexity of the quality approach chosen. Asking therefore for an all-encompassing, overarching quality framework runs into serious difficulties and the challenge is to make it as flexible and open as possible, so that the diversity in adult learning sectors can be accommodated and respected. There is no one-size-fits-all.

More specifically now in the TTOP partner countries the situation is as follows:

In **Estonia** adult educators run the self-evaluation process: gather opinions from the learners about the study process, using pre-assigned methods; analyse the educational process and the learning outcome, keeping in mind the planned objectives and using the pre-assigned methods; evaluate the functioning of the study group as a whole in the learning process and the development of the

learners, using pre-assigned evaluation methods; reflect on their own activities during the study process, determine the omissions and possibilities to preclude those by using self-analysis tools and based on feedback received from the learners; inform people about the study results, using the agreed method and based on facts and arguments⁷³. The outcome based curriculum is the basis of training for adult educators. The results of trainings must correspond to the outcomes. The measuring tools are different forms of exams (interview; group discussion; writing essay etc.).

In **Portugal** There are some differences between adult educators and school teachers, but not so much regarding the quality standards. The school teachers must stick with the program they need to teach per school year, according to the Education Ministry; when adult educators have more flexibility when adapting the training program to the adult learners needs and rhythms. The quality certification on training is mandatory to organisations in private sector which are training providers, and to be certified they need to have a quality manual which includes the evaluation tool (indicators, techniques, tools) to proceed with the training evaluation, namely the evaluation of the trainers (usually done by learners and course coordinators). In the public sector, the Ministry provides inspections to schools which includes the evaluation of teachers, and the National Council for Education supervises the education system. For education system there is also an external organism to evaluate the quality and the results in each course. The mechanisms to measure the quality of adult educators' training include: questionnaires, observation, reports, interviews, case studies, follow up, and procedures foreseen in ISO9000.

In **Sweden** the situation is slightly different. Regarding formal adult education, the responsibility for quality inspection leighs on the Swedish Schools Inspectorate. They perform regular supervision on the adult education providers, looking at; The preconditions for education within the adult education area (information and offering municipal adult education, information and offering municipal adult education for people with special needs, The performance of municipal adult education / - and for people with special needs, Education level-, certification of- and competence of the school personnel (for all school forms), Development of the education within adult education; Systematic quality work and resource allocation, Efforts for countering victimization. Within Higher VET, the Swedish National Agency for Higher Vocational Education performs inspections, focusing on the functionality of the management group set for the education, The prerequisites for theoretical and practical learning, The prerequisites and performance of the integrated work based learning, and the systematic quality work done by the education provider. For Higher education, the responsibility lies at the Swedish Higher Education Authority. In simple terms there will be four different types of assessments. In the report submitted by UKÄ to the Government these assessments are referred to as components; Appraisals of entitlement to award qualifications, Reviews of the HEIs' quality assurance procedures, Evaluations of programs, Thematic evaluations, The assessments will generally include three different perspectives; The perspectives of first and second-cycle students and of doctoral students, The labor market perspective, The gender equality perspective. Together the four components take a comprehensive approach on quality assurance of higher education in Sweden. Additional work is under way to develop aspects for the assessments to focus on. These aspects are grouped in a number of areas. The aspect areas are: Governance and organization, Environment, resources and area, Design, implementation and outcomes, Follow-up, measures and feed-back. The ad-hoc adult educators need to be further investigated. There are no regulated methods – pointing out how this should be done. Normally it is part of the internal quality assurance work, where the use of observation, questionnaires and interviews with the learners are commonly used. Results being an integrated part in the continuous improvement process as well as for competence planning and salary review.

⁷³ See The Professional Standard of Adult Educator at [file:///D:/Downloads/The%20adult%20educator,%20level%206%20\(4\).pdf](file:///D:/Downloads/The%20adult%20educator,%20level%206%20(4).pdf).

In **Switzerland** this is a task of the different institutions and they have to control the quality of their adult educators. In the quality label EduQua, institutions have to show who is responsible for the quality of the trainers, and the feedback of the participants are evaluated and discussed. Visit in the classroom, exchange with colleagues, supervision and intervision, depends from the field of different didactical courses. The EduQua certification process certifies adult continuing education institutions. EduQua defines six criteria, which are key to the quality of an institution: (1) the course offer, (2) communication with clients, (3) value performance, (4) staff - the educators, (5) learning success, and (6) quality assurance and development. eduQua stimulates quality development; through the preparation for a certification, the on-site audit, certification report, yearly intermediate audits, and with the renewal of the certification every three years. (Compare the descriptions above e.g. Certificates SVEB 1, 2, 3 = criteria 4 (staff/ educators). EduQua is the first Swiss quality label for adult continuing education. The quality label provides certified institutions with a considerable advantage in the eyes of their clients. The quality management also supports an improvement through the certification process. The certification proves to be an advantage when dealing with the authorities: in increasingly more cantons, the certification is a requirement for public funding. The Swiss Conference of the Cantonal Educating Directors recommends that the cantons check the quality of the providers in the education sector in all of Switzerland based on the same criteria and make national subsidies dependent on a proof of quality. EduQua is made up of over 1000 schools, institution and academies of the non-formal sector of adult learning.

In the **United Kingdom**, there are national and institutional arrangements to assure the quality of the provision and the performance of individual tutors. All state funded provision through the Skills Funding Agency offered by colleges of further education, local authorities, private training providers and non profit organisations are subject to regular inspections by the national inspectorate, Ofsted (Office for National Standards in Education). There is an inspection cycle 4-5 years at which the institution is graded as Outstanding, Good, Requiring Improvement or Inadequate . At the end of an inspection, the institution produces an action plan to address any issues identified during the inspection and Ofsted monitors its implementation. At the institutional level, each organisation must have a strategic development plan and undertakes an annual self-assessment of its provision as part of continuous improvement. A key feature of the system of quality assurance system is lesson observations through which staff are observed by trained observations and a personal action produced to address any teaching and learning issues observed. Examination pass rates, attendance and retention are key performance indicators in assessing the quality of the provision. Organisations also have their own appraisal systems for assessing the performance of individual staff and might include targets for individual staff.

There are no specific mechanisms however for measuring educators' training but mechanisms such as course observations, staff appraisals, CPD and the monitoring of the action plan, are used to assess staff competence, not just their training. A part of the action plan following appraisals or lesson observations, could include attending appropriate training following appraisals and/or lesson observations or other training to develop new competence or updating on developments in their subject areas.

Last but not least, in **Greece** quality, evaluation and monitoring constitutes a core priority for the GSLL. For both formal and non-formal adult education GSLL has established in 2007 a National Office to implement the National Quality Assurance & Assessment Framework. The National Framework focuses on both program evaluation and the accreditation of learning outcomes for non-formal adult education programmes. Its aim is to improve and monitor quality of educational practice across all 'Adult Learning and Education Providers' (ALEP) in Greece (approximately 470 units). According to

the Greek framework each ALEP designs and implements self-evaluation procedures for its programmes following the national programme evaluation standards and procedures. In addition, audit procedures are carried out by external evaluators in all thirteen regions of the country to ensure accountability and quality improvement. The main mechanisms, which are used to monitor and evaluate Adult Learning Education (ALE) programs in order to ensure quality, are:

- a) the evaluation procedures of ALE operation (administrational procedures, management and leadership, resources and outcomes/educational pathways),
- b) the quality of the educational process (teaching methods, training packages and contents, learner assessment model, teacher evaluation procedures and training, etc.)
- c) the assessment of learning outcomes. More specifically the GSLL is developing a National Competency Framework (NCF) to assess learner achievements and performance (mainly in the SDE and KDVM).

The tool that is proposed within the National Quality Assurance & Assessment Framework is called ' π^3 '. The π^3 tool literally means 'quality always and everywhere'. This tool sets a framework of priorities and principles on quality assurance in non-formal adult education learning. This covers all forms of educational and learning provision for people over 16 years old and includes initial VET, all apprenticeship schemes, continuing VET, basic skills education and all liberal and/or popular adult education programmes. It further provides to all relevant structures a tool for organizing and delivering the evaluation of learning outcomes for those participating in any of the programmes provided. This is essentially delivered on the grounds that π^3 :

- defines quality by setting a number of principles and criteria in all three dimensions of education and learning, namely inputs, processes and outputs, and
- provides a large number of measurable quantitative and qualitative indicators for the evaluating the degree implementation of quality assurance principles by all relevant providers.

The degree to which adult education structures incorporate the aforementioned principles in their systems and operational procedures is evaluated, at a top level via a set of fifteen (15) measurable indicators.

6. Needs of adult educators due to the new challenges

The partner countries responses to the questionnaires are along the same line as the evidence from the relevant research and literature. Some studies show that in adult education steps have been suggested and taken, which could be seen as an effort to respond to the changing circumstances. Reforms in recent years in adult education across Europe have focused on, for instance, encouraging participation and improving performance and results through adopting a more *learner-centred* approach. It is considered desirable that the individual be placed at the centre, both when designing adult education programmes and when determining their outcomes. The emphasis is not only on providing instruction, but also on focusing on the broader concept of learning, which involves paying attention to the well-being, motivation, and transformation of the individual. Aspects to take into account are, for instance, providing a safe and suitable learning environment, reinforcing positive attitudes toward the learners' potential for success, and encouraging independent study skills. In addition, it is recommended that *several teaching methods* are used throughout a course, if possible, with the purpose of catering to the needs of the learners and enhancing their progress. Other measures recommended in order to attract more students include using pedagogical methods *especially suitable for teaching adults*. For preference these are learner-centred and allow for the adult learners' level, aptitude, and experiences to be taken into account. Adult educators are expected to recognise the *prior experience, skills and knowledge* of adult learners, so as to ensure that learners do not spend time relearning previously acquired knowledge. Related to this is the need for adult educators to gain awareness of the distinctive features of the groups of individuals that are attracted to adult learning, in order to be able to *adjust the learning programmes* to their specific needs and expectations. To maximise the outreach possibilities, educators are encouraged to keep relevant up-to-date *information available* and assist (potential) learners with guidance and advice. Moreover, there are proposals for flexibility and adjustment of the provision of education to the *particular (practical) circumstances* and schedules of participating adults. Efforts should be made to keep *constraints and obstacles* to participating in adult learning to a minimum. As a result of these people-oriented methods, new forms of methodological change and the combination of different learning locations and learning methods are typically of increasing importance. Moreover, e-learning has come to play a significant role among the methodological tools used in the field of adult education, although it has not achieved the predominance that had been predicted. However, several country reports note that the majority of courses offered still use passive, supply-driven learning activities. This is particularly true for the formal part of adult education, which often uses the same teaching methodologies as mainstream schools. Because formal adult education is frequently located in mainstream educational institutions and generally follows the mainstream curriculum, teachers can very easily be locked into an adult schooling approach, as opposed to an adult education approach, and can consciously or unconsciously work out of a subject-centred rather than a learner-centred methodology. The work context of employees working in the adult education field has changed significantly over the past decade. Learning is provided in a wide range of institutions active in different work domains. Formal adult education is provided in public schooling institutions for young people, public institutions specific for adults, non-governmental organisations, community based settings and commercial providers. Non-formal adult education, on the other hand, takes place in a multiplicity of settings, in formal education institutions and in a wide range of non-governmental not-for-profit organisations including civil society organisations. The actual learning places are: education institutions such as schools, colleges and universities; community colleges, education associations, popular universities, centres attached to churches, trade unions, political parties; institutions attached to chambers of commerce, professional associations, enterprises, employer associations, commercial education and training enterprises; sites of civil society organisations; public and private museums and libraries;

community, cultural and leisure centres. Non-formal adult education also takes place via distance learning, through virtual media and in a host of other forms. This raises the issue of to what extent this field may be considered unified, or is it more productive to think of it as a set of separate fields each requiring its own legislative and support structure. To develop a common approach to the professional development of adult educators in Europe, it would therefore appear necessary to identify fields or clusters of activities which allow stakeholders to identify sets of skills and competences that are related to each of these fields. Van Dellen and van der Kamp (2007) provide arguments for differentiating four work domains in adult education: vocational education, corporate and functional education, social and moral education, and cultural and arts education.

More specifically now and with respect to the TTOP partner countries, in **Estonia** adult educators are mostly experts of their own speciality. Adult education as a profession is a co-profession. Adult educators view themselves in terms of two main categories: a) professional development through work and training; and b) self-realisation. Workplace and job assignments linked to teaching or training adults have been the main reasons for becoming interested in adult education and further training as an adult educator. Adult educators play different roles both inside and outside the classroom. On the values level, the roles of adult educators include that of an active citizen and a bearer of culture. On the operational level, the roles of adult educator are: a training organiser, a practitioners researcher, an educator; a guide, a facilitator, a tutor. The training needs are: 1) preparation of the learning process for disadvantage learners; 2) conduct of the learning process of disadvantage learners; 3) analysis and evaluation of the learning process of disadvantage learners; 4) self-assessment and self-reflection of adult educator. Adult educators are usually contracted by a temporary contract. The main indicators/criteria are:

- if the AE has certified as a professional adult educator (tenders; projects; state owned institutions);
- if the AE is a field expert. This criterion is especially valued for tailor-made courses.

In special cases the adult educators need the adult educator certificate from University or a professional standard certificate. There is Standard of the Adult Educator level 5–8 in Estonia. Estonian NQF corresponds to EQF⁷⁴. In most cases, subject specific competence is sufficient, however, it may depend on the requirements and is thus considered case by case. The only specific quality requirement for adult educators is the profession according to the professional standard. In vocational education and adult secondary schools, the educators are mostly employees of the respective institution. In business training institutions, the adult educators are employed by contract. In non-formal adult education field the educators work on contract basis. The adult educators in Estonia are mostly employed in their initial professional field or they are self-employed. There is no need to raise the attractiveness of the adult educator activity. It is attractive and recognised in the society. The professional standard has an important role. Adult educators can design their own career as AE. The validation of prior learning also plays an important part in the applying process. Adult educators have a visible and recognised status. To be an adult educator / trainer, it is necessary to have higher degree /certificate, or to have a minimum of five years of professional experience and a pedagogical training certificate (in case of trainers responsible for more practical training). This certification as trainer is mandatory for trainers who work with organisations that pay with public funding, and to trainers in IEFP. To support learning processes, the practitioners of adult education need to be tutor, need to plan and adapt the curricula to the practice, guide the learners as long as providing information, accompany the learning, evaluate the learning / results.

⁷⁴ Available at: http://www.kutsekoda.ee/en/kutsesystemeem/tutvustus/kutsestandardid_eng

The training needs that adult educators have in **Portugal** are mainly pedagogical needs, such as: master the pedagogical methods; tools to formative evaluation; stimulating cooperative work; knowing and recognizing individual, social, religious and cultural differences on learners; adapting the program to the different learning rhythms. The temporary trainers / educators are recruited considering their professional experience on the subject to provide training; the certificates considered in the law; certificate of higher education or experience as trainer at least for 5 years. The teachers who are working in the public sector and are not permanently placed to a school, they have to apply to annual call according to the law requisites. Yes, trainers and teachers must have qualification in the technical and scientific training thematics in which they are providing training. Yes, there is national regulation to have access to teacher or trainer career, and there are sectorial regulation to have access to different professional activities. A subject specific competence is not sufficient, the adult educators / trainers need to have qualification on pedagogy, namely on: adult learning; how to motivate to learn; working with peers; negotiation processes; master communication processes and tools to digital communication. There are some differences between adult educators and school teachers, but not so much regarding the quality standards. The school teachers must stick with the program they need to teach per school year, according to the Education Ministry; when adult educators have more flexibility when adapting the training program to the adult learners needs and rhythms. There are educators who are employees of the respective organization, such is the case of secondary schools and higher education organisations; but there are also many freelance trainers / educators who work by project, or temporary work contract. There is a need to raise the attractiveness of the trainer activity since they have a strategic role in the society and economy; it is necessary to add value to their role a status at legal level, also at salary, and to make available better career progression to the ones presenting better skills. In Portugal there is also a performance evaluation process which should be connected however to career progression and not to quality as such, but this process is really an administrative application and therefore has no real consequences on career progression, or other aspects of professional life; and the way it is, it can lead to increase conflicts and diminish motivation to teach. The main motivations are enjoying teaching and work with adults; to feel appreciated in their role in society and authorities; and the salary when it is concerning specific thematic.

In **Greece** the adult education sector has been strongly affected by very low and decreasing public spending, due to strict fiscal consolidation. Adult participation in lifelong learning in Greece remains very low and has tended to stagnate over time. It stood at 3.0% in 2014, compared to an EU average of 10.7%. Some groups of people, such as the lower skilled (ISCED level 0-2) - with a participation rate of barely 0.4% in 2014, compared to an EU average of 4.4% - or older people and those living in isolated, remote and sparsely populated areas have less access to training. The rate of 25-64 year old adults who are low-qualified (levels 0-2) in Greece and in employment is steadily decreasing however from 53.9% in 2011 to 46.9% in 2014 with a slight increase to 48.5% in 2015. This tendency is also evident for adults in all ISCED levels (62.5% in 2011 to 56% in 2014) with a slight increase in 2015 (57.6%, of which 48.2% were women and 67.4% were men). The majority of low-qualified people in employment in 2015 were men (60.2%) in contrast to women (35.6%)⁷⁵. Recent legislation in the adult education sector in Greece indicates the intention to revert to the educational policy from the pre-2010 period. There is still considerable room to increase efficiency and effectiveness at virtually all levels of adult education (basic, initial and continuing VET). Moreover, Greece has to resolve inequalities in access to adult education which are reflected in extremely low participation rates, the minimum participation of workers, artisans and the low skilled in comparison to those with the highly skilled, the greater participation of residents of urban areas over suburban and rural

⁷⁵ The proportional difference applies for those low-qualified men and women who were also unemployed in 2015 (24,6% for men against 29% for women), but not as wide as for those who were low-qualified and in employment.

areas, and in the greater involvement of people with high level of education compared to those with lower levels of education. In addition the intensification of the refugee crisis in 2015 has disproportionately affected Greece as a transit country, with as much as 856,723 refugees and migrants crossing into Europe via the Greek-Turkish sea borders within the year, while from January 1 to March 13, 2016 respective inflows have already surpassed 143,205 according to the United Nations Refugee Agency⁷⁶. This unanticipated increase in refugee and migration inflows, at a rate of 1601% in 2015 compared to 2014, and the estimated continuation or even escalation of inflows within the current year in response to the continuing geopolitical tensions in the Middle East, undoubtedly entail an additional challenge in terms of educational opportunities for this particular group⁷⁷. Significant measures have been legislated in the field of adult education and VET, but their mix and implementation so far is uneven. This eventually requires a better dissemination strategy of any policy measures in the field by stressing their benefits particularly for those adults who are most vulnerable (i.e. unemployed young adults aged 24-30, older adults 65+, low skilled and NEETs as well as migrants and refugees). It is important to monitor who participates in adult education in Greece, for what reasons and how much they actually need it. Advanced outreach strategies are imperative in this case. Considering the profile of those who already participate, (women in their majority; employed with ISCED 4 or higher) authorities like EOPPEP and INEDIVIM are also faced with the challenge of reassessing existing adult education and VET provision by prioritising relevant outreach projects at regional and local levels. EU structural funds should be better exploited to boost investment in adult education. Last but not least, close collaboration with research institutes and universities as well as participation in international cyclical large scale studies like PIAAC is needed. Greece ranks around the OECD average in education and skills (OECD, 2016: 14). This can provide a basis for finally opening the discussion on human resource management, with focus on issues like increasing the relevance of VET offers and predicting anticipated future needs. Plans should be evaluated systematically, employers should be more involved, the quality of tripartite dialogue needs to be upgraded, and a system to detect current and future needs in terms of skills needs has to be created. Finally, quality in adult education in Greece is largely overlooked despite the existence of a relevant quality assurance tool. The tool that was proposed within the National Quality Assurance & Assessment Framework is called 'π³'. In addition the creation of a common registry for adult trainers that is under way needs to be reassessed. A registry for trained adult educators and trainers to continue vocational training (CVET) was first created in 2000⁷⁸ by EKEPIS (predecessor of EOPPEP). All trained adult education and training staff entered the registry after a short period of targeted training. At the moment there are two registries organised by EOPPEP and INEDIVIM respectively. The one created by INEDIVIM however is for adult educators in non formal adult education structures. Whereas the one organised by EOPPEP is only for trainers in CVET. The new consolidated registry will be supplemented by the trainers that work under the banner of EOPPEP so that a unified and certified registry comes to force. Social partners should also become more involved in the recognition of competences of adult learning personnel⁷⁹.

In **Sweden** within the formal adult education, one must be a licensed teacher in the subject that they teach. VET teachers are still excluded from this requirement, whereas the VET skills are in priority. It is common for VET teachers to come from relevant work places, complemented with some extent of pedagogical training. There are also trainers, mainly in companies, tied to students in an apprentice programme, or for handling students having practice periods. The natural situation is that the trainer works in the work place where the students have their learning activities. In most cases the trainers are offered a course for tutors. The main roles for adult educators are being teachers or some form

⁷⁶ Information available at: <http://www.unhcr.gr/genikes-plirofories/statistika.html?L=0>

⁷⁷ See National Reform Programme (NRP), 2016. Available at ec.europa.eu/europe2020/pdf/csr2016/nrp2016_greece_en.pdf

⁷⁸ With the Ministerial Decision N° 115911/9-10-2000, Official Journal 1263/B/18-10-2000. For more details see EKEPIS (2003).

⁷⁹ Expert's own opinion.

of trainers/tutors/instructors. They all need to play the role of brokers for knowledge as well as skills, in some sense also being a part of the guidance in the school to work – process. Especially for VET, being the intermediate between school and workplace when it comes to introduce work placed learning activities. They also have an important role to enthuse the learners during the learning process, as many of the adult learners carries a legacy of earlier failing. Aside from all these “roles”, they of course have the general role of teaching. Qualified to teach in municipal adult education is the one who is competent to teach at the same level and in the relevant subject in elementary school or secondary school. For example, if you are qualified to teach mathematics in grades 1-3, you are also competent in the subject at the basic level in municipal adult education (EQF 6-7). If you are qualified to teach in Swedish upper secondary school, you are also competent in the subject at secondary level in municipal adult education (EQF 6-7) . Teaching without license can occur, but there are special rules applied.

For teaching Swedish for immigrants one needs to have a special qualification:

- subject teacher examination with a specialization in primary school grades 7-9 or with a specialization in secondary school for a degree includes Swedish as a second language
- or older exam that is designed for the teaching of Swedish as a second language
- or training that qualifies you to teach, if you have completed your eligibility with at least 30 credits or equivalent scope in Swedish as a second language.

Regarding VET – teachers, You need to have a relevant vocational background, and preferably combined with a VET-teachers program comprising 90 ECTS, even if it's not a strict requirement for adult educators. The term “educators” stands mainly for teachers. Teachers are recruited mainly through the use of public recruiting procedures, advertising on the National Employment Service and other specified webb-services for recruitment. Adverts specifies skills requirements for the role. Normal interviewing procedures take place, in collaboration with Head master, Union representative and future colleague in the team of teachers that will receive a new co-worker. For regular adult education, You need to be a exanimated teacher, with in the subject that You will teach, at a upper secondary level. For VET teachers, there is not the same requirement within adult education, even if it is recommended to have a VET teacher license. For teaching Swedish for immigrants, You should be a exanimated teacher at elementary level. Yes, there are standards at national/sectoral levels, specifying skills needed in order to be an educator within certain VET skills areas. Mainly the skill areas where the work market have put certifications in place ensuring the correct competence level of the students/learners leaving the education. Requirements are set by national program councils, with participation of work market representatives in collaboration with the Swedish National Agency for Education. There are also local program councils tied to the secondary VET schools, as well as for the apprenticeship programs for the adult education providers. Their responsibility though, stretches more over local specializations within the programmes, making work based learning places possible, not effecting the standards set by the national program councils. Most common is being an employee of the respective organization. In some cases, foremost in Higher VET, it is quite common to use specialists within the skill-area on contracts, as they are only used in a smaller and specific moment of the programmes. Today, and since some time back, Swedish schools have a very hard time finding licenced teachers to fill the free job opportunities. The status of being a teacher in Sweden is lower than needed, resulting in less young people wanting to go into University studies to get a teacher's degree / certificate. Within the timeframe of the last 2 or 3 year's efforts have been done to raise the attractiveness. One is to create a new role – First- or Head Teacher, with the responsibility to work for development within the own subject area and for development of the fellow teachers in the staff. Connected to a distinguishable raise of the salary. Lectureship is another similar investment aiming at skilled teachers going for a Phd. Another try to make an incentive to attractiveness is a directed sum from the government during 2016, directed to teachers that shows great professional skills. The working environment, working in a teacher role, often among well

motivated students, without the need of handling the rather tough parts as conflicts with young student's parents.

People active in adult education in **Switzerland** almost exclusively exercise this activity not as a first profession, but have arrived there after having trained and worked as secretaries, plumbers, nurses, managers, primary school teachers, etc. For the majority of them, teaching adults constitutes an “accessory” occupation they grew into because they have some specific knowledge or competence, they are particularly skilled in their first profession and/or can relate to people better than others. They may then discover that adult education is “their” field and gradually become professionals, and the accessory activity might develop into a main activity, as a substantial part-time or even as a full-time job. Some of them would move into a management position in which they'd be responsible for a training institution, or a sector, or for the training department of a firm. Others might move their focus of activity to counselling, to curriculum development or to project management. This “bottom-up” development of the individual professionals in the field of adult learning is reflected also by the organisation of the training offers: a modular training system that accompanies the job development of the teachers/trainers, close to their professional practice, providing them with the theory and know-how necessary for their activity. As for the moment, the role of academic training can be considered marginal. In the course of the general trend towards academic degrees, this situation might change. In Switzerland, most of the trainers has to show their qualifications how they work with adults and how they implement the didactical approaches for adults. Also, schoolteachers normally have to reach at least a certificate as a SVEB-trainer. The institutions are free to recruit the trainers in relation to their own needs. Yes, especially for the trainers working with migrants, teaching language courses. We, as an organisation, try to show the work of trainers and with our modular system, we got a better recognition of this field. Since the year 2000, 40.000 trainers have accomplished a SVEB certificate qualification, more than 10'000 have past the federal diploma as an adult educator We have a validation system for people who have already experiences or not-recognised qualifications in teaching adults. About 2.000 were recognised in one of the qualification system through the validation system. With the federal diploma, a lot of adult educators got a job. As described earlier, a lot of adult educators are coming from a specific profession. They are very strong motivated to work with people and to get new qualifications to train people. Most teachers in adult education are experienced in their field, and many have has commercial and industrial in their industries, especially those teaching technical and vocational subjects, the vast majority being well qualified professionally and pedagogically.

In the **United Kingdom**, it is estimated that the total number of staff working in further education colleges is 249,800, compared to 51,000 staff in Work-Based Learning and 25,000 staff working in Local Authority providers of Adult and Community Learning with approximately 63% being female. Part-time working is commonplace across the sector: 60% in further education colleges, 83% in the non-profit sector and 23% in Work-based learning. With regard to qualifications, most teachers have degrees, but the proportion varies across the adult education sector. In further education colleges, 91% hold or are working towards a relevant teaching qualification. Private Training Organisations, especially work-based Learning it is estimated that 63% hold the required teaching qualifications, 35% a level 5 in the subject and 20% level 6 (Bachelor's degree equivalent) or above. In community learning 75% of staff hold or are working towards a relevant qualification, with 56% holding a Level 6 qualification (Bachelor's degree equivalent) or above. In the not for profit sector, 70% held a Level 6 (Bachelor's degree or equivalent) qualification and above. Around half of staff in further education colleges and around 60% of staff in community learning is teachers (excluding assessors and verifiers), compared with 23% in work-based learning. This difference arises because the assessor role is much more prevalent in work-based learning (31% of all staff) than in further education colleges and community learning. Part-time working is very common in further education

colleges and community learning. More than half (60%) of staff in further education, 83% in community learning and 25% in work-based-learning are part-time. The majority of staff in the adult learning sector is female – women make up approximately two-thirds of the workforce in the further education colleges and work-based learning, sector around 80% in community learning. The largest group of employees in colleges is in the age bracket 45 to 54 while in work-based learning the largest group of employees is in the 35 to 44-age bracket. Most adult educators would probably consider themselves to be a professional with a distinct role to play in society, but the level of recognition and esteem varies across the sector. If anything, there is a hierarchy in the sector in the public perception, value and contribution of the sector. At the top would be the colleges, Work-based learning, Local Authority and community provision.. The perception of community learning is partly historical in terms of its beginning and the poor image it has had, partly due to the poor image of lack of awareness and visibility of what each sector does. The lack of public recognition of the professionalism of the lifelong learning sector has not helped the situation either. Whilst school teachers have always had their professional body (General Teaching Council) that sets and regulates the professional set standards, the body that was set up to set standards and regulate teaching in the lifelong learning sector abolished in 2013, together with the requirement to have particular qualifications to teach in the sector. The roles of adult educators described below refer in the main to atutors or lecturers in adult education:

1. Provide tuition in their subject, prepare courses, schemes of work, and use assessment tools to meet the needs of learners;
2. Policy and Legislative Framework- adult tutors are required to work within and comply with the relevant policies and legislative framework that govern the operation of the institution;
3. Liaison and co-operation – tutors have a role to play in lasing and working in partnership with other staff within their institution (local authority in the case of community learning) and other relevant organisations, networks and stakeholders in education;
4. Information, Advice and Referrals – provide learners with information, advice and referral to specialist advice agencies; and
5. Evaluate teaching methods, teaching and learning materials, schemes of work and make necessary changes.

Like in all organisations, there is a continuous need for learning to keep abreast of development and develop new competences to meet new and emerging needs and improve the overall quality of the provision and improve outcomes for adult learners. The main learning needs of adult educators can be summarised thus:

- Using Information and Digital Technologies in Learning - including learning platforms, interactive boards, electronic devices (phones, tablets and laptops), open sources materials, social media;
- Understanding and Managing Diversity – developing intercultural competence so teaching resonates with and reflect the diverse cultural, ethnic and racial backgrounds of learners, the ability to challenge racism, xenophobia, sexism, ageism, homophobia and religious intolerance;
- Continuing Professional Development – regular updating and keeping abreast of developments in the subject and broadening and widening subject knowledge as well as pedagogic developments;
- Placements – Staff delivering technical and vocational, especially those without any or recent experience should have the opportunity of spending some time in the workplace to update on developments, especially in terms of the approaches, technology and developments in the relevant industry; and
- Teaching and Learning Strategies –Recent evidence and analysis of inspection results of institutions in the sector have identified the need for more effective and frequent use

‘differentiation’, using the results of assessments to set learning objectives for individual learners and how to record and recognise non formal learning.

The recruitment of staff and trainers is the responsibility of individual institutions. They are independent bodies with their own governing arrangements and manage their own affairs including recruitment, publicity and marketing, curriculum, premises etc. Recruitment is generally done through public advertisement in the media, mainly newspapers (National, regional and local) magazines and recruitment websites. There are specialist newspapers in the UK that carry advertisements for educational vacancies. Selection is normally through application and interview. Interested applications respond to the adverts usually by completing an application form, (online mainly) then a shortlist of candidates is drawn up and they are invited to interview by a panel of staff from the organisation and a selection is made. An increasing number of teachers and trainers are now being recruited through recruitment agencies, the two dominant ones being PROTOCOL and the AOC (Association of Colleges). Formal qualification requirements for further education teachers were revoked in September 2013. However, institutions in the sector still recognise the need for good teaching qualifications so they still specify particular requirements or eligibility criteria. However, teachers are generally expected to have a degree or level 4 qualifications in the subject. It is now possible to get a job in the sector without being qualified. Currently, there are three training routes available to become a further education teacher, catering for people with and without teaching qualifications:

- pre-service – this involves gaining a teaching qualification with a university, college or other training provider, with entry requirements decided by the specific institution;
- in-service – typically involves working within further education as a teacher while training part-time; and
- transferring to FE – if someone already has a teaching qualification, he/she can transfer to further education with a few additional steps and potential extra qualifications, all of which can be done in-service.

The Sector Skills Councils are responsible for industry standards nationally. They are independent, strategic UK-wide organisations with responsibility for skills and workforce development of all those that employed in their sectors - from professional staff to tradesmen and women, administrative staff, support staff and other ancillary workers. There are 16 Sector Skills Councils and 5 Sector Skills Bodies who work with over half a million employers to define skills needs and skills standards in their industry. Lifelong Learning UK (LLUK) was the sector Skills Council for the lifelong learning sector, before its role was transferred to the Learning and Skills Improvement Service, which closed in 2013 when government decided that it would no longer fund it. There is now effectively no organisation that sets the standards and support organisations in promoting excellence in teaching and learning in the lifelong learning sector. There is the Society for Education and Training- a membership body for individual teachers, trainers, tutors, assessors and other professionals working in the education and training sector, and has a role in supporting individuals to be excellent in their practice focusing on the continuing professional development (CPD) of its members. Adult tutors generally have a degree or level 4 qualifications in their subject. Although qualifications requirements have been revoked, a recent survey by the *Education and Training Foundation revealed that 94%* of institutions in the sector would only take on staff that have a teaching qualification. In practice, one can say that both subject and pedagogic competence are needed to teach in the sector. There are differences in the qualification requirements for teachers across the education and training sector.. A teacher must have Qualified Teacher Status (QTS) in order to teach in a school, which is not a requirement for adult education or in the further education sector.. However, institutions value the qualifications (ranging from level 3 to level 5) and they are still on offer by colleges and universities. To teach in the state school sector one needs to gain qualified teacher status (QTS) in addition to a first degree,

unless they have completed a Bachelor of Education (B.Ed.) or a BSc/BA with QTS. There are a number of different training routes available, which provide QTS, with the opportunity to train in different settings. Anyone achieving a Level 5 Qualification in Teacher Education can apply for (QTLs) qualified teacher learning and skills that also enable him or her to teach in schools. Until recently, those qualified to schools could also teach, but not the reverse, until the advent of the QLTS in 2007. In Higher Education (mainly universities) it is expected that lecturers academics will have Higher Education Academy (HEA) membership, or possess a recognised qualification to teach in Higher Education. Lecturers who do not hold HEA membership or a recognised HE teaching qualification are appointed on the condition that they register immediately for the Post Graduate Certificate in Teaching and Learning in Higher Education (PGCTLHE) and complete it successfully within two calendar years from the date of appointment. In all cases, teachers would need clearance from the Disclosure and Barring Service, which carries out checks to prevent unsuitable people from working with vulnerable groups, including children and vulnerable adults.

The past 5-10 years have seen an increase in the use of agency staff, freelancers and consultants that that are not employees of their organisation, so do not have entitlements to benefits such as sick pay, holiday pay or pension contributions. There has also been an increasing amount of subcontracting by colleges and local authorities, where they sub-contract the delivery of some provision to individuals and smaller organisations, especially from the not-for-profit sector. Many adult education providers report recruitment difficulties most frequently in functional skills, mathematics/numeracy and English/literacy. However, there is also a concern within the sector that high quality teaching and training relies on a clear line of sight to work. It is reported that identifying either skilled professionals or teachers able to offer training of this nature in some localities and occupations can be a particular recruitment difficulty. "Further education is not seen as a sufficiently attractive career option. It isn't attracting enough of the best young graduates to replace those teachers who are coming up to retirement; it is not as immediately attractive as teaching in schools or working in industry. And there are skills gaps. There are too few specialist teachers in the key areas of math and English and insufficient support from the wider workforce for the work of math and English specialists. The sector struggles to fill vacancies in some key occupational groups and to keep vocational education up-to-date and relevant in order to meet skills gaps in the economy (particularly higher vocational skills)"⁸⁰. Whilst institutions have been able to recruit to most of their posts there are skills shortages and they experience difficulty in recruiting to those, especially staff in the STEM subjects, languages and functional skills, especially Numeracy. They also do not attract enough high calibre graduates.

Until recently, there were no specific actions aimed at improving the attractiveness of teaching in the adult learning sector, although there have always been national initiatives and overseas recruitment drives, to attract teachers. *Teach First* and *Teach Direct* are initiatives to attract the best graduates into teaching. The *Get into Teaching* campaign is the current and main Government initiative with a strand on encouraging people to teach in the further education sector campaign. The schemes offer training bursaries for mathematics graduates, golden hellos' and retention incentives for graduates in STEM subjects and other skill shortage areas to come into teaching. Since these institutions have been able to set their own staff salaries, there is some salary competition for staff, especially in the shortage subjects and those with industrial experience to come to come into the profession. There are no special motivations for people to become adult tutors that are different from wanting to be teacher, in a school for example. It would be a combination of interest, experience, expertise and opportunity.

⁸⁰ The extract above taken from the Department of Business, Innovation and Skills Report: *The Government's Strategy to Support Workforce Excellence in Further Education*, summaries the relative attractiveness of the sector to teachers and potential teachers.

7. Specificity of non-formal sector of education and the target groups

As it has been described earlier, adult educators work in a diverse and changing environment with different work domains. The field of adult education is divided into a formal and a non-formal part. Furthermore, it serves many audiences, covers diverse content areas, supports a wide variety of societal, organisational, and personal development goals, and uses many different learning methods. This complexity makes it particularly demanding for adult educators, practitioners and professionals, as well as for volunteers, to work in adult education. Although teaching activities are still at the heart of adult education, other fields of activity have become increasingly important. Particularly important in this respect is adult education management, including activities such as counselling, coaching and supervision, activities in the field of financial administration, project acquisition and activities relating to strategy development and evaluation (Faulstich, Schiersmann, 1999; Kraft 2006). Some of these activities are closely related to teaching, such as counselling, coaching and supervision, even though they involve different tools and agents, and require their own form of training. Other activities, such as management, project acquisition, marketing and financial administration, are relatively new in the educational field of adult education. The country partners have largely responded that adult educators carry out a broad range of tasks and sometimes do everything. The European research group on competences in the field of adult and continuing education in Europe (2005) identifies six activity fields that are important for the professional development of adult education.

Teaching positions - The notion of teaching, the classic activity in adult learning, is changing: with a paradigm shift towards being learner-centred, the role of the teacher becomes more that of a coach, facilitator and moderator. New skills are required for planning the setting for new learning environments, for integration of learning techniques based on ICT (e-learning, blended learning) in the classroom, and for guiding and supporting adult learners in their professional learning processes. These new requirements are the more challenging because most courses in adult learning are not given by qualified adult educators but by schoolteachers lacking experience with adult learners, or experts with no educational background at all.

Management positions - The range of positions included under the heading of management positions has only recently become fully recognised as an adult learning activity field in many European countries. Managers of adult learning centres and institutions need the skills and competences to be good leaders, to manage educational and organisational quality, to develop their staff, to engage in educational marketing, to raise funds, to manage projects and hardware (buildings, infrastructure, etc.) and to maintain regional cooperation networks.

Counselling and guidance positions - As stated in the description by the European research group on competences in the field of adult and continuing education in Europe (2005), adult learners need support in analysing their learning needs and finding appropriate offers. This includes recognition of prior and experiential learning, setting up and updating information systems and databases, checking information on learning offers, and guiding learners through their learning processes, counselling in the case of learning problems, evaluating achievements and validating individual competences.

Programme planning positions - Programme planning positions can include programme planning and development activities, and the development of learning material within an educational institution, focused on the consistency and quality of internal curricula. They may also involve a broader and more differentiated spectrum of activities and related competences such as programme planning in wider cooperation with local authorities, associations and other educational institutions, and the integration of adult learning into relevant parts of regional development programmes. In the last case the focus is on the external consistency of the curricula (to what extent does this kind of programme systematically match the needs of stakeholders and society?)

Support positions - Support positions have never been a main concern for professional development in adult learning. Support staff provide technical, administrative and organisational support for adult learning. This support includes such diverse activities as answering telephone enquiries from potential learners, administering course registration and preparing classroom equipment. These staff members may not regard themselves as, or be regarded as, adult educators, but their activities directly affect the quality of adult learning provision. The non-educational, purely administrative, technical or other roles are considered to be beyond the scope of this study.

Media use positions - A distinct, rapidly-growing field of activity involves the production and use of teaching software, cooperation with IT experts and the development of teaching and learning opportunities with interactive media and on the internet. Another important field of media use is publicity. The accessibility of adult learning depends to a high degree on the visibility of the wide range of opportunities. The presentation of these opportunities in various (old and new) media is therefore an important task.

Trainers of adult learning staff - Another position we identified was that of the trainer of adult educators. This is the professional who prepares and qualifies teachers and other educators for the positions mentioned above.

Most of the tasks are related to the various positions in the adult education sector. It is obvious that the task of teachers is to teach a particular subject and that managers have the task of controlling finances, managing the institution, etc. But to obtain adequate competence profiles of the different positions it is necessary to distinguish between the different tasks. The following 13 tasks are distinguished for adult educators:

- Teaching general subjects
- Teaching technical and practical subjects
- Coaching or mentoring people in their personal development
- Tutoring and supporting people in their self-directed learning processes
- Intake of participants, needs assessment, accreditation of prior learning
- Guidance and counselling of people on learning subjects
- Development of material or methods for educational activities (courses etc.)
- Development of ICT material for educational activities (courses etc.)
- Development, planning and organisation of educational activities (courses etc.)
- Management and coordination of educational activities
- Evaluation of educational activities
- Supervision and/or training of adult education staff
- Technical, administrative or organisational support of educational activities

More specifically now in the TTOP partner countries the situation is as follows: In **Estonia** one part of the market is regulated by the state pursuant to the state strategies and priorities. In the private sector, the trainings are regulated by the free market principles. The training market in Estonia exhibits signs of increase as adult education has become one of the national priorities supported by both the state (with state funding) and also the resources of ESF and other programmes. Training institutions provide: liberal courses, open courses, distance education, higher education, initial, continuing, specialist training. Vocational schools offer adults state-funded trainings of various volume that are free of charge for the learner. Non-formal trainings are provided by private training organisations, for instance, the Estonian Non-Formal Adult Education Association, key competence trainings in various Estonian areas for disadvantaged adult learners and with little participation in lifelong learning. The applications for foundation INNOVE funding various trainings for adults, for instance, various activities by adult secondary schools for bringing and keeping adults in education, including the various support activities. Apprenticeship or on-the-job training is a form of vocational training in which the proportion of instruction conducted in a company or organisation is

considerably larger and constitutes at least 2/3 of the volume. The apprenticeship training is conducted in cooperation between vocational education institution, learner and employer. The in-service training of organisations is conducted in keeping with the needs of the organisation and organised by the HR or training manager of the company. The main target groups of the training are varied: the unemployed; people with low education level, adults without secondary and professional education, adults participating in lifelong learning, young parents who have discontinued their studies, employed people with out-dated skills, 50+ people, NEETs, new immigrants.

The adult education market in **Portugal** is constituted by large variety of organisations: schools, universities and other higher education institutions, unions, entrepreneurial associations, other associations (usually of social economy), private enterprises certified as training providers, senior universities, and so on. Studies on qualifications indicate that the market is expanding. Yet, it is necessary to have better adequacy between labour market needs and adult education offer, since it is clear some mismatch in, for example, excess of training courses in ICT and commercial areas, and there is a lack of manpower qualified in food services and construction and industrial production. The relevant organisations provide all kind of training: initial and continuing training, higher education, usually by schools and higher education institutions; specialist training, distance or blended training, liberal courses, open courses, etc. usually by unions, employment agencies, private enterprises, associations, senior universities, etc. In Portugal there are education /learning services to a large variety of target groups, all population. There are professional integration cabinets to unemployed youngsters and adults; employment services; Portuguese language training courses to migrants; social and legal support to asylum seekers and refugees, and also training to integration in labour market; integration (social and in labour market) of gipsy community; specific vocational training to handicapped people; non-formal education to senior citizens.

The composition of the adult education market in **Sweden** shows that the vast majority of the adult education is publicly founded; it is very hard to look upon it as a “market” in the traditional meaning. The only part not described is the non-formal education runned on commerce, mainly aiming at employed people, bought and payed by the employers, to ensure the maintenance of the competence level within the companies. The amount of people participating in adult education activities is quite stable. Looking back over the years 2009 – 2015 the amount of participants varies between 750 and 840.000 participants. Looking at the non-formal courses provided by the National Employment Service, the figures for 2013 was appr. 12.300 people, and the trend looking back some years is rising. The whole spectra of courses are represented. Most common are regular courses. Distance education as a solution is quite common in all school forms for adults, whether it is in elementary-/upper sec.level, Higher VET or Higher education. In VET, of course, it needs to be combined with practical content. The Swedish formation of the commonly used “Learning Centres” is part of the development of the well-functioning distance learning and local study groups etc. The prioritized target groups are adults lacking basic level education (up to upper sec.level) aiming at higher studies, and those outside the work market. These days, of course, migrants are another prioritized group. The market is since 15 years more or less the same. There are some developments between the topics, but language courses and IT courses are still number 1 in our country. There are more and more courses for your own development in communication for instance. In the Swedish system, one can find all kind of courses. We don't have so many distant courses, the didactical approach varies a lot, it is connected with the topic, which is discussed or taught. More and more, different forms of learning like coaching, supervision, professional thematic groups, as different learning opportunities are built. As it has been explained earlier, in Sweden there are less unqualified people compared to other countries, who are involved.

People active in adult education in **Switzerland** almost exclusively exercise this activity not as a (chronologically) first profession, but have arrived there after having trained and worked as secretaries, plumbers, nurses, managers, primary school teachers, etc. For the majority of them, teaching adults constitutes an “accessory” occupation they grew into because they have some specific knowledge or competence, they are particularly skilled in their first profession and/or can relate to people better than others. They may then discover that adult education is “their” field and gradually become professionals, and the accessory activity might develop into a main activity, as a substantial part-time or even as a full-time job. Some of them would move into a management position in which they must be responsible for a training institution, or a sector, or for the training department of a firm. Others might move their focus of activity to counselling, to curriculum development or to project management. This “bottom-up” development of the individual professionals in the field of adult learning is reflected also by the organisation of the training offers: a modular training system that accompanies the job development of the teachers/trainers, close to their professional practice, providing them with the theory and know-how necessary for their activity. As for the moment, the role of academic training can be considered marginal. In the course of the general trend towards academic degrees, this situation might change. In Switzerland, most of the trainers has to show their qualifications how they work with adults and how they implement the didactical approaches for adults. Also, schollteachers normally have to reach at least a certificate as a SVEB-trainer.

In the **United Kingdom**, the adult education market, if it can be describe as such, is complex and the learning provision seeks to meet the needs of a wide range of groups within the context of regulation to ensure quality, and substantial public funding to ensure wide accessibility to learning. Although reference is made to the ‘FE market’, the level of government funding and the role of government and public agencies in the way adult education is delivered means it is not a typical ‘market’ with buyers and sellers of educational services. The market has become very competitive in recent years, but collaboration and partnership working is encouraged. It involves over one thousand publicly funded institutions and organisations and engages with millions of learners (around 4 million publicly funded learners in 2013/14) from a wide range of backgrounds, and reaches out to many more not yet participating in adult education. Most adult learners are over 19 years of age (75%) with just 25% under 19. Learners participate in learning with one of around 1,150 publicly funded providers across the country. If the ‘market’ were to be segmented the sectors would consist of: Colleges of Further Education, Local Authority Adult and Community Learning Services, Universities, Private Training Providers and Non profit community organisations, each providing different courses and targeting different as well as some groups in common... The market for adult education, seen in terms the number of enrolments and subjects offered presents a mixed picture. A Survey⁸¹ found In 2014 just over one-fifth (22%) of adults participated in learning across the sector the data shows a decline in learner numbers over recent years and provision in particular areas. Many colleges of further education do not or no longer offer courses that require investment in heavy capital equipment and machinery such as electronics, engineering and construction. In spite of the emphasis placed on lifelong learning by UK policy-makers in the last decade, recent evidence suggests that several indicators of adult participation in education and training activities have turned down since the early 2000s. Possible explanations for this overall decline in adult learning include the ‘rebalancing’ of government spending on adult learning towards Apprenticeships. The funding systems incentivise colleges and training providers to focus primarily on courses for 16-19 year olds leading to accredited qualifications; reduced provision of vocational and leisure-related courses outside the National Vocational Qualification (NVQ) framework; and increases in course fees at further education level, including a reduction in the proportion of adult learners who are eligible for

⁸¹ NIACE Adult Learning Participation Survey, 2015

fee remission. A NIACE Survey in 2015 suggests that overall participation in learning has increased slightly from 38% to 41%, after remaining the same for the last three years, with those in the higher socio-economic group are more likely to be involved in learning. In Work-based Learning (WBL), the participation rate declined from over 1 million in 2008/09 to just 137,000 in 2013/14. Prison Education, on the other hand increased from 89,000 to 95,000 over the same period. There was also a 13% decline in adult learners between the same period (*FE Trends, published December 2014*). The organisations provide a wide range of courses across different curriculum areas utilising different modes of delivery.

. The further education sector focuses on provision for young people (16-18), which is free of tuition, and adults (19+), who are expected to make a fee contribution towards their courses. In the main they provide the full range of technical and vocational education training and academic courses ranging from EQF level 2- 4. Some colleges now offer degrees in partnership with universities. The provision is predominantly vocational, technical and increasingly academic, encompassing all the main curriculum areas, especially, Business and Management, Science, Engineering, ICT, Construction, Hospitality, Catering and Health and Social Care leading to qualifications, but also provide some non-formal adult education.

The adult and community-learning sector including non profit organisations provide learning opportunities mainly for adults over 19 targeting those that are disadvantaged and at risk of social exclusion. Consequently, much of the training is at the lower levels and focus on functional/basis skills with increasing emphasis on financial literacy, employability skills, digital skills, languages community, arts, publishing and media. Much of the provision does not lead to qualifications, but some do.. Private training providers target both 16-18 Year olds and adults. They are involved in work-based-learning and provide most of the apprenticeships, with the company training providers delivering some of the apprenticeships in occupational areas requiring not need a high level of capital investment like engineering and construction, as well as areas such as, Languages, especially ESOL (English for Speakers of Other Languages), Media and Publishing, Health and Social Care.

Universities provide a wide range of non-degree short course for adults. These include tasters, access courses providing progression to higher-level courses, courses that enhance career prospects or just their intrinsic value. They cover most subjects with the more popular ones being Politics, Philosophy, Sociology, Film, Geography, Design, Languages, Science and Community Development.

There is a long history of adult education in Britain which goes back to the 18 century, born out of the liberal tradition, so have always targeted the disadvantaged and underprivileged. However, the target groups and curricula have both broadened. The target group for adult education is no longer just the disadvantaged and now includes adults that want to learn for its intrinsic value and those wanting to improve their career prospects. In practice, each of the sub-sectors in adult education target different groups of adults. The further education sector, made up largely of colleges of further education is largely structured around qualifications, both vocational and academic at a wide range of levels and a broad range of curriculum areas and sector specialisms.. The priority groups are described in Department of Business Innovation Skills Publication: *is New Challenges, New Chances: Further Education and Skills System Reform Plan for Building a World Class System Chances Opportunities* as:

- Those who did not achieve Basic English and Math in school;
- Those who not complete their education by the age of 19; and
- Unemployed people on benefits who are looking for work to access labour market relevant courses, which help them improve their skills or re-train to help them get a job.

The target groups for them therefore are people with few or no qualifications, the unemployed, older people, people with learning difficulties and disabilities, people for whom English is not a first language, lone parents and Black and minority groups. The University sector targets adults including professionals that want to learn for its intrinsic value, wanting to access higher education and improve their career prospects.

Last but not least, in **Greece** the situation became slightly different in the more recent years especially from 2000 onwards, with some new policies and initiatives that now constitute landmarks in terms of creating the conditions for further developing the field. However, it is as yet difficult to draw any conclusions of the effectiveness of these policies, as many of them were adopted under the pressure of losing financing from the European Union. Greece today has developed a subtle yet active Lifelong Learning (LLL) policy framework that largely covers all forms of adult education. Based on this framework the introduction of “General Adult Education” which includes all organized learning activities (formal and non-formal) that are addressed to adults and seek to enrich knowledge, to develop and improve abilities and skills (including literacy, numeracy and basic skills in ICT), to grow an individual’s personality and active citizenship, is provided by a large number of state subsidised educational institutions. Today, functional literacy programmes are only addressed to those adults who did not complete compulsory education. An official definition of literacy (in Greek: *εγγραμματισμός*) does exist and refers to the human ability to read critically, to communicate with the written word and to use logical-mathematical methods in order to gather information, make decisions, to express opinions and to resolve problems related to daily activities as a member of a family, as a worker and as a citizen. Functional literacy programmes that focus on education in basic skills (literacy numeracy) and new basic skills (ICT use) are provided to adults through Second Chance Schools founded in 1997, and a small number of programmes that are organised ad-hoc for certain social and ethnic groups (i.e. roma, migrants, adults with disabilities). The reformed institutional framework attempts to cover all levels of adult education in the Public Sector, while it provides social partners with the potential to create their own adult education bodies, targeting to increase active participation and strengthen social effectiveness. This law also defines the lifelong education as an activity across people’s life-span aiming at both the acquisition and the improvement of general and scientific knowledge, skills and competencies as well as personal development and employability. In addition, common Ministerial Decisions define the jurisdiction of relevant state bodies and set specific measures that include the following priorities:

1. Reduce adult illiteracy.
2. Completion of compulsory education.
3. Multiliteracies - Literacy does not refer only to the acquisition of skills of writing, reading and numeracy. It is extended to include the skills needed in new learning environments, such as: digital literacy; scientific literacy; communication skills; problem solving; family literacy; economic literacy.
4. Second Chance Schools (SDE) that promote the cross-thematic approach to ensure an integrated learning and holistic literacy capabilities.

The recent developments at policy level stress an ambitious and comprehensive reform effort that has been under way in the past few years (2007 onwards). Particular emphasis has been laid so far in the modernisation and expansion of learning platforms. Cornerstones in this on-going effort have been the coordination and enhancement of educational providers, the upgrading of vocational training with the establishment of special vocationally oriented secondary education units and the facilitation of inter-level mobility (easier access to post-secondary non-tertiary and tertiary education for their graduates), the substantial regulatory and institutional reform of higher education, and the expansion of mandatory education by one year (pre-school education).

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ANNEX I

Intellectual Output: O1/A1

Mapping of the Practices in the Field of Adult Educators' Training

Questionnaire

INTRODUCTION

Prior to the transnational kick-off meeting (M1) in Portugal TTOP partner organizations need to map their countries' practices in adult educators' training. They need to organize an overview of the countries' practices and an analysis of the target group's learning needs based on developing societal and economic trends.

A **questionnaire** will be used for mapping the various trends and practices in adult educators' training and development. This questionnaire has a common set of themes to which partners need to respond in order to allow comparison of the countries' practices and become aware of the respective experience, strengths and needs. The responses will also help to organize a set of guidelines for compiling the curriculum framework that follows in the next phase of the project.

Based on the mapping process, an **analysis** will be conducted prior to the development of the curriculum framework. The analysis will outline the following:

1. Practices and training models and/or methodologies in each country.
2. Fields of adult educators' training.
3. Strengths and weaknesses in each country.
4. Competencies of adult educators.
5. Evaluation and quality models.
6. Needs of adult educators due to the new challenges.
7. Specificity of non-formal sector of education and the target groups.

The questionnaire roughly follows this outline, but it also focuses on societal and economic issues that affect adult educators' training and development in the respective countries. In total the questionnaire covers 11 areas or sections of reference and 34 questions that cover from the strengths and weaknesses of the adult education system in the partners' countries to the generic and specific skills and competences adult educators are expected to hold.

To help the partners with fill certain sections of the questionnaire we have selected a number of relevant sources that follow below:

Relevant country and policy material for filling some of the questions can be found in the following websites (please note that the material covers the whole spectrum of adult education including VET):

- http://ec.europa.eu/education/tools/et-monitor_en.htm
- <http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7859&furtherPubs=yes>
- http://ec.europa.eu/smart-regulation/roadmaps/docs/2016_empl_005_skills_initiative_en.pdf
- http://ec.europa.eu/europe2020/index_en.htm
- http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index_en.htm
- http://ec.europa.eu/europe2020/pdf/annexii_en.pdf
- http://ec.europa.eu/education/policy/strategic-framework/index_en.htm

Furthermore, **relevant policy documents (with hyperlinks)** related to the EU 2020 strategy may also be consulted for a more accurate and updated version of the societal and economic trends that affect the field of adult education and learning and the development of skills of adult educators. These documents are the following:

Education and Training 2020 strategy – the Education and Training (ET) 2020 strategic framework is foreseen as a forum of exchanges of good practices, mutual learning and dissemination of information. Within this framework, the European Agenda for adult learning sets out key objectives in the field of adult learning. Specific priorities on which the Member States, with the support of the European Commission, should concentrate up to 2020 in order to achieve the longer term vision of the Agenda, are as follows:

- **Governance:** ensuring the coherence of adult learning with other policy areas, improving coordination, effectiveness and relevance to the needs of society, the economy and the environment; increasing, where appropriate, both private and public investment.
- **Supply and take up:** significantly increasing the supply of high-quality adult learning provision, especially in literacy, numeracy and digital skills, and increasing take-up through effective outreach, guidance and motivation strategies which target the groups most in need.
- **Flexibility and access:** widening access by increasing the availability of workplace-based learning and making effective use of ICT; putting in place procedures to identify and assess the skills of low qualified adults, and providing sufficient second-chance opportunities leading to a recognised EQF qualification for those without EQF level 4 qualifications.
- **Quality:** improving quality assurance, including monitoring and impact assessment, improving initial and continuing education of adult educators, and collecting the necessary data on needs to effectively target and design provision.

The ET 2020 benchmarks have been set for education, in order to achieve the ET 2020 common objectives. Among others, the EU 2020 benchmarks state that *“at least 15% of adults should participate in lifelong learning”*. Key documents include:

- [2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training \(ET2020\). New priorities for European cooperation in education and training: Council conclusions 23 November 2015.](#)
- [Education and training monitor 2015](#)

The **New Skills Agenda** which the Commission adopted in June 2016, is currently being discussed by the Council. This proposes that Member States adopt a 'Skills Guarantee' targeting the 64 million adults who lack an upper secondary qualification. It proposes that Member States adopt a coherent approach to upskilling low-qualified adults, notably by offering each one a pathway that consists of an initial skills assessment, a tailored offer of education or training and a validation of their skills, accompanied by appropriate guidance and support. Key documents include:

- [A new skills agenda for Europe \(Roadmap\)](#)
- [A new skills agenda for Europe \(Communication\)](#)
- [Proposal for a Council recommendation on establishing a Skills Guarantee.](#)
- [Other documents on the New skills agenda for Europe.](#)

More **general information related to the Country Specific Recommendations** and Europe 2020 Strategy can be found here <http://ec.europa.eu/europe2020/making-it-happen/> and http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index_en.htm

We have also provided a **range of useful references on adult learning policies** at European and international/ national level below:

Europe-wide data sources

- [OECD Survey on Adult Skills \(PIAAC\)](#)
- [Skills Matter – further results from the PIAAC survey \(2016\) \(with additional analysis of results from Slovenia, Greece and Lithuania\)](#)
- [Special Eurobarometer 417 – European area of skills and qualifications \(2014\)](#)
- [Labour market policy database](#)
- [The UOE database \(Unesco/OECD/Eurostat\)](#)
- [EU skills panorama](#)
- [Cedefop Skills and jobs survey](#)
- [EU Labour force survey \(employment rate by educational attainment\)](#)
- [CEDEFOP database of financial instruments](#)

Relevant strategic and analytical documents at EU level

- [A new skills agenda for Europe. Working together to strengthen human capital, employability and competitiveness \(SWD 2016 195\).](#)
- [An in-depth analysis of adult learning policies and their effectiveness in Europe \(2015\)](#)
- [EU studies on adult learning \(DG EAC site\)](#)

(1) BRIEF OVERVIEW OF THE ADULT EDUCATION SYSTEM: Here you need to present (in no more than 1000 words) the various types of institutions that provide formal and non-formal adult education (including VET), and explain how they distribute geographically, how many people they employ and on what basis, how they are funded (by the state, from private sources, self-funding, etc.) and what are their links to the society in general.

1. What is the current adult learning policy/strategy, what are the priorities set by the state what is the general and governance framework for adult education in your country (refer to any existing adult education or LLL strategy, relevant legal documents, etc.)? (max 500 words)

2. In your opinion what are the strengths and weaknesses of the adult education system in your country (mention at least 3 strengths and 3 weaknesses and justify your opinion)? (max 500 words)

(2) ORGANIZATIONAL BACKGROUND: Here you need to present (in no more than 1500 words) the various types of institutions that provide formal and non-formal adult education (including VET), and explain how they distribute geographically, how many people they employ and on what basis, how they are funded (by the state, from private sources, self-funding, etc.) and what are their links to the society in general.

3. What kinds of institutions do provide Adult Education (including Vocational Education and Training initial or continuing for adults) (max 250 words)

4. Scope of the organizations content-wise and geographically (max 250 words)

5. How many people are employed as educators (total numbers) and on what basis (max 250 words)

6. Common organizational structures (max 250 words)

7. Modes of Funding (max 250 words)

8. Societal links (max 250 words)

(3) MARKET: Here we need you to describe and explain (in no more than 1000 words) the characteristics of the adult education market, how it is composed and what type of services it provides.

9. How is the adult education market roughly composed? (max 250 words)

10. Is the market growing or decreasing and what evidence is there? (max 250 words)

11. What kind of training do these organizations provide, (e.g. liberal courses, open courses, distance education, higher education, initial, continuing, specialist training etc)? (max 250 words)

12. What are the relevant target groups (please refer to the general and specific target groups that the adult education system in your country provides relevant services, i.e. older adults, unemployed, Roma, migrants, professionals, young disadvantaged, etc.)? (max 250 words)

(4) ADULT EDUCATORS: Here we need you to explain (in no more than 500 words) the various kinds of backgrounds of adult educators (what kind of professionals do normally tend to work as adult educators), and the types of roles (teachers, educators, trainers, mentors, etc.) they need to take up in order to support adult learners.

13. What are the backgrounds of adult educators and to what extent you think they are considered as professionals with a distinct role in society? (max 250 words)

14. Which role/s do practitioners play to support learning processes (refer to maximum 5 roles)? (max 125 words)

15. What are the training needs (basic and/or specific) that adult educators in your country have (refer to maximum 5 needs)? (max 125 words)

(5) RECRUITMENT: Here we need you to explain (in no more than 1000 words) the processes under which adult educators are normally recruited and the existing policies or measures that prescribe their qualifications and standards for their recruitment.

16. How are trainers recruited by training institutions? (max 250 words)

17. Do they need to have particular qualifications? (max 100 words)

18. Do national/regional/sectoral standards exist? (max 150 words)

19. Does a subject specific competence suffice or do adult educators need other (pedagogical) qualifications? (max 250 words)

20. Do specific quality requirements exist for specific sectors? (Is there a difference in quality standards of adult educators compared to those of school teachers for example?) (max 250 words)

(6) STATUS AND ATTRACTIVENESS OF THE PROFESSION: Here we need you to explain (in no more than 1000 words) the current professional of adult educators and the extent to which being adult educator is or not an attractive professional option.

21. Are adult educators employees of the respective organizations or are they self-employed (freelancers) who work on a project or contract basis for the organization or otherwise? (max 250 words)

22. Is there a need to raise the attractiveness of the trainer activity; (max 250 words)

23. Which practices exist to raise the attractiveness of the profession (salary increases; tax rebates/incentives; validation of prior learning; career perspectives; etc.)? (max 250 words)

24. What are the main motivations for a person to become adult educator? (max 250 words)

(7) QUALITY OF ADULT EDUCATORS' SERVICE: Here we need you to explain (in no more than 500 words) the method or methods (with particular reference to existing tools or techniques) for measuring the quality of their performance and the service they provide, as well as the quality of the training they receive.

25. What are the mechanisms to measure the quality of adult educators' performance or of the service they provide (refer to existing quality measurement tools, methods and techniques to assess and evaluate ad-hoc adult educators' performance, etc.) (max 250 words)

26. What are the mechanisms to measure the quality of adult educators' training (refer to existing quality measurement tools, methods and techniques to assess and evaluate ad-hoc adult educators' training, etc.) (max 250 words)

(8) PROFESSIONAL DEVELOPMENT: Here we need you to explain (in no more than 1000 words) the extent to which adult educators have the possibility of career development in the sector and the ways in which they develop their knowledge and skills.

27. Which are the career perspectives offered by adult education institutions to adult educators? (max 250 words)

28. Do adult educators update their knowledge, skills and competences, and how (does this happen on a voluntary/personal basis or do certain incentives/obligations exist)? (max 250 words)

29. Do relevant organizations actively support the lifelong learning of adult educators? What measures are in place to enable them to remain in contact with their subject area or sector? (max 500 words)

(9) GOOD PRACTICE EXAMPLES: Here we need you to rely on your expert opinion in the sector and refer to two good practice examples for adult educators training and development (in no more than 2000 words). One example may refer to a formal training programme and another to an organisation or structure that recruits adult educators in your country and provides them with an opportunity to develop their skills and competences through relevant on-the-job, non-formal training activities. Please explain briefly why you consider those as good practice examples preferably with some relevant documentation (reference to a quality report, expert opinion, etc).

30. Good practice example #1 – Formal training programme/initiative (max 1000 words)

31. Good practice example #2 – Recruitment organisation or structure with relevant on-the-job, non-formal training activities (max 1000 words)

(10) ACTIVITIES IN WHICH ADULT EDUCATORS ENGAGE: Here we need you to rely on your expert opinion in the sector and refer to the activities in which adult educators in your country are normally expected to respond or engage⁸².

32. What are the **activities** in which adult educators in your country are normally asked or expected to engage? (Please check the appropriate box based on your expert opinion. You must answer to all fields that refer to the relevant activities in this question).

Need assessment activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
1	Identify the various needs (identifying the background, history, gaps, and personal goals) and possibilities, potential and capacities of adult learners. This is contextualized with respect to the individual learner and the broader societal needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Identify and assess the entry levels, prior learning and experience of the adult learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of courses activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance

⁸² The described activities are documented in the Report prepared for the European Commission Buiskool, B.-J., Broek, S.D.van Lakerveld, J.A., Zarifis, G.K., Osborne, M.(2010): *Key competences for adult learning professionals: Contribution to the development of a reference framework of key competences for adult learning professionals* (final report for the European Commission DG EAC).Zoetermeer: Research voor Beleid.

3	Identification of the learning (re)sources and adequate methods (including ICT-facilities). This relates to the material and non-material resources inside the institute (what do the learners bring to the course, stakeholders, relevant organisations, enterprises etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Planning and organising the learning process keeping in mind the various backgrounds, learning needs, levels etc of the adult learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Setting, negotiating and communicating the objectives of the course and informing the adult learners of the structure of the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitation of learning activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
6	Relating the learning process to the living world and practice of the adult learner. This is achieved by making use of the prior knowledge and experience of the adult learner, by integrating real life contexts into the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Empowering, activating, motivating and encouraging the adult learner, being a challenger, inspirer of adult learners, and mobiliser of their motivations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Creating a positive learning/development environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Having awareness and understanding of diversity and having insight in the problems that can occur because of diversity and anticipating the consequences for the adult learner, the group and oneself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Providing, or facilitating the acquisition of, relevant content in the learning process (knowledge, skills, insight, information and attitudes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Making the content accessible and attuning the content to the needs and abilities of the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Developing tasks and assignments to support the learning process of the adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Managing the learning process: Monitoring, assessing and evaluating the learning process and the progress of the adult learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Keeping track of the aims that have been set during the course and making changes in the course to improve the learning process, as well as management of time in the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Managing group processes and dynamics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Keeping up to date with the current developments in adult learning sector, the methodological changes and developments concerning the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring and evaluation activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
17	Providing support and feedback as a two-way process to the learners (receiving and giving between the adult learning professional and the learner).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18	Evaluating the context, the process and the outcomes of the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselling and guidance activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
19	Offering career information and basic information on work environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Application of tests to obtain information on the relevant characteristics of adults for their career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Offer pre-entry, on-course and pre-exit guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Application of personal guidance and counselling skills (including the context of second chance and return to learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Offer guidance on meta-cognition (learning to learn/study skills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Offer subject specific academic guidance and share information with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme development activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
25	Curriculum design at module and programme level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Development of programmes that are flexible in terms of mode (full-time/part-time), timing (modularity) and location (face-to-face/distance/mixed), taking into account adults' personal situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial management activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
27	Management of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Constructing and managing budgets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Preparing applications for funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Determination and elucidation of benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human resource management activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
31	Daily management of teaching and non-teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Organisation of course-teams, building of teams and building of institutional culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Conducting appraisal and organising professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Recruitment of staff, drawing up contracts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Monitoring and evaluating staff performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Supporting/empowering staff and its personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Responsibility for teacher and staff competences/informing staff on training offers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Setting up Continuous Professional Development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall management activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
39	Working according to organisational procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40	Arrangement of committees and boards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Oversee learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Monitoring and evaluation of programmes and implementing improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Assessment of demand for existing provision and for new programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Building of relationships with external communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Delegating tasks and power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Responsibility for quality assurance/ QA strategy/monitoring QA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Contribute to formulation of institutional mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Lobbying and negotiating with external bodies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Following and implementing changes in legislation and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing and PR activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
50	Marketing of programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	Assessment of demand for existing provision and for new programmes, building of relationships with external communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT-support activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
52	Contribute to the design of ICT-based and mixed mode programmes of study, using multiple forms of media (WWW, integrating text, audio and video).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	Delivery of the ICT-based programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	Collaboration in design teams, involving teachers, learners, administrators and instructional designers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	Conduct and facilitate assessment within on-line environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	Use of electronic discussion forums and other media including PC-based audio and videoconferencing for academic and guidance support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	Contribute to the design of web pages for marketing, maintain personal web pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overarching activities		1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
58	Working with others (colleagues, stakeholders, managers, enterprises and learners) in order to develop the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	Link to the social context, networks, stakeholders (how the institute fits in the field) by creating relevant networks with actors in the field outside the institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	Link to relevant professional networks, other colleagues, adult learning professionals to find support in developing adult learning initiatives, in other words, share your experiences with you colleagues (in and outside the own institute).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	Contribute to the wider community,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	concept of provision or promotion of effective learning activities.					
62	Add to knowledge base of your institution/ setting to provide a further raise of quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	Coaching new teachers (other colleagues).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	Reaching the target groups (public outreach).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(11) SKILLS AND COMPETENCES ADULT EDUCATORS ARE EXPECTED TO HOLD: Here we need you to rely on your expert opinion in the sector and refer to the activities in which adult educators in your country are normally expected to respond or engage⁸³.

33. What are the **generic skills and competences** which adult educators in your country are normally asked or expected to have? (Please check the appropriate box based on your expert opinion. You must answer to all fields that refer to the relevant skills and competences in this question).

65	Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
65.1	<i>has knowledge of his/her own role within the institutional setting</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.2	<i>has knowledge of the possibilities for further development of his/her own professional practice</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.3	<i>is able to be self-reflective</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.4	<i>has the ability of critical thinking towards his/her own professional practice</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.5	<i>is able to assess his/her own learning needs</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.6	<i>is able to manage his/her own learning process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.7	<i>is able to organise work and time</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.8	<i>The adult learning professional</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.9	<i>is authentic and consistent in his/her opinion</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.10	<i>is interested in his/her own professional development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
66.1	<i>has knowledge of ways to establish a relationship of trust with adult learners, colleagues and stakeholders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.2	<i>has knowledge of relevant communications techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.3	<i>is able to communicate in a clear fashion with adult learners, colleagues and stakeholders.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁸³ The described skills and competences (generic and specific) are documented in the Report prepared for the European Commission Buiskool, B.-J., Broek, S.D.van Lakerveld, J.A., Zarifis, G.K., Osborne, M.(2010): *Key competences for adult learning professionals: Contribution to the development of a reference framework of key competences for adult learning professionals* (final report for the European Commission DG EAC).Zoetermeer: Research voor Beleid.

66.4	<i>is able to work in teams</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.5	<i>is able to collaborate closely with colleagues,</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.6	<i>is able to exchange knowledge and experience,</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.7	<i>is able to identify problems and find solutions together</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.8	<i>is able to give and receive feedback to and from adult learners, colleagues and stakeholders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.9	<i>is able to use the feedback in the improvement of the professional practice</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.10	<i>has integrity</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.11	<i>respects others and their different backgrounds</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.12	<i>has a positive attitude towards working together</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
67.1	<i>has knowledge of the institutional setting of the institute</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.2	<i>is aware of the mission and the role of the institute, the sector and the role the profession</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.3	<i>plays in society and within the European context of Lifelong learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.4	<i>is able to take up responsibility for the further development and improvement of the institute, the sector and the profession.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.5	<i>is able to anticipate change in society that affects the institute and the profession.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.6	<i>is able to participate in networks</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.7	<i>is able to communicate, negotiate and find solutions to problems together with stakeholders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.8	<i>is loyal and committed to his/her own profession</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.9	<i>is open to change</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.10	<i>is solution minded</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.11	<i>is aware of the social and societal dimension in adult learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.12	<i>is aware of possible political or ethical aspects in adult learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	Competence in making use of one's own subject-related expertise and the available learning resources: being an expert.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
68.1	<i>has knowledge of the field of study (subject knowledge) or the field of practice (experience, practical knowledge)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.2	<i>has knowledge of relevant recent</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>developments in (academic) literature or study</i>					
68.3	<i>has knowledge of the learning resources learners bring in themselves (knowledge, experience, expertise).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.4	<i>has knowledge concerning the learning resources that can be used in the learning process, including those that stimulate adults' self-directed learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.5	<i>is able to select the right learning resources</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.6	<i>is able to choose and attune the resources to the demands of the individual adult learner and the group.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.7	<i>is able to make use of the learning resources the adult learners bring in.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.8	<i>is able to motivate adult learners to learn independently using suggested learning resources</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.9	<i>is aware of relevant recent developments in his/her own field of expertise</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.10	<i>has an open mind towards using new learning resources.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.11	<i>shows creativity in selecting the resources in order to stimulate adult learners to learn independently</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
69.1	<i>has knowledge of learning methods (didactics) relevant for the learning processes of adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.2	<i>has knowledge of learning styles (approaches) relevant for the learning processes of adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.3	<i>has knowledge of learning techniques (ICT, new media and social networks) relevant for the learning processes of adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.4	<i>oversees relevant recent developments concerning new media and the possibilities that comes with it in supporting the learning process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.5	<i>is able to use the learning methods (didactics) to support the learning process of adults</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.6	<i>is able to use the learning styles (approaches) to support the learning process of adults</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.7	<i>is able to use the learning techniques, including ICT and new media (social networks) to support the learning process of adults.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.8	<i>is able to adjust the style of guiding the learning process to the individual adult learner and the group</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.9	<i>is confident in applying different learning methods, styles and techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.10	<i>has a positive, though critical view</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>towards new developments in methods, styles and techniques.</i>					
69.11	<i>is open to change in using new technologies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.12	<i>is creative in using different methods, styles and techniques in the learning process to stimulate adult learners.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.13	<i>has a critical and reflective attitude towards available information and takes responsibility for the use of information</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
70.1	<i>has knowledge on methods and techniques to stimulate, motivate and empower adult learners to learn and develop themselves</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.2	<i>has knowledge of cultural differences of learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.3	<i>is able to motivate, stimulate and empower adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.4	<i>is able to communicate the relevance of the learning process within a wider perspective</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.5	<i>is able to bring in daily life</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.6	<i>is empathic</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.7	<i>is inspiring for adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71	Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
71.1	<i>has knowledge of the value of diversity and heterogeneity in a group</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.2	<i>has knowledge of the stages of human development in adulthood</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.3	<i>has knowledge of group dynamics</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.4	<i>has knowledge of methods to deal with possible conflict situations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.5	<i>is able to recognise diversity in backgrounds</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.6	<i>is able to recognise the value of diversity</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.7	<i>is able to deal with heterogeneity</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.8	<i>is able to analyse behaviour</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.9	<i>is able to recognise tensions, problems and possible conflicts</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.10	<i>is able to act strategically to prevent and/or manage these possible conflicts</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.11	<i>is reliable</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.12	<i>is consistent</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.13	<i>is to be trusted</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.14	<i>is empathic</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.15	<i>has respect for difference in order to deal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>with heterogeneity and group dynamics</i>				
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34. What are the **specific skills and competences** which adult educators in your country are normally asked or expected to have? (Please check the appropriate box based on your expert opinion. You must answer to all fields that refer to the relevant skills and competences in this question).

72	Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
72.1	<i>has knowledge of assessment techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.2	<i>has knowledge of human development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.3	<i>has knowledge of cultural, social and religious background of adult learners in order to</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.4	<i>understand the context for the development of the adult learner and the motivation (intrinsic, extrinsic) that she/he has</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.5	<i>is able to use adequately assessment techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.6	<i>is able to relate the prior experience and knowledge of adult learners to the learning objectives and the course of the learning process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.7	<i>is able to make use of the experience, knowledge and skills of adult learners in order to let them learn in a self-directed way.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.8	<i>is able to listen carefully,</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.9	<i>is able to assess non-verbal communication</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.10	<i>is able to deal with possible language difficulties and other disadvantages</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.11	<i>is able to deploy a wide range of teaching strategies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.12	<i>is interested in the motivations of adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.13	<i>is open to the knowledge, skills and experience that adult learners bring with them</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.14	<i>is aware of the life of the adult learners and their background in order to use that as a learning resource</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73	Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: being capable of designing the learning process.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
73.1	<i>has knowledge of a wide range of learning styles and didactical methods to be used in the learning process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.2	<i>has knowledge of how to design a curriculum</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.3	<i>is able to use the learning styles and didactical methods in the learning process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.4	<i>is able to translate the objectives in a learning process, given a specific time frame</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

73.5	<i>is able to adjust the learning process to the needs of the individual adult learner and the group</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.6	<i>is creative</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.7	<i>is open-minded towards new strategies and changes in the learning process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74	Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
74.1	<i>has knowledge of human development and the stages of adult development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.2	<i>has knowledge of different didactical methods</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.3	<i>has knowledge of different learning and teaching styles (approaches)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.4	<i>has knowledge of different techniques, including knowledge of ICT and the ways ICT can be used in the learning process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.5	<i>has the ability to use different methods,</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.6	<i>has the ability to use different styles</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.7	<i>has the ability to use different techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.8	<i>is able to deal with heterogeneity in group of adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.9	<i>has the ability to guide and stimulate adult learners to learn independently</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.10	<i>is able to bring everyday life into the learning process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.11	<i>is able to attune the learning process to the living world of the adult learners.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.12	<i>is able to steer the learning process by providing appropriate contextualised assignments or tasks to the adult learners and to assess the outcomes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.13	<i>is aware of different backgrounds of the adult learners, their different styles of learning habits</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.14	<i>portrays flexibility in attuning or changing the learning process to the needs and the progress of the adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75	Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
75.1	<i>has knowledge of different monitoring and evaluation techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.2	<i>has knowledge of the ways that outcomes can be used to improve the learning process, learning strategies and his/her own practice</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.3	<i>is able to use the different techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.4	<i>is able to listen carefully</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.5	<i>is able to interpret the outcomes of the monitoring or evaluation process</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.6	<i>is self-reflective</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

75.7	<i>is willing to invest in the further development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.8	<i>is willing to improve the learning process and the strategy used in his/her own practice</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76	Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
76.1	<i>has knowledge of the career and work environment of the adult learner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.2	<i>has knowledge of the stage of human development of the adult learner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.3	<i>has knowledge of the educational offer</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.4	<i>has knowledge of to use of tests</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.5	<i>has knowledge of the organisations for professional help and support</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.6	<i>has the skills to advise adult learners on their career, work, further development and link this to educational offers</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.7	<i>has the ability to use tests to collect information on characteristics of the adult learner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.8	<i>has the ability to refer adult learners who need professional help and support</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.9	<i>is communicative</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.10	<i>is reliable</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.11	<i>is honest</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.12	<i>is able to establish a relationship of trust with the adult learner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.13	<i>respects the background of the adult learner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77	Competence in designing and constructing study programmes: being a programme developer.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
77.1	<i>has thorough knowledge of curriculum design, adult learning theory, resources and methods that can be used in the delivery of the programme</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.2	<i>has thorough knowledge of assessment techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.3	<i>is able to design and construct the study programmes according to relevant adult learning theory and the needs and demands of the adult learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.4	<i>is able to use assessment techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.5	<i>is able to direct other adult learning professionals in the use of the study programme</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.6	<i>is aware of the need for flexible programmes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.7	<i>is able to attune the programme to the adult learners' circumstances</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.8	<i>is aware that others must be able to work with the programme</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78	Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance

78.1	<i>has knowledge on how financial resources should be managed</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.2	<i>has knowledge on possible external resources</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.3	<i>has the skills to use financial data, techniques and software to manage the finances of the institute</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.4	<i>is able to see, assess and describe the social and economic benefits</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.5	<i>is strict</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.6	<i>is responsible</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.7	<i>is reliable</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.8	<i>can be highly trusted</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.9	<i>is aware not only of the financial, but also of the social dimension of adult education</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79	Competence in managing human resources in an adult learning institute: being a (people) manager.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
79.1	<i>has knowledge of human resource management, selection and recruitment policies and practices in adult learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.2	<i>has knowledge of team building</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.3	<i>has knowledge of assessment techniques</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.4	<i>has knowledge of continuous development of staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.5	<i>has the ability to assess the work and competences of staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.6	<i>has the ability to read group processes and body language</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.7	<i>is able to build teams</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.8	<i>has the ability to select and recruit appropriate staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.9	<i>has leadership qualities</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.10	<i>has authority</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.11	<i>is reliable</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.12	<i>is strict</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.13	<i>has empathy</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.14	<i>is aware of individual behaviour, group processes and human development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80	Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
80.1	<i>has knowledge of the organisational and institutional procedures</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.2	<i>has knowledge of quality management and relevant policies (including European policy)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.3	<i>has the ability to formulate and defend the mission of the institute</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.4	<i>has the ability to manage and lead the institute according to that mission</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.5	<i>has the ability to implement organisational procedures and systems</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>for accountability (quality management)</i>					
80.6	<i>understands the learning needs of society and adults and is able to attune the institute towards those needs</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.7	<i>has authority in leading the institute</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.8	<i>is aware of the specific characteristics of the sector</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.9	<i>has leadership qualities</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.10	<i>is open minded</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.11	<i>is aware of the political context in which the institute works</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81	Competence in marketing and public relations: being able to reach the target groups, and promote the institute.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
81.1	<i>has knowledge of PR, marketing, mobilisation and outreach strategies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.2	<i>has knowledge of the characteristics of the target groups</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.3	<i>has knowledge of relevant stakeholders</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.4	<i>is able to use different PR and marketing strategies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.5	<i>is able to see new opportunities for new programmes and directions</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.6	<i>is able to communicate with stakeholders, external parties and organisations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.7	<i>is sensitive for new chances, possibilities and developments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.8	<i>is able to critically assess the institutional role given the wider context</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.9	<i>is a communicator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.10	<i>is aware of political nuances</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82	Competence in dealing with administrative issues and informing adult learners and adult learning professionals: being supportive in administrative issues.	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance
82.1	<i>has knowledge of the systems, programmes and software used for administrative purposes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82.2	<i>has knowledge of the responsibilities in the institute</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82.3	<i>has the skills to work with the administrative systems, programmes and software</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82.4	<i>is skilled in administrative work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82.5	<i>is able to deal with information requests from (potential) adult learners and adult learning professionals</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82.6	<i>is precise in carrying out administrative work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82.7	<i>is friendly and cooperative in dealing with questions and requests</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83	Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning	1 Irrelevant	2 Not important	3 Important	4 Very important	5 Of extreme importance

	environments: being a ICT-facilitator.					
83.1	<i>has knowledge of ICT design and ICT-based learning environments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.2	<i>has knowledge of the possibilities and constraints of ICT-learning environments and the hardware supporting the environments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.3	<i>has the ability to design and facilitate ICT-based learning environments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.4	<i>is able to support the learning environment and the people who work and study within this ICT-based learning environment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.5	<i>is able to assess the effectiveness of the environment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.6	<i>is aware of the behaviour of adult learners in the ICT-based learning environment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.7	<i>thinks critically on the use of ICT and the impact ICT can have on the behaviour of adult learners (and adult learning professionals)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEX II

Intellectual Output: O1/A1

Mapping of the Practices in the Field of Adult Educators' Training

Descriptive statistical analysis for sections 10 and 11 of the questionnaire (Questions 32, 33 and 34)

Frequency Tables

Need assessment activities

q1: Identify the various needs (identifying the background, history, gaps, and personal goals) and possibilities, potential and capacities of adult learners. This is contextualized with respect to the individual learner and the broader societal needs.

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Invalid	1	16,7	16,7
Total	6	100,0	100,0

q2: Identify and assess the entry levels, prior learning and experience of the adult learner.

	Frequency	Percent	Valid Percent
Important	2	33,3	33,3
Very important	3	50,0	50,0
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

Preparation of courses activities

q3: Identification of the learning (re)sources and adequate methods (including ICT-facilities). This relates to the material and non-material resources inside the institute (what do the learners bring to the course, stakeholders, relevant organisations, enterprises etc.).

	Frequency	Percent	Valid Percent
Very important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q4: Planning and organising the learning process keeping in mind the various backgrounds, learning needs, levels etc of the adult learners.

	Frequency	Percent	Valid Percent
Important	1	16,7	16,7
Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q5: Setting, negotiating and communicating the objectives of the course and informing the adult learners of the structure of the learning process.

	Frequency	Percent	Valid Percent
Important	1	16,7	16,7
Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

Facilitation of learning activities

q6: Facilitation of learning activities Relating the learning process to the living world and practice of the adult learner. This is achieved by making use of the prior knowledge and experience of the adult learner, by integrating real life contexts into the classroom.

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q7: Facilitation of learning activities Empowering, activating, motivating and encouraging the adult learner, being a challenger, inspirer of adult learners, and mobiliser of their motivations.

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q8: Facilitation of learning activities Creating a positive learning/development environment.

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q9: Facilitation of learning activities Having awareness and understanding of diversity and having insight in the problems that can occur because of diversity and anticipating the consequences for the adult learner, the group and oneself.

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Valid Invalid	1	16,7	16,7
Total	6	100,0	100,0

q10: Facilitation of learning activities Providing, or facilitating the acquisition of, relevant content in the learning process (knowledge, skills, insight, in-formation and attitudes).

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q11: Facilitation of learning activities Making the content accessible and attuning the content to the needs and abilities of the learners.

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	5	83,3	83,3
Total	6	100,0	100,0

q12: Facilitation of learning activities Developing tasks and assignments to support the learning process of the adults

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	5	83,3	83,3
Total	6	100,0	100,0

q13: Facilitation of learning activities Managing the learning process: Monitoring, assessing and evaluating the learning process and the progress of the adult learners.

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3

	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q14: Facilitation of learning activities Keeping track of the aims that have been set during the course and making changes in the course to improve the learning process, as well as management of time in the course

		Frequency	Percent	Valid Percent
Valid	Very important	6	100,0	100,0

q15: Facilitation of learning activities Managing group processes and dynamics.

		Frequency	Percent	Valid Percent
	Important	2	33,3	33,3
Valid	Very important	4	66,7	66,7
	Total	6	100,0	100,0

q16: Facilitation of learning activities Keeping up to date with the current developments in adult learning sector, the methodological changes and developments concerning the subject matter.

		Frequency	Percent	Valid Percent
	Not important	1	16,7	16,7
Valid	Important	3	50,0	50,0
	Very important	2	33,3	33,3
	Total	6	100,0	100,0

q17: Monitoring and evaluation activities Providing support and feedback as a two-way process to the learners (receiving and giving between the adult learning professional and the learner).

		Frequency	Percent	Valid Percent
	Important	3	50,0	50,0
Valid	Very important	1	16,7	16,7
	Of extreme importance	2	33,3	33,3
	Total	6	100,0	100,0

Monitoring and evaluation activities

q18: Monitoring and evaluation activities Evaluating the context, the process and the outcomes of the learning process.

		Frequency	Percent	Valid Percent
	Important	3	50,0	50,0
Valid	Very important	2	33,3	33,3
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

Counselling and guidance activities

q19: Counselling and guidance activities Offering career information and basic information on work environments.

		Frequency	Percent	Valid Percent
	Irrelevant	1	16,7	16,7
	Not important	2	33,3	33,3
Valid	Important	2	33,3	33,3
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q20: Counselling and guidance activities Application of tests to obtain information on the relevant characteristics of adults for their career.

		Frequency	Percent	Valid Percent
	Not important	4	66,7	66,7
Valid	Very important	2	33,3	33,3
	Total	6	100,0	100,0

q21: Counselling and guidance activities Offer pre-entry, on-course and pre-exit guidance.

		Frequency	Percent	Valid Percent
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Valid	Not important	4	66,7	66,7
	Important	2	33,3	33,3
	Total	6	100,0	100,0

q22: Counselling and guidance activities Application of personal guidance and counselling skills (including the context of second chance and return to learning).

		Frequency	Percent	Valid Percent
Valid	Not important	3	50,0	50,0
	Important	2	33,3	33,3
	Very important	1	16,7	16,7
	Total	6	100,0	100,0

q23: Counselling and guidance activities Offer guidance on meta-cognition (learning to learn/study skills).

		Frequency	Percent	Valid Percent
Valid	Irrelevant	1	16,7	16,7
	Not important	2	33,3	33,3
	Important	3	50,0	50,0
	Total	6	100,0	100,0

q24: Counselling and guidance activities Offer subject specific academic guidance and share information with other professionals.

		Frequency	Percent	Valid Percent
Valid	Not important	3	50,0	50,0
	Important	2	33,3	33,3
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

Programme development activities

q25: Programme development activities Curriculum design at module and programme level.

		Frequency	Percent	Valid Percent
Valid	Not important	1	16,7	16,7
	Important	2	33,3	33,3
	Very important	3	50,0	50,0
	Total	6	100,0	100,0

q26: Programme development activities Development of programmes that are flexible in terms of mode (full-time/part-time), timing (modularity) and location (face-to-face/distance/mixed), taking into account adults' personal situations.

		Frequency	Percent	Valid Percent
Valid	Important	3	50,0	50,0
	Very important	2	33,3	33,3
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

Financial management activities

q27: Financial management activities Management of resources.

		Frequency	Percent	Valid Percent
Valid	Not important	1	16,7	16,7
	Important	3	50,0	50,0
	Very important	1	16,7	16,7
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q28: Financial management activities Constructing and managing budgets.

		Frequency	Percent	Valid Percent
Valid	Irrelevant	2	33,3	33,3
	Not important	1	16,7	16,7

Very important	2	33,3	33,3
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q29: Financial management activities Preparing applications for funding.

	Frequency	Percent	Valid Percent
Irrelevant	2	33,3	33,3
Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Very important	2	33,3	33,3
Total	6	100,0	100,0

q30: Financial management activities Determination and elucidation of benefits.

	Frequency	Percent	Valid Percent
Irrelevant	2	33,3	33,3
Not important	1	16,7	16,7
Valid Important	2	33,3	33,3
Very important	1	16,7	16,7
Total	6	100,0	100,0

Human resource management activities

q31: Human resource management activities Daily management of teaching and non-teaching staff.

	Frequency	Percent	Valid Percent
Irrelevant	4	66,7	66,7
Valid Important	1	16,7	16,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q32: Human resource management activities Organisation of course-teams, building of teams and building of institutional culture.

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q33: Human resource management activities Conducting appraisal and organising professional development.

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q34: Human resource management activities Recruitment of staff, drawing up contracts.

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Valid Important	1	16,7	16,7
Very important	2	33,3	33,3
Total	6	100,0	100,0

q35: Human resource management activities Monitoring and evaluating staff performances.

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Very important	2	33,3	33,3
Total	6	100,0	100,0

q36: Human resource management activities Supporting/empowering staff and its personal development.

	Frequency	Percent	Valid Percent
Valid Irrelevant	4	66,7	66,7
Valid Important	1	16,7	16,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q37: Human resource management activities Responsibility for teacher and staff competences/informing staff on training offers.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q38: Human resource management activities Setting up Continuous Professional Development activities.

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Important	3	50,0	50,0
Total	6	100,0	100,0

Overall management activities

q39: Overall management activities Working according to organisational procedures.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q40: Overall management activities Arrangement of committees and boards.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	3	50,0	50,0
Valid Important	1	16,7	16,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q41: Overall management activities Oversee learning environment.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	2	33,3	33,3
Valid Important	2	33,3	33,3
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q42: Overall management activities Monitoring and evaluation of programmes and implementing improvements.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	2	33,3	33,3
Valid Very important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q43: Overall management activities Assessment of demand for existing provision and for new programmes.

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Not important	1	16,7	16,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q44: Overall management activities Building of relationships with external communities.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	3	50,0	50,0
Valid Important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q45: Overall management activities Delegating tasks and power.

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Not important	1	16,7	16,7
Valid Very important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q46: Overall management activities Responsibility for quality assurance/ QA strategy/monitoring QA.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q47: Overall management activities Contribute to formulation of institutional mission.

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q48: Overall management activities Lobbying and negotiating with external bodies.

	Frequency	Percent	Valid Percent
Valid Irrelevant	2	33,3	33,3
Valid Not important	2	33,3	33,3
Valid Important	2	33,3	33,3
Total	6	100,0	100,0

q49: Overall management activities Following and implementing changes in legislation and regulations.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

Marketing and PR activities

q50: Marketing and PR activities Marketing of programmes.

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	3	50,0	50,0

Very important	1	16,7	16,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q51: Marketing and PR activities Assessment of demand for existing provision and for new programmes, building of relationships with external communities.

	Frequency	Percent	Valid Percent
Valid Not important	3	50,0	50,0
Valid Very important	1	16,7	16,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

ICT-support activities

q52: ICT-support activities Contribute to the design of ICT-based and mixed mode programmes of study, using multiple forms of media (WWW, integrating text, audio and video).

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q53: ICT-support activities Delivery of the ICT-based programmes.

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q54: ICT-support activities Collaboration in design teams, involving teachers, learners, administrators and instructional designers.

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q55: ICT-support activities Conduct and facilitate assessment within on-line environments.

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Valid Invalid	1	16,7	16,7
Valid No answer	1	16,7	16,7
Total	6	100,0	100,0

q56: ICT-support activities Use of electronic discussion forums and other media including PC-based audio and videoconferencing for academic and guidance support.

	Frequency	Percent	Valid Percent
Valid Not important	2	33,3	33,3
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q57: ICT-support activities Contribute to the design of web pages for marketing, maintain personal web pages.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	3	50,0	50,0
Valid Important	1	16,7	16,7
Valid Very important	1	16,7	16,7

Total	6	100,0	100,0
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Overarching activities

q58: Overarching activities Working with others (colleagues, stakeholders, managers, enterprises and learners) in order to develop the learning process.

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q59: Overarching activities Link to the social context, networks, stakeholders (how the institute fits in the field) by creating relevant networks with actors in the field outside the institute.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	2	33,3	33,3
Valid Important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q60: Overarching activities Link to relevant professional networks, other colleagues, adult learning professionals to find support in developing adult learning initiatives, in other words, share your experiences with you colleagues (in and outside the own institute).

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q61: Overarching activities Contribute to the wider community, concept of provision or promotion of effective learning activities.

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q62: Overarching activities Add to knowledge base of your institution/ setting to provide a further raise of quality

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q63: Overarching activities Coaching new teachers (other colleagues).

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q64: Overarching activities Reaching the target groups (public outreach).

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

Competences

q65.1: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *has knowledge of his/her own role within the institutional setting*

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q65.2: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *has knowledge of the possibilities for further development of his/her own professional practice*

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q65.3: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *is able to be self-reflective*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q65.4: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *has the ability of critical thinking towards his/her own professional practice*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	2	33,3	33,3
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q65.5: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *is able to assess his/her own learning needs*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q65.6: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *is able to manage his/her own learning process*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q65.7: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *is able to organise work and time*

	Frequency	Percent	Valid Percent
Valid Very important	3	50,0	50,0

	Of extreme importance	3	50,0	50,0
	Total	6	100,0	100,0

q65.8: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *The adult learning professional*

		Frequency	Percent	Valid Percent
	Irrelevant	3	50,0	50,0
	Important	1	16,7	16,7
Valid	Of extreme importance	1	16,7	16,7
	No answer	1	16,7	16,7
	Total	6	100,0	100,0

q65.9: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *is authentic and consistent in his/her opinion*

		Frequency	Percent	Valid Percent
	Important	5	83,3	83,3
Valid	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q65.10: Personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner. *is interested in his/her own professional development*

		Frequency	Percent	Valid Percent
	Important	2	33,3	33,3
	Very important	2	33,3	33,3
Valid	Of extreme importance	2	33,3	33,3
	Total	6	100,0	100,0

q66.1: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *has knowledge of ways to establish a relationship of trust with adult learners, colleagues and stakeholders*

		Frequency	Percent	Valid Percent
	Irrelevant	1	16,7	16,7
	Very important	4	66,7	66,7
Valid	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q66.2: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *has knowledge of relevant communications techniques*

		Frequency	Percent	Valid Percent
	Important	1	16,7	16,7
Valid	Very important	5	83,3	83,3
	Total	6	100,0	100,0

q66.3: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *is able to communicate in a clear fashion with adult learners, colleagues and stakeholders.*

		Frequency	Percent	Valid Percent
	Very important	5	83,3	83,3
Valid	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q66.4: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *is able to work in teams*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q66.5: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *is able to collaborate closely with colleagues,*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q66.6: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *is able to exchange knowledge and experience,*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q66.7: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *is able to identify problems and find solutions together*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q66.8: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *is able to give and receive feedback to and from adult learners, colleagues and stakeholders*

	Frequency	Percent	Valid Percent
Valid Very important	4	66,7	66,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q66.9: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *is able to use the feedback in the improvement of the professional practice*

	Frequency	Percent	Valid Percent
Valid Very important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q66.10: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *has integrity*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q66.11: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *respects others and their different backgrounds*

	Frequency	Percent	Valid Percent
Valid Very important	3	50,0	50,0
Valid Of extreme importance	2	33,3	33,3
Valid Invalid	1	16,7	16,7
Total	6	100,0	100,0

q66.12: Interpersonal competence in communicating and collaborating with adult learners, colleagues and stakeholders: being a communicator, team player and networker. *has a positive attitude towards working together*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q67.1: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *has knowledge of the institutional setting of the institute*

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q67.2: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is aware of the mission and the role of the institute, the sector and the role the profession*

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q67.3: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *plays in society and within the European context of Lifelong learning*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q67.4: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is able to take up responsibility for the further development and improvement of the institute, the sector and the profession.*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	4	66,7	66,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q67.5: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is able to anticipate change in society that affects the institute and the profession.*

	Frequency	Percent	Valid Percent
Valid Not important	2	33,3	33,3
Valid Important	3	50,0	50,0
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q67.6: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is able to participate in networks*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	1	16,7	16,7
Valid No answer	1	16,7	16,7
Total	6	100,0	100,0

q67.7: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is able to communicate, negotiate and find solutions to problems together with stakeholders*

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q67.8: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is loyal and committed to his/her own profession*

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q67.9: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is open to change*

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q67.10: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is solution minded*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q67.11: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is aware of the social and societal dimension in adult learning*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q67.12: Competence in being aware of and taking responsibility for the institutional setting in which adult learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of adult learning. *is aware of possible political or ethical aspects in adult learning*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	1	16,7	16,7
Valid Important	2	33,3	33,3
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q68.1: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *has knowledge of the field of study (subject knowledge) or the field of practice (experience, practical knowledge)*

	Frequency	Percent	Valid Percent
Valid Very important	3	50,0	50,0
Valid Of extreme importance	3	50,0	50,0
Total	6	100,0	100,0

q68.2: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *has knowledge of relevant recent developments in (academic) literature or study*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q68.3: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *has knowledge of the learning resources learners bring in themselves (knowledge, experience, expertise)*

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q68.4: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *has knowledge concerning the learning resources that can be used in the learning process, including those that stimulate adults' self-directed learning*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q68.5: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *is able to select the right learning resources*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Valid Of extreme importance	1	16,7	16,7
Valid No answer	1	16,7	16,7
Total	6	100,0	100,0

q68.6: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *is able to choose and attune the resources to the demands of the individual adult learner and the group.*

	Frequency	Percent	Valid Percent
Valid Very important	5	83,3	83,3
Valid Invalid	1	16,7	16,7
Total	6	100,0	100,0

q68.7: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *is able to make use of the learning resources the adult learners bring in.*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Valid Invalid	1	16,7	16,7
Total	6	100,0	100,0

q68.8: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *is able to motivate adult learners to learn independently using suggested learning resources*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	5	83,3	83,3
Total	6	100,0	100,0

q68.9: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *is aware of relevant recent developments in his/her own field of expertise*

	Frequency	Percent	Valid Percent
Valid Very important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q68.10: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *has an open mind towards using new learning resources.*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q68.11: Competence in making use of one's own subject-related expertise and the available learning resources: being an expert. *shows creativity in selecting the resources in order to stimulate adult learners to learn independently*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7

Very important	2	33,3	33,3
Total	6	100,0	100,0

q69.1: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *has knowledge of learning methods (didactics) relevant for the learning processes of adult learners*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q69.2: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *has knowledge of learning styles (approaches) relevant for the learning processes of adult learners*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q69.3: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *has knowledge of learning techniques (ICT, new media and social networks) relevant for the learning processes of adult learners*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q69.4: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *oversees relevant recent developments concerning new media and the possibilities that comes with it in supporting the learning process*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q69.5: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *is able to use the learning methods (didactics) to support the learning process of adults*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q69.6: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *is able to use the learning styles (approaches) to support the learning process of adults*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid			
Very important	4	66,7	66,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q69.7: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *is able to use the learning techniques, including ICT and new media (social networks) to support the learning process of adults.*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid			
Important	1	16,7	16,7
Very important	4	66,7	66,7
Total	6	100,0	100,0

q69.8: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *is able to adjust the style of guiding the learning process to the individual adult learner and the group*

	Frequency	Percent	Valid Percent
Important	1	16,7	16,7
Valid			
Very important	5	83,3	83,3
Total	6	100,0	100,0

q69.9: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *is confident in applying different learning methods, styles and techniques*

	Frequency	Percent	Valid Percent
Important	1	16,7	16,7
Valid			
Very important	5	83,3	83,3
Total	6	100,0	100,0

q69.10: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *has a positive, though critical view towards new developments in methods, styles and techniques.*

	Frequency	Percent	Valid Percent
Important	1	16,7	16,7
Valid			
Very important	5	83,3	83,3
Total	6	100,0	100,0

q69.11: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *is open to change in using new technologies*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid			
Important	3	50,0	50,0
Very important	1	16,7	16,7
No answer	1	16,7	16,7

Total	6	100,0	100,0
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q69.12: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *is creative in using different methods, styles and techniques in the learning process to stimulate adult learners.*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q69.13: Competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with adults. *has a critical and reflective attitude towards available information and takes responsibility for the use of information*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q70.1: Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator. *has knowledge on methods and techniques to stimulate, motivate and empower adult learners to learn and develop themselves*

	Frequency	Percent	Valid Percent
Valid Very important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q70.2: Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator. *has knowledge of cultural differences of learners*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	2	33,3	33,3
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q70.3: Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator. *is able to motivate, stimulate and empower adult learners*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	5	83,3	83,3
Total	6	100,0	100,0

q70.4: Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator. *is able to communicate the relevance of the learning process within a wider perspective*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q70.5: Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator. *is able to bring in daily life*

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q70.6: Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator. *is empathic*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Very important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q70.7: Competence in empowering adult learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator. *is inspiring for adult learners*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q71.1: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *has knowledge of the value of diversity and heterogeneity in a group*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	5	83,3	83,3
Total	6	100,0	100,0

q71.2: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *has knowledge of the stages of human development in adulthood*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q71.3: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *has knowledge of group dynamics*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q71.4: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *has knowledge of methods to deal with possible conflict situations*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q71.5: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is able to recognise diversity in backgrounds*

	Frequency	Percent	Valid Percent
Valid Very important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q71.6: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is able to recognise the value of diversity*

	Frequency	Percent	Valid Percent
Valid Very important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q71.7: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is able to deal with heterogeneity*

	Frequency	Percent	Valid Percent
Valid Very important	6	100,0	100,0

q71.8: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is able to analyse behaviour*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q71.9: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is able to recognise tensions, problems and possible conflicts*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q71.10: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is able to act strategically to prevent and/or manage these possible conflicts*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q71.11: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is reliable*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7

	Very important	5	83,3	83,3
	Total	6	100,0	100,0

q71.12: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is consistent*

		Frequency	Percent	Valid Percent
	Important	4	66,7	66,7
Valid	Very important	2	33,3	33,3
	Total	6	100,0	100,0

q71.13: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is to be trusted*

		Frequency	Percent	Valid Percent
	Important	1	16,7	16,7
Valid	Very important	4	66,7	66,7
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q71.14: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *is empathic*

		Frequency	Percent	Valid Percent
	Important	4	66,7	66,7
Valid	Very important	2	33,3	33,3
	Total	6	100,0	100,0

q71.15: Competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of adult learners: being able to deal with heterogeneity and groups. *has respect for difference in order to deal with heterogeneity and group dynamics*

		Frequency	Percent	Valid Percent
	Very important	5	83,3	83,3
Valid	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q72.1: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *has knowledge of assessment techniques*

		Frequency	Percent	Valid Percent
	Irrelevant	1	16,7	16,7
	Important	3	50,0	50,0
Valid	Of extreme importance	1	16,7	16,7
	Invalid	1	16,7	16,7
	Total	6	100,0	100,0

q72.2: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *has knowledge of human development*

		Frequency	Percent	Valid Percent
	Irrelevant	1	16,7	16,7
	Important	4	66,7	66,7
Valid	Very important	1	16,7	16,7
	Total	6	100,0	100,0

q72.3: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *has knowledge of cultural, social and religious background of adult learners in order to*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q72.4: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *understand the context for the development of the adult learner and the motivation (intrinsic, extrinsic) that she/he has*

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Very important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q72.5: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is able to use adequately assessment techniques*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q72.6: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is able to relate the prior experience and knowledge of adult learners to the learning objectives and the course of the learning process*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q72.7: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is able to make use of the experience, knowledge and skills of adult learners in order to let them learn in a self-directed way.*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Valid No answer	1	16,7	16,7
Total	6	100,0	100,0

q72.8: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is able to listen carefully,*

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q72.9: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is able to assess non-verbal communication*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Very important	2	33,3	33,3
Total	6	100,0	100,0

q72.10: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is able to deal with possible language difficulties and other disadvantages*

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Very important	1	16,7	16,7
Total	6	100,0	100,0

q72.11: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is able to deploy a wide range of teaching strategies*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Very important	4	66,7	66,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q72.12: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is interested in the motivations of adult learners*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Very important	5	83,3	83,3
Total	6	100,0	100,0

q72.13: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is open to the knowledge, skills and experience that adult learners bring with them*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Very important	4	66,7	66,7
Total	6	100,0	100,0

q72.14: Competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs. *is aware of the life of the adult learners and their background in order to use that as a learning resource*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Very important	3	50,0	50,0
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q73.1: Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: being capable of designing the learning process. *has knowledge of a wide range of learning styles and didactical methods to be used in the learning process*

	Frequency	Percent	Valid Percent
Valid Very important	6	100,0	100,0

q73.2: Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: being capable of designing the learning process. *has knowledge of how to design a curriculum*

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	1	16,7	16,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q73.3: Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: being capable of designing the learning process. *is able to use the learning styles and didactical methods in the learning process*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q73.4: Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: being capable of designing the learning process. *is able to translate the objectives in a learning process, given a specific time frame*

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q73.5: Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: being capable of designing the learning process. *is able to adjust the learning process to the needs of the individual adult learner and the group*

	Frequency	Percent	Valid Percent
Valid Very important	6	100,0	100,0

q73.6: Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: being capable of designing the learning process. *is creative*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q73.7: Competence in selecting appropriate learning styles, didactical methods and content for the adult learning process: being capable of designing the learning process. *is open-minded towards new strategies and changes in the learning process*

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q74.1: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *has knowledge of human development and the stages of adult development*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q74.2: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *has knowledge of different didactical methods.*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q74.3: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *has knowledge of different learning and teaching styles (approaches)*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q74.4: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *has knowledge of different techniques, including knowledge of ICT and the ways ICT can be used in the learning process*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Very important	5	83,3	83,3
Total	6	100,0	100,0

q74.5: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *has the ability to use different methods,*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	5	83,3	83,3
Total	6	100,0	100,0

q74.6: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *has the ability to use different styles*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q74.7 Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *has the ability to use different techniques*

	Frequency	Percent	Valid Percent
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Valid No answer	1	16,7	16,7
Total	6	100,0	100,0

q74.8: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *is able to deal with heterogeneity in group of adult learners*

	Frequency	Percent	Valid Percent
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	Very important	4	66,7	66,7
Valid	Of extreme importance	2	33,3	33,3
	Total	6	100,0	100,0

q74.9: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *has the ability to guide and stimulate adult learners to learn independently*

		Frequency	Percent	Valid Percent
	Important	2	33,3	33,3
Valid	Very important	3	50,0	50,0
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q74.10: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *is able to bring everyday life into the learning process*

		Frequency	Percent	Valid Percent
	Important	2	33,3	33,3
Valid	Very important	3	50,0	50,0
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q74.11: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *is able to attune the learning process to the living world of the adult learners.*

		Frequency	Percent	Valid Percent
	Important	1	16,7	16,7
Valid	Very important	4	66,7	66,7
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q74.12: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *is able to steer the learning process by providing appropriate contextualised assignments or tasks to the adult learners and to assess the outcomes*

		Frequency	Percent	Valid Percent
	Irrelevant	1	16,7	16,7
Valid	Important	1	16,7	16,7
	Very important	4	66,7	66,7
	Total	6	100,0	100,0

q74.13: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *is aware of different backgrounds of the adult learners, their different styles of learning habits*

		Frequency	Percent	Valid Percent
	Not important	1	16,7	16,7
Valid	Important	1	16,7	16,7
	Very important	4	66,7	66,7
	Total	6	100,0	100,0

q74.14: Competence in facilitating the learning process for adult learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of adult learners' own development. *portrays flexibility in attuning or changing the learning process to the needs and the progress of the adult learners*

		Frequency	Percent	Valid Percent
Valid	Important	2	33,3	33,3

Very important	4	66,7	66,7
Total	6	100,0	100,0

q75.1: Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process. *has knowledge of different monitoring and evaluation techniques*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q75.2: Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process. *has knowledge of the ways that outcomes can be used to improve the learning process, learning strategies and his/her own practice*

	Frequency	Percent	Valid Percent
Valid Very important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q75.3: Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process. *is able to use the different techniques*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q75.4: Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process. *is able to listen carefully*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q75.5: Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process. *is able to interpret the outcomes of the monitoring or evaluation process*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	3	50,0	50,0
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q75.6: Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process. *is self-reflective*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q75.7: Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process. *is willing to invest in the further development*

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q75.8: Competence to continuously monitor and evaluate the adult learning process in order to improve it: being an evaluator of the learning process. is willing to improve the learning process and the strategy used in his/her own practice

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q76.1: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. has knowledge of the career and work environment of the adult learner

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q76.2: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. has knowledge of the stage of human development of the adult learner

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	2	33,3	33,3
Valid Important	2	33,3	33,3
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q76.3: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. has knowledge of the educational offer

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Of extreme importance	1	16,7	16,7
Invalid	1	16,7	16,7
Total	6	100,0	100,0

q76.4: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. has knowledge of to use of tests

	Frequency	Percent	Valid Percent
Valid Important	4	66,7	66,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q76.5: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. has knowledge of the organisations for professional help and support

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Not important	2	33,3	33,3

Important	2	33,3	33,3
Very important	1	16,7	16,7
Total	6	100,0	100,0

q76.6: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. *has the skills to advise adult learners on their career, work, further development and link this to educational offers*

	Frequency	Percent	Valid Percent
Not important	2	33,3	33,3
Valid Important	4	66,7	66,7
Total	6	100,0	100,0

q76.7: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. *has the ability to use tests to collect information on characteristics of the adult learner*

	Frequency	Percent	Valid Percent
Not important	2	33,3	33,3
Valid Important	2	33,3	33,3
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q76.8: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. *has the ability to refer adult learners who need professional help and support*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q76.9: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. *is communicative*

	Frequency	Percent	Valid Percent
Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q76.10: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. *is reliable*

	Frequency	Percent	Valid Percent
Important	3	50,0	50,0
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q76.11: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. *is honest*

	Frequency	Percent	Valid Percent
Important	3	50,0	50,0
Valid Very important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q76.12: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. *is able to establish a relationship of trust with the adult learner*

	Frequency	Percent	Valid Percent
Valid Very important	6	100,0	100,0

q76.13: Competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor/counsellor. *respects the background of the adult learner*

	Frequency	Percent	Valid Percent
Valid Important	1	16,7	16,7
Valid Very important	4	66,7	66,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q77.1: Competence in designing and constructing study programmes: being a programme developer. *has thorough knowledge of curriculum design, adult learning theory, resources and methods that can be used in the delivery of the programme*

	Frequency	Percent	Valid Percent
Valid Irrelevant	2	33,3	33,3
Valid Important	2	33,3	33,3
Valid Very important	1	16,7	16,7
Invalid	1	16,7	16,7
Total	6	100,0	100,0

q77.2: Competence in designing and constructing study programmes: being a programme developer. *has thorough knowledge of assessment techniques*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Very important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q77.3: Competence in designing and constructing study programmes: being a programme developer. *is able to design and construct the study programmes according to relevant adult learning theory and the needs and demands of the adult learners*

	Frequency	Percent	Valid Percent
Valid Irrelevant	2	33,3	33,3
Valid Important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Invalid	1	16,7	16,7
Total	6	100,0	100,0

q77.4: Competence in designing and constructing study programmes: being a programme developer. *is able to use assessment techniques*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	2	33,3	33,3
Valid Very important	2	33,3	33,3
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q77.5: Competence in designing and constructing study programmes: being a programme developer. *is able to direct other adult learning professionals in the use of the study programme*

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Important	2	33,3	33,3
Valid Invalid	1	16,7	16,7
Total	6	100,0	100,0

q77.6: Competence in designing and constructing study programmes: being a programme developer. is aware of the need for flexible programmes

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	2	33,3	33,3
Valid Very important	3	50,0	50,0
Total	6	100,0	100,0

q77.7: Competence in designing and constructing study programmes: being a programme developer. is able to attune the programme to the adult learners' circumstances

	Frequency	Percent	Valid Percent
Valid Important	2	33,3	33,3
Valid Very important	4	66,7	66,7
Total	6	100,0	100,0

q77.8: Competence in designing and constructing study programmes: being a programme developer. is aware that others must be able to work with the programme

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q78.1: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. has knowledge on how financial resources should be managed

	Frequency	Percent	Valid Percent
Valid Irrelevant	2	33,3	33,3
Valid Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q78.2: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. has knowledge on possible external resources

	Frequency	Percent	Valid Percent
Valid Irrelevant	2	33,3	33,3
Valid Not important	2	33,3	33,3
Valid Important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q78.3: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. has the skills to use financial data, techniques and software to manage the finances of the institute

	Frequency	Percent	Valid Percent
Valid Not important	3	50,0	50,0
Valid Important	1	16,7	16,7
Valid Very important	1	16,7	16,7

	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q78.4: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. *is able to see, assess and describe the social and economic benefits*

	Frequency	Percent	Valid Percent
	Irrelevant	3	50,0
	Not important	1	16,7
Valid	Important	1	16,7
	Very important	1	16,7
	Total	6	100,0

q78.5: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. *is strict*

	Frequency	Percent	Valid Percent
	Irrelevant	2	33,3
Valid	Not important	1	16,7
	Important	3	50,0
	Total	6	100,0

q78.6: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. *is responsible*

	Frequency	Percent	Valid Percent
	Not important	1	16,7
Valid	Important	2	33,3
	Very important	3	50,0
	Total	6	100,0

q78.7: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. *is reliable*

	Frequency	Percent	Valid Percent
	Not important	1	16,7
Valid	Important	2	33,3
	Very important	3	50,0
	Total	6	100,0

q78.8: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. *can be highly trusted*

	Frequency	Percent	Valid Percent
	Not important	1	16,7
Valid	Important	3	50,0
	Very important	2	33,3
	Total	6	100,0

q78.9: Competence in managing financial resources and assessing the social and economic benefits of the provision: being financially responsible. *is aware not only of the financial, but also of the social dimension of adult education*

	Frequency	Percent	Valid Percent
	Not important	1	16,7
	Important	3	50,0
Valid	Very important	1	16,7
	Of extreme importance	1	16,7
	Total	6	100,0

q79.1: Competence in managing human resources in an adult learning institute: being a (people) manager. has knowledge of human resource management, selection and recruitment policies and practices in adult learning

	Frequency	Percent	Valid Percent
Irrelevant	4	66,7	66,7
Valid Important	1	16,7	16,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q79.2: Competence in managing human resources in an adult learning institute: being a (people) manager. has knowledge of team building

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Very important	2	33,3	33,3
Total	6	100,0	100,0

q79.3: Competence in managing human resources in an adult learning institute: being a (people) manager. has knowledge of assessment techniques

	Frequency	Percent	Valid Percent
Irrelevant	2	33,3	33,3
Valid Important	2	33,3	33,3
Very important	1	16,7	16,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q79.4: Competence in managing human resources in an adult learning institute: being a (people) manager. has knowledge of continuous development of staff

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Valid Important	1	16,7	16,7
Very important	2	33,3	33,3
Total	6	100,0	100,0

q79.5: Competence in managing human resources in an adult learning institute: being a (people) manager. has the ability to assess the work and competences of staff

	Frequency	Percent	Valid Percent
Irrelevant	4	66,7	66,7
Valid Important	1	16,7	16,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q79.6: Competence in managing human resources in an adult learning institute: being a (people) manager. has the ability to read group processes and body language

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Not important	1	16,7	16,7
Important	4	66,7	66,7
Total	6	100,0	100,0

q79.7: Competence in managing human resources in an adult learning institute: being a (people) manager. is able to build teams

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7

Important	3	50,0	50,0
Very important	2	33,3	33,3
Total	6	100,0	100,0

q79.8: Competence in managing human resources in an adult learning institute: being a (people) manager. *has the ability to select and recruit appropriate staff*

	Frequency	Percent	Valid Percent
Irrelevant	4	66,7	66,7
Valid Very important	1	16,7	16,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q79.9: Competence in managing human resources in an adult learning institute: being a (people) manager. *has leadership qualities*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Valid Important	1	16,7	16,7
Very important	1	16,7	16,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q79.10: Competence in managing human resources in an adult learning institute: being a (people) manager. *has authority*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Valid Important	1	16,7	16,7
Very important	2	33,3	33,3
Total	6	100,0	100,0

q79.11: Competence in managing human resources in an adult learning institute: being a (people) manager. *is reliable*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Very important	2	33,3	33,3
Total	6	100,0	100,0

q79.12: Competence in managing human resources in an adult learning institute: being a (people) manager. *is strict*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Valid Important	3	50,0	50,0
Total	6	100,0	100,0

q79.13: Competence in managing human resources in an adult learning institute: being a (people) manager. *has empathy*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q79.14: Competence in managing human resources in an adult learning institute: being a (people) manager. *is aware of individual behaviour, group processes and human development*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q80.1: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *has knowledge of the organisational and institutional procedures*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	3	50,0	50,0
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q80.2: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *has knowledge of quality management and relevant policies (including European policy)*

	Frequency	Percent	Valid Percent
Valid Irrelevant	4	66,7	66,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q80.3: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *has the ability to formulate and defend the mission of the institute*

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Important	1	16,7	16,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q80.4: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *has the ability to manage and lead the institute according to that mission*

	Frequency	Percent	Valid Percent
Valid Irrelevant	2	33,3	33,3
Valid Not important	2	33,3	33,3
Valid Very important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q80.5: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *has the ability to implement organisational procedures and systems for accountability (quality management)*

	Frequency	Percent	Valid Percent
Valid Irrelevant	4	66,7	66,7
Valid Very important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q80.6: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *understands the learning needs of society and adults and is able to attune the institute towards those needs*

	Frequency	Percent	Valid Percent
Valid Irrelevant	4	66,7	66,7
Valid Very important	1	16,7	16,7
Valid Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q80.7: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *has authority in leading the institute*

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Not important	1	16,7	16,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q80.8: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *is aware of the specific characteristics of the sector*

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Not important	1	16,7	16,7
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q80.9: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *has leadership qualities*

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Valid Important	1	16,7	16,7
Valid Of extreme importance	2	33,3	33,3
Total	6	100,0	100,0

q80.10: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *is open minded*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Valid Very important	1	16,7	16,7
Total	6	100,0	100,0

q80.11: Competence in managing and leading the adult learning institute in general and managing the quality of the provision of the adult learning institute: being a general manager. *is aware of the political context in which the institute works*

	Frequency	Percent	Valid Percent
Valid Irrelevant	2	33,3	33,3
Valid Important	2	33,3	33,3
Valid Very important	2	33,3	33,3
Total	6	100,0	100,0

q81.1: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *has knowledge of PR, marketing, mobilisation and outreach strategies*

	Frequency	Percent	Valid Percent
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	Irrelevant	2	33,3	33,3
	Not important	1	16,7	16,7
Valid	Important	1	16,7	16,7
	Very important	2	33,3	33,3
	Total	6	100,0	100,0

q81.2: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *has knowledge of the characteristics of the target groups*

		Frequency	Percent	Valid Percent
	Not important	1	16,7	16,7
	Important	2	33,3	33,3
Valid	Very important	2	33,3	33,3
	Of extreme importance	1	16,7	16,7
	Total	6	100,0	100,0

q81.3: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *has knowledge of relevant stakeholders*

		Frequency	Percent	Valid Percent
	Irrelevant	2	33,3	33,3
	Not important	1	16,7	16,7
Valid	Important	1	16,7	16,7
	Very important	2	33,3	33,3
	Total	6	100,0	100,0

q81.4: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *is able to use different PR and marketing strategies*

		Frequency	Percent	Valid Percent
	Irrelevant	2	33,3	33,3
	Not important	2	33,3	33,3
Valid	Important	1	16,7	16,7
	Very important	1	16,7	16,7
	Total	6	100,0	100,0

q81.5: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *is able to see new opportunities for new programmes and directions*

		Frequency	Percent	Valid Percent
	Irrelevant	2	33,3	33,3
Valid	Not important	1	16,7	16,7
	Important	3	50,0	50,0
	Total	6	100,0	100,0

q81.6: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *is able to communicate with stakeholders, external parties and organisations*

		Frequency	Percent	Valid Percent
	Irrelevant	2	33,3	33,3
Valid	Not important	2	33,3	33,3
	Very important	2	33,3	33,3
	Total	6	100,0	100,0

q81.7: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *is sensitive for new chances, possibilities and developments*

		Frequency	Percent	Valid Percent
Valid	Irrelevant	2	33,3	33,3
	Not important	1	16,7	16,7

Important	3	50,0	50,0
Total	6	100,0	100,0

q81.8: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *is able to critically assess the institutional role given the wider context*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q81.9: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *is a communicator*

	Frequency	Percent	Valid Percent
Not important	1	16,7	16,7
Valid Important	3	50,0	50,0
Very important	2	33,3	33,3
Total	6	100,0	100,0

q81.10: Competence in marketing and public relations: being able to reach the target groups, and promote the institute. *is aware of political nuances*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q82.1: Competence in dealing with administrative issues and informing adult learners and adult learning professionals: being supportive in administrative issues. *has knowledge of the systems, programmes and software used for administrative purposes*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Not important	2	33,3	33,3
Valid Important	2	33,3	33,3
Of extreme importance	1	16,7	16,7
Total	6	100,0	100,0

q82.2: Competence in dealing with administrative issues and informing adult learners and adult learning professionals: being supportive in administrative issues. *has knowledge of the responsibilities in the institute*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Valid Important	2	33,3	33,3
Very important	1	16,7	16,7
Total	6	100,0	100,0

q82.3: Competence in dealing with administrative issues and informing adult learners and adult learning professionals: being supportive in administrative issues. *has the skills to work with the administrative systems, programmes and software*

	Frequency	Percent	Valid Percent
Valid Irrelevant	3	50,0	50,0
Very important	3	50,0	50,0

Total	6	100,0	100,0
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q82.4: Competence in dealing with administrative issues and informing adult learners and adult learning professionals: being supportive in administrative issues. *is skilled in administrative work*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Not important	1	16,7	16,7
Valid Important	1	16,7	16,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q82.5: Competence in dealing with administrative issues and informing adult learners and adult learning professionals: being supportive in administrative issues. *is able to deal with information requests from (potential) adult learners and adult learning professionals*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Valid Important	2	33,3	33,3
Very important	1	16,7	16,7
Total	6	100,0	100,0

q82.6: Competence in dealing with administrative issues and informing adult learners and adult learning professionals: being supportive in administrative issues. *is precise in carrying out administrative work*

	Frequency	Percent	Valid Percent
Irrelevant	3	50,0	50,0
Valid Important	2	33,3	33,3
Very important	1	16,7	16,7
Total	6	100,0	100,0

q82.7: Competence in dealing with administrative issues and informing adult learners and adult learning professionals: being supportive in administrative issues. *is friendly and cooperative in dealing with questions and requests*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	2	33,3	33,3
Very important	3	50,0	50,0
Total	6	100,0	100,0

q83.1: Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: being a ICT-facilitator. *has knowledge of ICT design and ICT-based learning environments*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q83.2: Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: being a ICT-facilitator. *has knowledge of the possibilities and constraints of ICT-learning environments and the hardware supporting the environments.*

	Frequency	Percent	Valid Percent
Irrelevant	1	16,7	16,7
Valid Important	4	66,7	66,7
Very important	1	16,7	16,7

Total	6	100,0	100,0
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q83.3: Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: being a ICT-facilitator. *has the ability to design and facilitate ICT-based learning environments*

	Frequency	Percent	Valid Percent
Valid Important	5	83,3	83,3
Very important	1	16,7	16,7
Total	6	100,0	100,0

q83.4: Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: being a ICT-facilitator. *is able to support the learning environment and the people who work and study within this ICT-based learning environment*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Important	4	66,7	66,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q83.5: Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: being a ICT-facilitator. *is able to assess the effectiveness of the environment*

	Frequency	Percent	Valid Percent
Valid Irrelevant	1	16,7	16,7
Important	4	66,7	66,7
Very important	1	16,7	16,7
Total	6	100,0	100,0

q83.6: Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: being a ICT-facilitator. *is aware of the behaviour of adult learners in the ICT-based learning environment*

	Frequency	Percent	Valid Percent
Valid Not important	1	16,7	16,7
Important	5	83,3	83,3
Total	6	100,0	100,0

q83.7: Competence in facilitating ICT-based learning environments and supporting both adult learning professionals and adult learners in using these learning environments: being a ICT-facilitator. *thinks critically on the use of ICT and the impact ICT can have on the behaviour of adult learners (and adult learning professionals)*

	Frequency	Percent	Valid Percent
Valid Important	3	50,0	50,0
Very important	3	50,0	50,0
Total	6	100,0	100,0

