

Information on training and professional development of adult learning staff

Background to the PLA on Staff Capacity and Development in Adult Learning, May 2021

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Introduction

The Education and Training Monitor 2019 had a thematic focus on teachers and trainers in adult learning. As background information for the Monitor, independent experts produced descriptions of staff training in the 27 Member States, and the descriptions was compiled to a document with the title *“Information on training and professional development of adult learning staff, compiled by the independent AI experts as background to the 2019 ET Monitor”*.

In 2021, the National Coordinators held a Peer Learning Activity (PLA) on Staff Development and Training with presentations of the state of play from the cluster of the seven Member States, who organized the PLA.

The descriptions from 2019 were used as background for the organizing cluster, and it was found to be useful for all in an updated version to show the diverse picture of training of professional teachers/educators of adult learning throughout the EU and additional countries.

All Member States were asked to verify and update their part, and non-Member States were kindly invited to add a similar description of their country for the PLA.

Many countries accepted the invitation and it is noted in the document, which parts are updated and which parts are the original text from the independent experts.

This partly updated document is the result of this process and will be an annex to the final report from the Peer Learning Activity.

We hope you will find the document interesting and find yourself inspired after looking into the document.

Behalf of the organizing cluster
Charlotte Romlund Hansen
National Coordinator in Denmark

1 Austria

Overview of the education or training for adult educators, including training and qualification requirements

With the Continuing Education Academy Austria, founded in 2007, a common qualification framework for these activities in adult education was created for the first time: Teaching, education management, counselling, information and library management. The Academy validates and certifies competences in these areas. The qualification profiles were revised in 2017 and 2018, and supplemented by media competences - the next step being the assignment to the National Qualifications Framework. The qualification profiles promote standardisation because they are the basis of accredited provision in adult education organisations.

A large number of training and further education offers for education management, for teaching with adults, for counselling or for librarians can be found in the adult education associations and in the Federal Institute for Adult Education in St. Wolfgang. In addition, there are numerous train-the-trainer courses offered by both private and non-profit adult education organisations.

University courses for adult education¹ include topics such as counselling, socio-political and educational policy contexts and insights into research (university course in adult education/further education at the University of Graz and the Federal Institute for Adult Education), training for trainers and professional teaching (e.g. Danube University Krems), andragogy, educational leadership, educational management (at the Federal Institute for Adult Education and the Danube University Krems), library and information studies (University of Vienna), eEducation (Danube University) and others.

Bachelor's, Master's and Doctoral studies are offered at the Universities of Innsbruck, Graz, Klagenfurt, Vienna and Salzburg, while the University of Linz offers a Master's programme in Political Education.

Supply of and demand for teaching/training staff.

Adult education remains fundamentally a growth market. The need for qualified teachers is not only noticeable in organisations that offer professional adult education, but also where further education is a "by-product".

The need for qualified teachers can be well met in large cities, while in rural areas - or where there are no universities - it is difficult to find qualified teachers. Here in particular, the consistent implementation of the validation strategy would be important on the one hand and, at the same time, training courses should be flexible enough to enable participation regardless of time or place.

There is also a need for qualified basic education trainers.

¹ A good overview is provided by: https://erwachsenenbildung.at/themen/berufsfeld/aus_weiterbildung/uni.php

The Continuing Education Academy is aimed at people who already have practical experience in adult education. Shorter and more affordable training courses would be particularly suitable for people who come from universities, and they should be accompanied in practice by experienced teachers.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

Basics of pedagogy and adult education/andragogy are part of the theoretical competence of the qualification profile "Certified Adult Educator".²

For trainers in basic education, there are subject-specific training courses that are offered by adult education institutions and the Federal Institute for Adult Education following the accreditation by the Ministry of Education.³

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

Special attention should be paid to the competent accompaniment of teachers in adult education. We often have to deal with competent practitioners whose pedagogical or andragogical competences could also be improved in practice. Experienced teachers would be good coaches who also contribute to improving the teachers' ability to reflect.

In addition, forms of classroom observation can be used to improve the quality and reflection competence that is so important. Good experiences have been made with the project "Teaching Reflection".⁴

² <https://wba.or.at/media/pdf/qualifikationsprofil-wba-zertifikat.pdf?m=1550562242&>

³ <https://www.initiative-erwachsenenbildung.at/akkreditierung/ausbildungsmoeglichkeiten/>

⁴ GEWESSLER, A. & O'LEARY, M. 2014. Kulturübergreifendes Lernen für Lehrende: Der Einsatz von Unterrichtsbeobachtung in der Erwachsenenbildung in Österreich. BRUGGER, E. 2014. Kompetenzen und Stolpersteine im Erwachsenen-Unterricht. Resümee aus Unterrichtsbeobachtungen und Kursleiter/innen-Gesprächen. JÜTTE, W. 2014. Gelungener Unterricht und zeitgemäße Lernkulturen an Volkshochschulen Ergebnisse der Befragung von Kursleiter/innen der VHS Wien zu ihrem Verständnis und ihrer Einschätzung von gelungenem Unterricht. In: Die Österreichische Volkshochschule 251 2014. http://magazin.vhs.or.at/wp-content/uploads/2015/03/OVH_Magazin_251_01_2014.pdf

2 Belgium⁵

Overview of the education or training for adult educators, including training and qualification requirements

Educators teaching in formal adult education in *Flanders* (Centres for Basic Education, Centres for Adult Education, Part-Time Arts Education) need to have an official teaching qualification⁶. Currently (since the reform of teacher education in September 2019), Flanders has six teacher education programmes. Apart from the educational bachelor's programmes for pre-school education and for primary education, and the educational master's programme for art subjects, there exist:

- the educational graduate programme for secondary education (for VET subjects only). This programme is offered by university colleges and is classified at level 5 of the Flemish qualification structure. It is aimed at prospective teachers who have already gained several years of professional experience and wish to pass on this knowledge as a teacher in technical or practical subjects.
- the educational bachelor's programme for (lower) secondary education. This programme is offered by university colleges and is classified at level 6 of the Flemish qualification structure. It is aimed at those who intend to teach one or more subjects in the first or second stage of secondary education, in the third stage of vocational secondary education or in adult education.
- the educational master's programme for (higher) secondary education. This programme is offered by the universities and is classified at level 7 of the Flemish qualification structure. It is aimed at candidate teachers who wish to teach one or more subjects in the second and/or third stage of secondary education, part-time arts education or adult education.

Each teacher education programme is aimed at a specific group of prospective teachers. In terms of organisation and methodology, the programmes are tailored to the students' needs as much as possible.

The reform of teacher education has also led to shortened pathways for particular groups of students:

- Students who have already obtained a bachelor's degree and intend to teach within the field of this degree, can follow the shortened educational bachelor's programme for secondary education. This shortened course focuses on teaching and forms a coherent whole of 60 credits. Of these, at least 30 credits go to the practical component.
- Those who have already followed an educational bachelor's programme of secondary education and intend to acquire an additional teaching qualification for a specific subject can

⁵ Updated June 2021

⁶ https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-and-trainers-working-adult-education-and-training-3_en

follow a shortened route. The study load of this route differs depending on the teaching institution.

- Students who have already obtained a (domain) master's degree and intend to teach within the field of this degree, can follow a shortened educational master's course. This course focuses on teaching and has a study load of 60 credits. Of these, at least 30 credits go to the practical component.

None of these programmes focus exclusively on adult education and many graduates will in fact end up in teaching positions in the compulsory education system.

Educators in vocational training initiatives do not necessarily need to hold a teacher training qualification. The Public Employment Service (VDAB) works with professionals from occupations relevant to the content of the course. Entrepreneurial training offered at SYNTRA⁷ – the Flemish provider of entrepreneurial training – is also mainly undertaken by practitioners although they have an in-house 120 hours training course on teaching available to educators. Those teaching general subjects to young adults combining education and work placements do generally hold a teaching qualification.

In *Wallonia*, similar mechanisms are in place⁸. Educators in formal education (Social Advancement Education) are usually required to have undertaken a teacher-training course. Programmes are being delivered at universities and university colleges, but also in Centres for Social Advancement Education. Those who want to teach at upper secondary level or in higher (adult) education need to obtain the CAPAES⁹: Le Certificat d'Aptitude Pédagogique approprié à l'Enseignement supérieur, which has been created by decree in 2002. As in Flanders, these programmes are not uniquely tailored towards teaching in the adult education sector. Educators in vocational training are mainly selected based on their professional experience, although proof of previous teaching experience can also be taken into account when selecting candidates.

Supply of and demand for teaching/training staff.

The Flemish Department for Education introduced a demand and supply platform for teaching hours in different schools¹⁰. Schools can interact with each other on whether they need teachers for specific subject areas or whether they have teachers who can be transferred to other schools for a limited number of hours. This system has also been expanded to the formal adult education sector. Generally speaking, there is a shortage of educators and at the start of the current academic year, centres failed to recruit adequate numbers of teaching staff¹¹. Enrolment for teacher training programmes among young people have been in decline. Nevertheless, experienced workers in other sectors of employment are more likely than in the past to

⁷ <https://www.syntravlaanderen.be/>

⁸ https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-and-trainers-working-adult-education-and-training-5_en

⁹ <http://enseignement.be/index.php?page=16142>

¹⁰ <https://www.katholiekonderwijs.vlaanderen/nieuws/prikbord-2018-2019-tekort-overschot-aan-uren-leraar-het-so-en-het-volwassenenonderwijs>

¹¹ <https://nieuws.vtm.be/binnenland/nijpend-tekort-aan-827-nieuwe-leerkrachten>

make the transition to the education sector. Shortage is mainly problematic in STEM (Science, Technology, Engineering & Mathematics) areas, as graduates in these fields of study tend to prefer jobs in the private sector.

It is more difficult to find information about demand and supply of teaching staff in the adult education sector in Wallonia, although the OECD reported there does not seem to be an overall teacher shortage in Wallonia¹². There are big discrepancies between the types of contracts educators tend to be on, which is similar in the Flemish context. For example, educators in Social Advancement Education often have permanent contracts while those facilitating vocational training courses are more likely to work on a consultancy basis.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

As mentioned above, teacher-training programmes in Belgium do not specifically focus on teaching in the adult education sector. Programmes typically include placements that are undertaken in the compulsory schooling system. Nevertheless, education and training providers are encouraged to organise in-house training for their teaching staff tailored towards the needs of their adult learners and specific target groups¹³. For example, in Wallonia, educators in vocational training at IFAPME are supposed to undergo training modules worth 64 hours per year. In-service training is also provided to educators in the Flemish formal education sector. The Public Employment Service VDAB has working groups in place for educators to interact about specific teaching related issues.

The Flemish Basic Education Network recently formulated a new impact policy. It is based on functional and integrated ways of teaching and places the learning needs and living environment of the learners at the centre. This evolution required specific professionalization of basic education teachers. Vocvo, the Flemish support centre for adult education, rose to the challenge and organised training in the sector, starting with a training course "Functional and Integrated teaching in basic education". From September 2019 to December 2020, 27 teachers from the centres for basic education took this course. In February 2020 the funding of the programme ended and no follow-up will take place.

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

In relation to the formal adult education system, both Flanders and Wallonia have a straightforward system of requiring educators to obtain a formal teaching qualification. The main challenge in relation to this situation is that these programmes are not specifically tailored towards teaching in the adult education sector. Interestingly, universities offer programmes in 'social pedagogics' but graduates are not qualified teachers and still need to undertake the teacher training programmes. In both Flanders and Wallonia, in-service training is being offered to

¹² <http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf>

¹³ https://eacea.ec.europa.eu/national-policies/eurydice/content/conditions-service-teachers-and-trainers-working-adult-education-and-training-5_en

implement a stronger focus on pedagogical skills needed to teach adults. It is highly recommended that these initiatives continue, both in formal as well as vocational training, where educators are usually not required to be qualified teachers.

3 Bosnia and Herzegovina¹⁴

Bosnia and Herzegovina is a decentralised state composed of two entities – the Federation of BiH and Republika Srpska, as well as the Brcko District of BiH (BD), which constitutes a separate administration unit. The Constitution of BiH defines the competences and responsibilities of each level of authority. According to the constitutional provisions, education is under the full jurisdiction of the Republika Srpska, the ten Cantons in the Federation of BiH and Brcko District BiH. Each of these 12 administration units have their own ministry of education.

Many public and privately owned institutions deliver adult education. At the level of formal education, this is done by primary and secondary schools, especially VET schools.

At the level of non-formal higher education, there are educational program of pedagogical and psychological subjects for people who wish to enter the teaching process in primary and secondary schools, but have not completed a teacher training college.

Qualifications of Teachers

In the case of formal adult education, qualifications of teachers are identical, i.e. the same as for work in regular education. Profile and qualifications of teachers are defined in the curriculum for each subject, and they imply completion of the first cycle degree. In delivery of adult education program, schools often engage experts from the private sector as teaching associates.

Private centers for adult education, in order to obtain an operating license, are required to have an adequate qualification structure of employees. The structure is assessed against the qualification structure of staff in the mainstream education.

Quality Assurance

In the Republika Srpska, licenses for adult education program providers and their program are issued through the Institute for Adult Education. The Institute accepts only those providers who have met all the statutory requirements for adult education. Also, it accepts only those educational program that are based on the formal learning outcomes and which have all other necessary elements (modular curricula, adequate qualifications of teachers, etc.).

In other parts of BiH, the activity of establishing a system of adult education based on the principles and standards adopted at the BiH level is in an initial stage.

Higher education institutions in BiH perform regular education programs in three cycles, but do not offer more flexible programs that meet the needs of education, training and lifelong learning for adults. However, in addition to the regular program in F BiH, higher education

¹⁴ Updated May 2021

institutions also implement shorter programs for adults who have completed their higher education (e.g. additional pedagogical and psychological education as a requirement for working in education for those people who have not completed teacher training college).

Overview of the education or training for adult educators, including training and qualification requirements

By the law, adult education trainers are individuals who implement adult education programmes or provide professional support and assistance during their implementation: adult education programme providers – educators, teachers, lecturers, programme coordinators, trainers and tutors; expert advisers and associates.

The conditions regarding the qualifications and competencies of the adult education staff are set by the law, regulations or the relevant educational programme. In case of lack of qualified adult education staff or other justified reasons, individuals engaged in the process of adult education may be those who were previously and/or additionally trained to work with adults and possessing key professional qualifications in performing or supporting the implementation of educational programmes.

Adult education trainers shall and are entitled to participate in professional development programmes. System solutions and institutional framework for providing methodical and didactic professional upskilling trainings, as well as professional development trainings of adult education trainers are provided by the competent authorities. Most frequently, adult education providers are obliged to organise a professional development training of the staff once a year. There is a significant and diverse offer of different programmes in the adult education field that are implemented by experts from those fields. Nevertheless, in addition to their expertise in these fields, it is necessary to provide these experts with additional education and training in terms of the adult learning field and work with adult learners.

The Institute for Adult Education of the Republic of Srpska has organized individual upskilling trainings voluntarily. With the aim of professional development of staff, these upskilling trainings should become mandatory for each adult learning teacher during their professional engagement.

In the previous period, NGO has organised basic adult education trainings to overcome the beginning phase in the implementation of the adult education legislation and to provide an opportunity for adult education providers to build and strengthen their capacities in this field.

4 Bulgaria

Overview of the education or training for adult educators

Bulgaria lacks a comprehensive system for training of teachers for adult education. Nevertheless, there are three pathways that may be followed in order to become an adult education professional in the country.

1) Through education offered by universities:

- Since the academic year 2007/2008 the most prestigious university in Bulgaria - "St. Kliment Ohridski" Sofia University – has offered a Bachelor degree programme in Non-formal Education (offered as a full or part-time course). Among the modules taught are: "Peculiarities of adult learners", "Models of adult education", "Continuing education and validation of competencies", "Methodological requirements for adult learning", "Literacy of adults". Since 2011 a Masters programme "Management of non-formal education services and organisations" has also been in place. In addition, a module on andragogy is included as compulsory for all students specialising in "Pedagogy" at Bachelor degree level.
- The "St. Cyril and St. Methodius" Veliko Tarnovo University offers a Master programme "Literacy of children and adults from minority ethnic communities" either as a full-time, part-time or distance learning course. The programme is very relevant, bearing in mind that adult illiteracy is a real problem among the Roma population in Bulgaria. For instance, 40.8% of Roma people above 15 years old have only basic education and 49.7% have completed only primary education or are illiterate¹⁵.
- The "Paisii Hilendarski" Plovdiv University offers a Master programme "Socio-pedagogical work with offenders" as a part-time course.

2) Through training offered by adult learning institutions:

The state enterprise "The Bulgarian-German Center for Vocational Training" (which has 5 branches in different cities) offers short cycles of courses which aim to enhance the competencies of adult educators and the training of mentors, external experts and adult educators for specific professions.

3) Through in-service training:

Training on the job or in-service education for teachers in adult learning exists in Federation of Societies for Support of Knowledge (an NGO active in non-formal adult education with branches in different cities) and in some enterprises. It should be emphasised that in the field

¹⁵ National Roma Integration Strategy of the Republic of Bulgaria (2012-2020), available at <https://www.president.bg/docs/1352306523.pdf>, p.7. (In Bulgarian).

of job-related non-formal education and training, providers often prefer to hire teachers primarily based on their specific subject knowledge without paying attention to their knowledge in andragogy and adult learning didactics as part of the recruitment process.

Supply of and demand for teaching/training staff.

The supply of education and training for adult educators is not sufficient in the eyes of the national expert. In many cases, especially in vocational centers and in enterprises that offer offering job-related non-formal training, the qualification of adult trainers is left entirely to the staff involved and is treated as a personal development issue. Adult educators fall into the same professional category as normal teaching staff but their profession is seen by society as less attractive than being a teacher in the initial education system.

Andragogy (methods and principles used in adult education).

The approach and principles to be used in adult education in the country are outlined in the National Strategy for Promotion and Improvement of Literacy Skills (2014-2020)¹⁶. The Strategy acknowledges that the outcomes of adult education depend on teachers' ability "to apply pedagogical technologies, adequate to the experience of adult learners". More concretely, it is emphasised that "[t]he specificity of the adult literacy process requires the use of forms and methods other than those used for children": These are identified as including:

- Special attention to the selection of learning content and assessment methods in order to take into account the individual life or work experience and to support their motivation for learning,
- Grounding information campaigns for the inclusion of illiterate persons in training in a respect for and recognition of adult learners' experience and values and their orientation towards learning as an "orientation towards future life",
- Developing the system for the recognition and validation of non-formal and informal learning in order to increase the self-esteem and motivation of adults to learn and to increase their literacy.

The key actions envisaged for the implementation of the National Strategy for Promotion and Improvement of Literacy Skills in the sphere of adult education are: a) the creation of teaching materials/tools for adult education, b) delivery of andragogy qualification for adult teachers, c) preparation of 24 training programs, specially designed of adults¹⁷.

These principles of adult education have been further elaborated in academic literature¹⁸.

Provide your expert opinion on the sufficiency of otherwise of the education and training in place for adult educators in your Member State and highlight any challenges in the field.

¹⁶ National Strategy for Promotion and Improvement of Literacy Skills (2014-2020), available at <http://www.mon.bg/bg/143> (In Bulgarian).

¹⁷ Ibid, pp.25-26, 37-38, National action plan for implementation of the National Strategy for Promotion and Improvement of Literacy Skills for the Period 2017-2018, available at <http://www.mon.bg/bg/143> (In Bulgarian).

¹⁸ Nikolaeva, S. (ed.) (2108). Non-formal Education. Anthology. Sofia: "St. Kliment Oxridski" Publishing House.

In the expert's opinion the main challenges in the field are: a) the lack of a comprehensive system for the training and assessment of teachers in adult education; b) the insufficient attention paid to the need for special qualifications for adult educators working with Roma people.

5 Croatia¹⁹

Croatia lacks systematic professional development programmes for adult educators. Non-formal and informal learning programmes are neither properly assessed nor recognised. In Croatia there are currently around 600 adult education institutions, many of which were established without adhering to high quality criteria, however, this will change with the adoption of the new Adult Education Act (IV quarter of 2021) which will introduce a system for ensuring the quality of work of adult education institutions. Most teachers and trainers in adult education work as external associates, on a part time basis. They are not employed in the adult education institutions. The teachers and trainers are engaged in programmes which are implemented in an adult education institution. This depends on the interest of participants. It is important to emphasize that the developed occupational standard and the qualification standard for the profession of andragogue are entered in the Register of the Croatian Qualifications Framework. Several higher education institutions are preparing study programs in which they will educate andragogues, whose main role will be the professional management of an adult education institution. Furthermore, the adoption of occupational standards and qualification standards for the profession of teacher in adult education is in preparation. In addition, a Curriculum for Teaching Basic Skills for Teachers in Adult Education has been developed that will contribute to the implementation of the objectives set out in the Council Recommendation New Opportunities for Adults.

The Agency for Vocational Education and Adult Education has organised training for teachers in adult education. Through the Curriculum Globale Training Workshop, which was held in the period from September 2017 to May 2021., adult education institutions had free but very intensive and demanding education organised through five modules. A total of 250 participants - heads of education and adult education teachers - attended a cycle of workshops through eight groups, during 18 working days (336 hours).

The Agency for Vocational Education and Adult Education organized a workshop for 50 pedagogical staff, and the topics covered were "Planning, Organization and Evaluation in Adult Education" and "Adult Education Methods". There were two regional conferences in 2018 and 2019. In 2020, the 8th International Andragogy Symposium was held, during which workshops were organized to strengthen the capacity of stakeholders in adult education.

Overview of the education or training for adult educators, including training and qualification requirements.

Teachers and trainers working in adult education have the same requirement as teachers working in regular (University degree) schools.. There is no yet diploma for adult educators that would be recognised by the Croatia Qualifications Framework.

¹⁹ Updated May 2021

Supply of and demand for teaching/training staff

The demand for teaching/training staff for adult learning is insufficient. Hence there are no full-time jobs for teachers, only part-time jobs which are not very attractive. Teachers from regular schools are working on a contracted basis and they are paid by the engaged hours on educational programmes. There is no formal adult education program in Croatia that would result in obtaining a diploma or a specialisation in adult education. There is no system of licensing teachers in adult education.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

Teachers working in adult education can find literature on working with adults. For example, the Agency for Vocational Education and Adult Education issued "*Lifelong Learning – Learn how to Learn - Teacher Manual in Adult Education*". The manual is available on the Agency's web page as a free download for all teachers.²⁰ This manual provides the main principles of adult education, however it depends on the teachers' enthusiasm to self-educate for the teaching job in adult education. There are not special agreements on principles or methods in adult education at state level.

If no specific training exists please elaborate on the situation.

Training for trainers and teachers in Croatia is organised through workshops and conferences on adult education. There are a small number of training events throughout the year. A relatively small number of teachers and trainers are involved in such events. The primary reason for this is that they have to pay all expenses themselves in order to participate in such workshops or conferences (traveling costs, accommodation etc.). There is no institutional funding to cover those expenses. The institution in which they work part-time, are not very inclined to pay for such education for teaching staff.

Expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and challenges in the field.

In Croatia there is insufficient education for teacher and trainers in adult education. A large number of teacher and trainers are not involved in special education for working with adults, especially in regards to formal education for gaining a licence or diploma.

The programmes offered in non-formal forms are of questionable quality and duration. In Croatia there are no statistics on teachers' involvement in training programmes. It is difficult to tell how many special programmes are offered and how many teachers have completed any training. The CROQF (Croatian Qualification Framework) needs to be updated in which all the skills for teachers/trainers in adult education will be listed.

Suggestions for future development of adult education include the creation of new policy papers, the updating of the CROQF, and the creation of a specialist programme for teachers working in adult education or new curricula for training the teachers and trainers in adult education.

²⁰https://cdn2.fpfis.tech.ec.europa.eu/epale/cdn/farfuture/CK2Cg1wo5vnWzxm6kblOd1SbohE3jij3JdCl9ufj7ZDw/mti-me:1544708173/sites/epale/files/prirucnik_asoo_0.pdf

6 Cyprus²¹

Overview of the education, or training for adult educators, including training and qualification requirements.

Adult educators are a heterogeneous group of practitioners with different professional backgrounds, qualifications, competences and training. Teachers in the Evening Gymnasiums-Lyceums of Secondary General Education and Evening Schools of Technical and Vocational Education) are secondary school teachers assigned to teach in these schools (full-time practitioners), whereas those who work in the lifelong learning programmes of vocational education and training, the State Institutes of Further Studies and the Adult Education Centres, which fall within the non-formal sector are appointed on a part time basis. Many of the adult educators possess a BA degree as well as an MA degree in the field that they teach, such as languages, ICT and arts and they are employed on the basis of their first degree subject knowledge. As there are no specialized programmes that teach adult pedagogy to newcomers working at the sector, or particular initial qualifications or standards to be met for becoming an adult educator, most of the adult educators gain experience teaching adults through their practice.

Currently, the Human Resource Development Authority (HRDA), in the framework of the System of Vocational Qualifications (SVQ), offers a qualification for adult educators in the vocational training sector²². The Standard of the "Trainer of Vocational Training" is awarded to individuals who succeed in the evaluation procedure, carried out by HRDA. The Standard of the "Trainer of Vocational Training" is set as a prerequisite by the HRDA for the educators/trainers who are employed the majority of its programmes. In order to succeed in the evaluation process, the candidates can attend either a short duration (14 hours), or a medium duration, or an extended (around 77 hours) training seminar offered by HRDA.

Furthermore, there are three universities offering masters' programmes in the field of adult education. The **Open University of Cyprus (public)** offers the Master Programme "Continuing Education and Lifelong Learning", which aims at upgrading the knowledge and skills of adult educators and preparing its students for becoming trainers, designers, or evaluators, of adult education programmes²³. The programme is offered by distance learning.

²¹ Updated May 2021

²² See: http://www.anad.org.cy/easyconsole.cfm/page/project/p_id/82/pc_id/17154 [accessed 06/04/2019]

²³ See: <https://www.ouc.ac.cy/index.php/en/>

Additionally, the **University of Nicosia** (private) offers a distance learning Master's Programme entitled "Education of Adult Educators and Vocational Education and Training Trainers". The purpose of the programme is to provide students with knowledge, and skills, in the field of adult education, vocational education and training²⁴.

The master's degree "MEd in Adult Education" is offered by the **Frederick University** (private). The programme enables individuals who work, or plan to work, in the field of general adult education, or adult vocational education, to strengthen their knowledge and skills in the field. It's offered both by distance learning and by face-to-face learning²⁵.

Other than that, there are also some training sessions, that are offered scarcely – once or twice per year – to adult educators, employed in public adult education provisions (i.e. evening schools, adult education centres). These training sessions are provided, either by the Pedagogical Institute of Cyprus which is responsible for the in-service training and the professional development of teachers at all levels and all posts, or the competent departments of the Ministry of Education, Culture, Sport and Youth.

Supply of and demand for teaching/training staff

As the field of adult education is relatively new in Cyprus, a distinct professional identity of the adult educator, or trainer, has not been articulated yet. Nevertheless, there is a quite high demand for adult educators/trainers in many provisions, in all levels of education (primary, general secondary, vocational secondary, higher). At the same time, there is an insufficient supply of qualified adult educators. However, this shortage is currently covered by employing staff either from other levels of education, or unqualified. Accordingly, this scarcity in qualified staff in the field of adult education will be revealed only, and if qualification requirements are set, by the formal policies or by law.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

At the moment there are no agreed principles acknowledged in formal policy texts, or regulations, in the field of adult education. Most of the provisions offering adult education, or training, for example basic skills education, or secondary general, or vocational education for adults, function under the competent departments of typical (non-adult) secondary or vocational education and adopt its methods and principles. However, when professional development of adult educators is provided, special attention is given to adult learning theories, that is, andragogy, transformative learning and experiential learning so that adult educators become familiar with them and are encouraged to use them during the teaching process. Moreover, some of the masters' programmes offered by higher education institutions have adopted the main andragogical principles, offering distance or e-learning programme. These programmes are

²⁴ See: <https://www.unic.ac.cy/education-of-adult-educators-and-vocational-education-and-training-trainers-ma-1-5-years-or-3-semesters-joint-degree-with-the-university-of-peloponnese-distance-learning/>

²⁵ See: <https://www.frederick.ac.cy/master-in-adult-education-program-structure/master-in-adult-education-courses>

more flexible, learner-centred, and offer students the advantage to adapt their own pace of studying, without the limitations of time and space²⁶.

If no specific training exists please elaborate on the situation.

The master's degree, offered by the three universities, and the training offered by HRDA in the framework of the SQV are the main established training programmes for adult educators in Cyprus. As a result, the majority of the adult educators and trainers, employed in the field of adult education, do not undertake any systematic training, but sporadically from the Ministry of Education, Culture, Sport and Youth, the Pedagogical Institute of Cyprus, some NGOs or within the framework of European programmes (such as Erasmus+).

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

In general, there is a lack of training provisions for educators working in many adult education programmes, especially educators working at Evening Gymnasiums-Lyceums of Secondary General Education and Evening Schools of Technical and Vocational Education, the Adult Education Centres and other provisions offering general adult education. At the same time, the legislative framework is insufficient, in terms of setting in place qualification requirements for those who wish to work as adult educators. The current situation cannot guarantee the quality of the offered education in the field of adult learning²⁷.

²⁶ See for example: <https://www.ouc.ac.cy/index.php/en/>

²⁷ Gravani, M. N., Hatzopoulos, P., & Chinas, C. (2019). Adult education and migration in Cyprus: A critical analysis. *Journal of Adult and Continuing Education*, 1477971419832896.

7 Czech Republic

Overview of the education or training for adult educators, including training and qualification requirements

Adult education is provided at various types of institutions (VET schools, universities, NNO, commercially oriented education organisations, professional associations etc.) and these have different qualification requirements for their teachers and trainers. Generally, VET schools have the same qualification requirements for AL educators as for teachers in initial education (as they are the same persons). The qualification requirements are stipulated in Act No. 563/2004 Sb. on pedagogical staff.²⁸ There is no mention of adult educators in it.

Some IVET school teachers and trainers could use the opportunity to participate in the ESF projects UNIV 1-3 that focused on turning selected VET schools into Centres for Lifelong Learning. UNIV projects trained IVET teachers and trainers to become adult educators as well. Presently, these centres form a network, in which all regions are represented.

On the other hand, commercial education institutions are generally not regulated or monitored. If these institutions want to provide retraining of unemployed persons funded by the Public Employment Service (PES) and/or be awarding bodies (authorised entities) as defined in the Act on the VNFIL, they must fulfil certain criteria.

Since there are no publicly funded specialised schools for adults (second chance schools), there is no special publicly funded training for adult educators on a regular basis either.

Currently, upper secondary and tertiary vocational schools are supported in their functioning as Centres for lifelong learning by the ESF project P-KAP. Provision of courses will no longer concentrate on vocational education only, but schools will offer education programmes in and validate the outcomes of basic, digital, civic and leisure education and learning as well.

On a theoretical level, adult educators are prepared in Andragogy study programmes at six universities in the Czech Republic. The Andragogy programmes develop from sociology, psychology and pedagogy and prepare graduates for HRM positions and social work. Also active in the theory of andragogy is the Czech Andragogy Society, the largest professional organization in the Czech Republic dealing with the development and research in adult learning and education.

²⁸ Teachers are educated in Pedagogy Schools or they have master's degree in various specialisation and a training in pedagogy, therefore teachers are prepared in schools for working with children and young people. VET teachers have similar qualification requirements, in case of workplace instructors (trainers) they do not have to have master's degree.

The Czech VNFIL system enables adult educators to acquire three NSK vocational qualifications, namely: Lecturer for Further Education²⁹, Further Education Manager and Specialist for Training and Development of Employees. These vocational qualifications can be acquired via validation in the form of an exam and/or education institutions can prepare and conduct courses that prepare interested teachers and trainers for the respective examinations.

Affordable adult education, especially learning of basic skills, is not supported in the form of long-term sustainable programmes. The support relies heavily on EU funding and these interventions have limited coverage and reach.

Supply of and demand for teaching/training staff

The Czech Republic faces multiple challenges in the area of training, employment and professional development of teachers, including and maybe especially of VET teachers, who provide education to adults in VET schools. The motivation for choosing teaching as a career is impacted by the relatively low social prestige and by relatively low remuneration. Moreover, without an implemented career system, teachers have only limited opportunities for career development and growth. Other challenges include the aging of teachers and the increasing gender imbalance in favour of women.³⁰

In the area of non-regulated commercial AL, the supply and demand provide an opportunity to remunerate teachers in some cases more adequately (e.g. language teachers, lecturers and coaches).

As there is currently no opportunity to learn basic skills other than go back to elementary or upper secondary general schools, there is no demand for adult educators of basic skills. This might and should change with the current shift towards transferable and basic skills.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

On a theoretical level, andragogy is well developed, but practical training of teachers and trainers for adults is lacking. Only recently did policy makers start to acknowledge the importance of basic skills as previously only vocational skills were promoted and offered to adult learners and/or the unemployed. The EU initiative Upskilling Pathways provides an opportunity to shift focus from specific to the transferable and universal skills needed in a time of expected labour market changes caused by the Fourth Industrial Revolution. The whole concept is still at the beginning of the development and poses a challenge as there are no agreed principles at present. There is not even a set of learning outcomes (a standard) for basic skills at the EQF 3 level.

If no specific training exists please elaborate on the situation.

²⁹ See <https://www.narodnikvalifikace.cz/en-us/qualification-581>

³⁰ KAŇÁKOVÁ, M. 2016. Supporting teachers and trainers for successful reforms and quality of vocational education and training: mapping their professional development in the EU – Czech Republic. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_CZ_TT.pdf

It can be stated that there is no national programme or initiative for teachers and trainers in adult learning, especially for people that need it most, i.e. for low-skilled, unmotivated, discouraged and socially excluded people. These people can be registered at the PES as unemployed, but very often they are not. They often do not trust state institutions because of previous experience. How to effectively reach them remains a challenge. Some NNOs³¹ have worked with them for years, know how to reach them and gained their trust. Such expertise and experience should be explored and disseminated. Unfortunately, the work of these NNOs is dependent on EU and national grants with uncertainty of continuation.

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

Affordable adult learning should be available to all who could benefit from it. Presently, it is not the case. Teachers who are experienced and successful in teaching adults (especially those who are low-skilled and unmotivated) need to train others, to teach them suitable and efficient learning and teaching methods and approaches.

³¹ NNO: Nevládní Neziskové Organizace (Czech: Non-Governmental Organization)

8 Denmark³²

The formal adult education system, where institutions and curricula are recognized parts of the public education system, covers most adult education in Denmark. Within the formal system there are formalized qualification requirements for teachers and educators. In non-formal adult education, which includes liberal education, "folkeoplysning", for instance evening schools and folk high schools, teacher qualification requirements are less formalized, but most teachers will have a teaching degree of some sort.

Two types of qualifications are required of teachers: Subject knowledge in the parts of the curricula they are teaching and pedagogical competence on teaching. Pedagogical training is either in-built in the teacher education (this is true for teacher education at professional bachelor level) or acquired during the first years of employment (teacher education at university level). Qualification requirements for the main sectors of Danish adult education are as follows³³:

General upper secondary education for adults (HF) (upper secondary school level): Teachers are required a university degree in the subjects they are teaching and must complete a special training programme for teachers in upper secondary education during the first years of employment ('Gymnasiepædagogikum').

General Adult Education (lower secondary school level): Teachers must have a professional bachelor degree as teachers (same degree demanded of school teachers). Teachers who teach Danish as a secondary language must additionally obtain a designated course in this field.

Labour Market Training Courses: Teachers need from the outset to have (1) qualifications at skilled level in the subjects they are teaching (for instance metalwork or inventory management) and (2) at least 3 years of relevant professional experience. Within 4 years of employment, teachers need to have acquired adult teaching competences at the level of a diploma programme.

Preparatory adult education (primary and lower secondary school level): Teachers need to have recognized education in the subjects they are teaching (either Danish or Mathematics) and adult teaching competence consisting of (or corresponding to) one module in a diploma programme. The vast majority have a professional bachelor degree as teachers.

³² Updates May 2021

³³ For an overview of the main requirements, please see: <https://www.uddannelsesforbundet.dk/medlemmer/fag-faglighed/kompetencer-og-kvalifikationer/kvalifikationskrav/>

Part of Danish adult education consists of part-time study programmes in the different types and levels of higher education – Business Academies (short-cycle HE), University Colleges (medium-cycle HE) and Universities (long-cycle HE). The two main types of part-time programmes are Diploma Courses (run by university colleges) and master courses (run by universities). Teaching in these programmes is not handled by special adult educators, but part of the general teaching tasks of these institutions. In general, teachers in higher education are expected to have a degree at least one level above the programmes they are teaching. Thus, teachers in Business Academy programmes should have a master degree and teachers in master programmes should have a PhD. Teachers in higher education have to acquire pedagogical competence through a specialized course within the first years of employment.

Generally speaking, there are no formal requirements regarding adult pedagogical competence, “andragogy”. Specific requirements regarding adult teaching exist only in individual specialised areas, e.g. Danish as a second language, dyslexia etc. However, courses and programmes focused on adult pedagogy are to some extent available. Most programmes are part-time, based on the ‘parallel competence’ system of higher education and considered complementary to the general curriculum of teachers. They have state funding but also demand some level of payment (tuition) from individual students. The main programmes are³⁴

- Basic course in adult teaching (Almen Voksenpædagogisk Grunduddannelse): Around 120 hours of teaching and study, offered by different providers, often taken by teachers in evening schools etc.
- Adult educator course (Voksenunderviser). 60 ECTS course offered either on part-time or full-time basis by university colleges.
- The academy course in youth and adult teaching (Akademiuddannelsen i ungdoms- og voksenundervisning). 60 ECTS course aimed at teaching in vocational education and labour market training. Offered by business academies and university colleges. Offered on part-time basis over three years.
- Diploma course in education (Pædagogisk diplomuddannelse). 60 ECTS course, offered on part-time basis over up to three years by university colleges. A diploma course consists of general mandatory modules on education, pedagogy, methodology and specialization modules aimed at specific fields. One specialized version is vocational education, aimed at teachers at vocational schools. Access to the programme demands at least 2 years relevant professional experience.
- Part-time Master courses (60 ECTS) on adult education are also offered at university level, for instance by Roskilde University, Aalborg University and Aarhus University (DPU campus). These courses mostly aim at preparing experienced teacher for roles in development, consultancy, middle management etc.

While updated information on students in adult education (both full-time equivalents and actual numbers) is available on the Ministry of Education website, there is little to no information on the number of teachers in the different sectors of adult education. There are no indications of teacher shortages. Working conditions are typically less stable (with many part-time jobs),

³⁴ Information on the programmes is available at the guidance portal of the Danish Ministry of Children and Education, ‘Uddannelsesguiden’ (<https://www.ug.dk>) (only available in Danish).

but by many, it is still perceived as a relevant alternative to ordinary school teaching – i.e. a different target group.

The teaching methods and principles used in adult education vary with sectors and levels (for instance general vs. vocational programmes), but experience-based and communicative approaches are widespread³⁵. This reflects the historical tradition of adult education from the Folk High School and evening schools. ICT-based approaches are increasingly used in order to fit education into the everyday life of adults³⁶.

In my opinion the education and training of adult educators in Denmark is well organized and of good quality. This reflects the fact that adult education in Denmark has a relatively high degree of institutionalization, with structures, curricula and funding schemes regulated by the state. Demands for teacher qualifications is based on a sensible mix of degrees needed to get employment and competences to be acquired during the first years of employment. Part-time courses for adult educators are available at different levels.

³⁵ See for instance Salling Olesen, H. and Rasmussen, P., eds (1996). *Theoretical Issues in Adult Education. Danish research and Experiences*. Copenhagen: Roskilde University Press.

³⁶ Andreasen, K. E., & Rasmussen, P. (2014). Learning in Video-Mediated Classes. I T. Hansson (red.), *Contemporary Approaches to Activity Theory: Interdisciplinary Perspectives on Human Behavior* (s. 38-53). IGI global. <https://doi.org/10.4018/978-1-4666-6603-0.ch003>

9 Estonia

Adult learning in Estonia is divided into two main categories – formal education and continuing education. In formal education, adults are free to pursue studies in any type of education (either full- or part-time) and any level of education (from basic through tertiary education). Continuing education falls under a different regulation to formal education programmes and, hence, requirements set for continuing education programme differ from that of formal education.

Teachers who educate adults in adult gymnasiums and in vocational education institutions don't have to comply with any special requirements in terms of their experience and qualifications in teaching adults. Adults in these settings are taught on the same basis as young people and children.. Adult educators and trainers specialising in continuing education can acquire a Bachelor's and a Master's degree in andragogy which is currently offered only in Tallinn University. There are also numerous andragogy/adult educator courses available which are offered by different organisations, mostly by independent training centres. These courses are taught primarily in the capital city Tallinn, but also in a few other bigger cities.

After completing the studies as an adult educator, there is a possibility to apply for an adult educator qualification certificate. In Estonia the occupational standard for adult educators started to develop in the early 2000s and the first qualification certificates were awarded in andragogy in 2004 by the Estonian Association of Estonian Adult Educators Andras (AEAE Andras). Although at that time the occupational standard was knowledge-based, a new competence-based standard has since been implemented. In November 2011 four new occupational standards for adult educators were endorsed which are now fully compatible with the eight-level comprehensive qualification framework valid in Estonia. Since 2012 AEAE Andras has awarded occupational qualifications for adult educators at levels five, six, seven and eight. The qualification certificate is valid for 5 years. However, acquiring these qualifications is not mandatory to teach adults.

Continuing education in Estonia is governed by the Adult Education Act (2015). The Adult Education Act does not however cover the certification requirements for adult educators, but rather sets out the expectations and requirements for the management, provision and financing of continuing education institutions. Pursuant to the Act, in order to operate as a continuing education institution, the continuing education provider shall submit a notice of economic activities (registered in the Estonian Education Information System) and needs to publish the continuing education curriculum and the name and qualifications of all adult educators on its web site.

A recent survey³⁷ outlines a shortage of teachers in general and within vocational education in Estonia, although there is no distinction between those teaching children and adults made evident in the survey results. The report, based on this survey, outlines that the need for vocational and higher education teachers as adult educators is increasing as more and more adults participate in formal education. Therefore, it is highlighted that teachers should have better skills in andragogy to account for the specific needs of adults as learners.

There has been increasing attention from society and stakeholders focusing on the quality of adult education across recent years. However, this attention has mostly focused on the supply of training for adults rather than the specific qualification of teachers in adult education and training. As adults participate increasingly in vocational as well as higher education, it is necessary that teachers within all settings have sufficient knowledge on appropriate methods for teaching adults. Hence, in the eyes of the expert, andragogy should be part of teacher training at least in vocational and higher education. This has been supported by recent research outlining that vocational education schools do not have sufficient skills or resources to teach basic (general) skills to adults³⁸.

³⁷ Mets, U., Viia, A. 2018. Tulevikuvaade tööjõu- ja oskuste vajadusele: haridus ja teadus (Outlook of labour force and skills needs: education and science). Tallinn: SA Kutsekoda. URL <https://oska.kutsekoda.ee/wp-content/uploads/2018/11/OSKA-Hariduse-ja-teaduse-uuringuaruanne-2018.pdf>

³⁸ Melesk, K., Haaristo, H-S., Haugas, S., Telve, K. 2019. Kutsekeskharidusõpe keskhariduseta täiskasvanutele – võimaluste ja/või soovi puudus? (Vocational secondary education for adults with low educational level – lack of opportunities or motivation?) Tallinn: Praxis Center for Policy Studies.

10 Finland³⁹

Overview of the education or training for adult educators, including training and qualification requirements

A pre-requisite of becoming a qualified teacher in adult education in Finland is to have completed a masters' degree. The next step is to complete a 60 credit training course in pedagogy. This training is provided by most universities in Finland. These two components are mandatory for anyone applying for a full time position at an adult education institution in Finland. The requirements are governed by legislation (A794/2004⁴⁰ and A986/1998⁴¹). For teachers in vocational training the requirements are the same, plus 3 years of work experience within the field of teaching. For trainers in informal adult learning there are no set requirements, but education planners and teaching staff at study centers are also required to have a bachelor's degree and 60 credits in pedagogy to be qualified. In principle, teachers in non formal adult education have the same requirements, and all full time staff at such institutions are qualified. However, a large group of teachers in this sector are still unqualified. These are teachers on per-hour contracts in the Adult education centres throughout Finland.

Supply of and demand for teaching/training staff

Teachers enjoy a high status in Finnish society, including teachers for adults. There are many more applying annually for teacher training than can be accepted.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

There are no commonly agreed approaches or principles as to how adult education should be delivered in general, and the mandatory pedagogical training does not emphasise adult education pedagogy.

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

There is a lack of adult education pedagogy in the current teacher training programme. The large amount of unqualified per-hour teachers in non-formal adult education lack incentives to obtain formal qualifications. Within non-formal adult education there is no regulation stipulating the need for regular and continuous training of teachers. In 2011, a Nordic report analysed the similarities and differences between teacher training in the Nordic region. A key outcome was the strong recommendation to support structures of cooperation and exchange

³⁹ Updated May 2021

⁴⁰ See <http://www.finlex.fi/fi/laki/alkup/2004/20040794>

⁴¹ See <http://www.finlex.fi/fi/laki/smur/2018/20180811>

of experiences between the Nordic countries, as their teacher training is very similar. A further joint focus on adult education pedagogy was also called for. Neither of these suggestions have yet progressed beyond the idea stage.⁴²

⁴² See https://nvl.org/Portals/0/DigArticle/52/nordiske_voksenlaerer_2011_fi.pdf

11 France

Overview of the education or training for adult educators, including training and qualification requirements

Requirements

- It is not necessary to have a specific qualification to practise as an adult educator in France, or to open a continuing vocational education and training institution (Article L6352-1, modified by the law n°2009-1437 of the 24 November 2009, Article 49). “Nevertheless, any institution that wants to provide continuing vocational education and training, must justify the qualifications and competences of the teaching and managing staff employed, and the connection between these qualifications/competences and the services offered in the field of vocational education and training. Adult education can be provided either on the basis of experience in a subject area, or a qualification such as a Competence Certificate (CQP, *Certificat de qualification professionnelle*, EQF 6), a professional bachelor in management and guidance regarding pedagogical projects, professional master in psychology of education and training.”
- The expected qualification level for adult educators has evolved quite a lot in 30 years. In 1984, 51% of adult educators had either a level EQF 3 qualification (CAP, *Certificat d’aptitude professionnelle*), or no qualification at all. In 2014, 48% had a level above EQF 5⁴³.

The professional qualification and adult educators’ track record, in continuing education and training, are among the key criteria to assess institutions’ ability to deliver high quality education. This criterion is today even more important as: i) *France Compétences* will be monitoring the sector closely (with the establishment of division dedicated to quality) to better control the qualification of educators; ii) the supply of adult education and training opportunities is plethoric and increasing, and staying in business will require comparative advantages (e.g. quality of the educators); and iii) educators’ hourly rates are at risk of decreasing (impact of the Individual Learning Account, i.e. the CPF is now expressed in Euros and sets a fix hourly rate whatever the programme taught).

In practice

- The number of teachers/trainers has been multiplied by more than three times over the last few years, to reach an average of 146,000 per year in 2012–14. They are located over the whole country, and represent between 0.5% and 0.75% of the regional employment. Almost all teachers/trainers are employees, although the fraction of those that are self-employed is higher than 30 years ago: 15% on average in 2012–14 (vs. 3% only in 1982–

⁴³ <https://dares.travail-emploi.gouv.fr/IMG/pdf/w1z.pdf>

84). There are many part-timers (36%), and part-time is often imposed as 16% report being in fact under-employed (Dares, 2014).⁴⁴

- Two groups exist:
 - Most teachers/trainers are employed by large size public, or semi-public institutions. For example: the National Association for Adult Vocational Education and Training (AFPA, Association française pour la formation des adultes) of the Ministry of Labour (largest adult technical vocational education and training provider in France), the Groups of Local Public Education and Training Providers (GRETA, Groupement d'établissements publics locaux d'enseignement) of the Ministry of Education, the National Conservatory for Arts and Crafts (CNAM, Conservatoire national des arts et métiers) and its 150 centres scattered in 28 regions, the Trade and Industry Chambers (200 in France), Craft Chambers, and Agriculture Chambers.
 - For those who work for private providers, Cegos⁴⁵ and Demos⁴⁶ are the main employers.⁴⁷

Supply of and demand for teaching/training staff

- The demand for teaching/training staff for adult education is high in:
 - New technologies
 - Innovative teaching and learning methods; e.g. hybrid, Massive Open Online Courses (MOOCs), and other similar approaches
 - The vocational preparation of teachers within the National Education System.⁴⁸ The lack of teachers/trainers, qualitatively and quantitatively, makes the issue of teachers/trainers training an absolute priority for countries, like France, aiming at achieving global objectives, such as those defined by the United Nation Education Science and Culture Organisation (UNESCO; Education for All, EFA; Millennium Development Goals, MDGs).⁴⁹

Andragogy or specific training to teach basic skills

When it comes to teaching basic skills, it is often undertaken by unpaid volunteers acting as trainers. There is no specific vocational preparation for these volunteers. Some specialised trainers of French as a Second Language (*Français langue étrangère*, FLE) took a specific training (level EQF 6 and 7) to help them teach French to foreigners.

- Over the last few years, it seems that France has been eager to develop work-based learning for basic skills, with the principle that learning is easier, faster and more effective when the immediate and concrete applications can be immediately seen at the workplace. A pilot was carried out in 2018: the Work-based Learning Action (AFEST, *Action de formation en situation de travail*), was a great success. Some funds were made available in the context of the Plan for Investing in Competence (*Plan d'investissement dans les compétences*, PIC) for the years to come, to scale up this approach.

⁴⁴ <https://dares.travail-emploi.gouv.fr/IMG/pdf/w1z.pdf>

⁴⁵ www.cegos.fr

⁴⁶ www.demos.fr

⁴⁷ <https://www.cidj.com/metiers/formatrice-formateur>

⁴⁸ www.cafepedagogique.net/lexpresso/Pages/2015/09/15092015Article635778946206767040.aspx

⁴⁹ <https://espe.univ-amu.fr/fr/formation-formateurs-denseignants-ou-personnels-dencadrement>

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

- The development of work-based learning showed that it was necessary to implement the didactical preparation of tutors. This may be broadened to reach all professionals who have expertise and experience, but are not necessarily able to transfer competences.
- There has been a recurrent debate, over the last decades, about adult basic skills (literacy, numeracy, and sometimes basic digital literacy), regardless of the background. The discussion has focused on two opposing views, i.e. dealing with these skills in a classroom-based context, or including them in a more comprehensive approach that would typically involve the acquisition of hard in the workplace).
- France may not have invested enough in thinking through the role of adult educators; from unique owners and transmitters of knowledge and competences, to a function of catalyst for change in a context where knowledge is accessible everywhere, especially on the Internet. This would require looking at adult learners as autonomous learners, able to seek information by themselves and self-manage their own learning approach.
- There seems to be a lack of consistency regarding the qualifications of adult educators. There is no requirement to practise and, as a consequence, there are differences in the way the public, private and not-for-profit sectors apply quality criteria in their recruitments.
- The development of hybrid approaches to teaching pushes towards the modification of the vocational preparation of adult educators; more and more offers include a preparation to create online education training programmes.

12 Germany⁵⁰

Overview of the education or training for adult educators, including training and qualification requirements

Although there are no standardized requirements for working as a teacher or trainer in adult education in Germany, it can be assumed that formally high-qualified educators are better able to meet the high requirements in teaching in adult education.⁵¹ Overall, the majority of staff in further education holds an academic degree. Around 80% have a tertiary degree (ISCED 5-8).⁵² The German Classification of Occupations 2010 (KldB 2010) groups jobs along their occupational titles and differentiates between levels of requirements according to the educational level and work experience. The occupational group -844 covers occupations with teaching activities in extracurricular educational institutions⁵³ (Berufsgruppe: 844 Lehrtätigkeiten außerschulischer Bildungseinrichtungen). In 2020, the Federal Employment Agency of statistics documented that more than half of the occupational staff in this group has an academic title. 95.3% of the staff has the highest-level requirement, which is the expert level.⁵⁴ In addition, teachers and trainers in adult education prove to be more active in adult and further learning than other occupational groups. More than 70% of the adult educators participated in further education within one year. Especially pedagogical qualifications play an important role for a high-level professionalism in adult education. However, only around 27% of the staff holds a pedagogical degree in 2014. Other most common background disciplines of the teaching and training staff are economics, engineering, law and management (current data concerning the field of studies is not available).⁵⁵ Additional current qualification requirements were presented in the wbmonitor report 2019 (key topic: Digitalization). As one part of the report, they statistically evaluated the digital competences of teachers and trainers and required further education for educators concerning their digital competences.

Supply of and demand for teaching/training staff

Reliable data on the supply and demand of training personnel are not known. In 2018, 43% of the teaching personnel beyond early and youth education, schools and universities is older than 50 years.⁵⁶ Therefore, it can be assumed that in the medium term there will also be a

⁵⁰ Updated May 2021

⁵¹ DIE, Autoregruppe wb-personalmonitor, 2016

⁵² Autoregruppe Bildungsberichterstattung: Bildung in Deutschland 2018. Bielefeld 2018.

⁵³ This group does not cover all educators in adult education. Because of the different qualification profiles, employment relationships and the heterogeneity of the field of adult education, the different statistical data may vary.

⁵⁴ [Statistik.arbeitsagentur.de/DE/Navigation/Statistiken/Interaktive-Angebote/Berufe-auf-einen-Blick/Berufe-auf-einen-Blick-Anwendung-Nav.html?](https://statistik.arbeitsagentur.de/DE/Navigation/Statistiken/Interaktive-Angebote/Berufe-auf-einen-Blick/Berufe-auf-einen-Blick-Anwendung-Nav.html?)

⁵⁵ DIE, Autoregruppe wb-personalmonitor, 2016

⁵⁶ Autoregruppe Bildungsberichterstattung, Bildung in Deutschland 2020

shortage of skilled workers in the further education sector. Due to the often precarious employment conditions (often freelance contracts) in this sector and due to low wages, it can be assumed that many employees in further education will move to other occupational fields. In order to counteract this possible trend, greater professionalization and an increase in wage levels would be necessary. Although there is a minimum wage in the sector, even after an increase in 2019, it is still only 15.72 euros. This does not mean that in certain cases significantly higher rates are not paid. Honorary teachers in integration courses, for example, receive at least 35 euros per lesson if the educational institution is approved for several years. The German "Volkshochschulen" also usually pay significantly higher fees. However, if one also considers the preparation and follow-up work in addition to the teaching time, this is put into perspective.

Aside the low wages, also the employment conditions are very heterogeneous. In 2019, 77% of the further education personnel were honorary teachers and only 16% of the personnel were employed on a regular basis. The other 7% were volunteers. In the Volkshochschulen 15% of the personnel was temporary employed. The highest rate of temporary employed staff was in technical colleges with 38%.⁵⁷ Depending on the kind of institution (Volkshochschule, vocational school, private institutions and in-company training) there are different distributions concerning the employment status. Low wages and employment conditions may reduce the supply of the teacher and training staff in the next years.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

A binding qualification profile for the pedagogical field of andragogy is not specified. In some sub-areas, there are training requirements or binding additional qualifications, for example the instructor qualification regulation ("Ausbildereignungsverordnung AEVO") for instructors in the dual system. Chambers of skilled trades and chambers of industry and commerce usually offer AEVO courses. In addition, the "Qualified Educationist in initial and further education" ("Geprüfter Aus- und Weiterbildungspädagoge/in") is offered as a national standardised qualification, although in practice it is not widely used. In 2017, only 80 persons graduated successfully from this further training programme⁵⁸. Two years later 111 persons graduated as a "Qualified Educationist in initial and further training".⁵⁹ There are also various non-regulated offers on the market for further training personnel, aimed at didactical skills for teaching. Particularly noteworthy are train-the-trainer courses or coach training courses. Private institutions or chambers of industry and commerce usually offer these courses. Another specific training is the "Zusatzzertifikat DaZ/DaF" which is necessary in order to work in integration courses that are promoted by the Federal Office for Migration and Refugees. Apart from that, since winter term 2016/2017 the "Pädagogische Hochschule Weingarten" offers a master course called "Alphabetisierung und Grundbildung". This master degree qualifies the graduates to work in the field of literacy and basic education. Moreover, the programme enables to acquire pedagogical competences.

⁵⁷ Wbmonitor Digitalisierung, 2019

⁵⁸ DIHK: IHK and DIHK Continuing Education Statistics 2017 Berlin, 2018.

⁵⁹ DIHK: IHK- und DIHK Fortbildungsstatistik, Berlin, 2020.

In 2018, the GRETA I⁶⁰ project of the Deutsches Institut für Erwachsenenbildung DIE, which aimed to validate the pedagogical competences of teachers in continuing education and to strengthen their participation in qualification programmes, ended. The Federal Ministry of Education and Research funded the project. In the follow-up project GRETA II, which has been running since December 2018, experience is to be gained with the use of the developed instruments. The project provides guidance on different competence requirements for teachers and trainers in adult education.⁶¹ In November 2020, the DIE reported 100 successfully completed validations.⁶²

If no specific training exists please elaborate on the situation.

Overall, the sector is largely characterised by a low degree of professionalization and the occupational profile of educators in adult education does not possess standardised requirements. Moreover, there is a high heterogeneity of the employment relationships (temporary, permanent-, honorary- and voluntary employment) as well as different scope of activities in adult learning and requirements needed. Because of the heterogeneity, a specific training for educators seems challenging.

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

The adult learning sector has to face several social challenges such as the impact of demographic aging, the effect of the digitalisation on working environments as well as the qualification and working conditions of the teacher and trainer staff in adult education. It would be highly desirable to make pedagogical activities in the further education sector more professional. This applies more to the adult learning sector than to vocational training. Uniform qualifications such as "Geprüfter Aus- und Weiterbildungspädagoge/in" or the Master course for literacy and basic education are the right approaches here, even though these profiles are not widespread enough. Starting points would be, in particular, a higher wage level, the reduction of precarious employment relationships and, in this context, better safeguarding of honorary staff. Furthermore, it would be desirable to support tools to validate informal pedagogical competences just as the GRETA project does.

⁶⁰ GRETA means: "Grundlagen zur Entwicklung eines trägerübergreifenden Anerkennungsverfahrens für die Kompetenzen Lehrender in der Erwachsenen-/Weiterbildung" (Basics for the development of a cross-institution recognition procedure for the competences of teachers in adult education).

⁶¹ DIE, GREAT- kompetent handeln in Training, Kurs & Seminar, 2019.

⁶² [News - Greta \(greta-die.de\)](https://www.greta-die.de)

13 Greece⁶³

Overview of the education or training for adult educators, including training and qualification requirements

In Greece, as of 2012 there is a national system - a formal process - for the certification of any professional/educator who wishes to become an accredited adult educator. After many years of implementation, the accreditation of more than 15.000 educators, numerous changes, and interruptions (due to political fluctuations) as of September 2019, the accreditation and the subsequent inclusion in the official Registry of Accredited Adult Educators was established as a prerequisite for every trainer involved as an educator in non-formal education and training programmes financed by public funds. This development was considered as important for the quality assurance of the adult education programmes in Greece.

However, this provision did not last for a long period. With a recent law (i.e., 4763/2020) on VET and Lifelong Learning, the Ministry of Education created a different registry for those who teach in Second Chance Schools and Lifelong Learning Centres. In this new registry both certified and non-certified adult educators are eligible to enrol. Therefore, the accreditation and certification of adult educators has been temporarily abolished from being a prerequisite for educators and trainers especially for those who wish to teach in IVET or CVET institutions. This quite unusual provision was introduced in order to give a solution to a series of major delays that have been observed in the accreditation processes of the adult educators causing operational impediments in many adult education institutions. However, the accreditation process still exists for those who like to acquire an official state certification of their competences in adult teaching.

The development of this process was the result of a lengthy effort that started in 2002 when a training programme for the training of trainers was developed. This programme combined distance learning and conventional training methods (Kokkos, A., Koulaouzides, G. & Karalis, A. 2014)⁶⁴. The programme which is known as the "National Programme for the Training of Trainers" consisted of 225 training hours of distance learning and 75 hours of training in small group meetings. An initial team of 13 trainers trained 250 adult educators, who subsequently trained more adult trainers as part of a later phase (Karalis, 2005, 2016)^{65 66}. The first phase of

⁶³ Updated June 2021

⁶⁴ KOKKOS, A., KOULAOUZIDES, G. & KARALIS, A. 2014. Becoming an adult educator in Greece: past experiences, existing procedures, and future challenges. *Andragogical Studies – Journal for the Study of Adult Education and Learning*. 2/2014, 95 – 106, available at <http://www.as.edu.rs/search?!=en>

⁶⁵ KARALIS, T. 2005. The education of Adult Educators in Greece: historic references, current situation and future perspectives, *Adult Education [In Greek]*, 5, pp. 9-14.

⁶⁶ KARALIS, T. 2016, Cascade approach to training: theoretical issues and practical applications in non-formal education'. *Journal of Education and Social Policy*, vol. 3, no. 2, pp. 104-108.

the programme was completed by the end of June 2003. However, a change in the administration of the Ministry due to national elections resulted in the delay of the process and thus the second phase of the program, the actual implementation at a national level, started in June 2006 and ended in 2008. Finally, by the end of 2008 close to 8,000 adult educators participated in the programme and were awarded official state recognised certification. With an interval of three years once again due to the several political and social turbulences that occurred in Greece after the failure of its public finances (debt crisis), a new organisation was established that took over the responsibility to establish the training intervention mentioned above as a permanent system. Indeed, as of 2011 the National Organisation for the Certification of Qualifications and Vocational Guidance (known as EOPPEP, see www.eoppep.gr) became the statutory body responsible for the accreditation of all adult educators following a specific Ministerial decision (number 20082/23.10.2012). EOPPEP has developed the occupational profile of the adult educator which serves as the framework for the accreditation process (see – in Greek-https://www.eoppep.gr/images/EP/EP_Ekp_Enilikwn_new.pdf). However, the system has been altered several times (Ministerial Decision 10472/6.9.2013, Law 4386/2016) and these changes modified the original idea of state-supervised training programme and a consequent examination process for interested educators. Now, the existing procedure does not include the state-validated training dimension that was originally part of the overall programme design. The training of any person who wishes to become a certified adult educator is now an open-market non-regulated procedure. The responsibility to choose the appropriate programme belongs to the individual educator who after attending it she/he participates in an examination process for accreditation, hosted by EOPPEP (a written examination and a microteaching process assessed by two validated evaluators). In the national expert's view, the existing process has two elements of concern: (a) EOPPEP has clearly shifted its focus from the education and training of the adult educators to the process of their certification and (b) there is a clear withdrawal of the state from its obligation to fund a crucial quality component of the accreditation system that of the training programme of the adult trainers.

The only existing state-funded programme that offers a qualification and a consequent right to participate in the accreditation process in adult education is offered by the National Centre for Public Administration and Local Government, which is a 100-hours training programme (75 hours of distance learning and 25 hours of meetings with a micro-teaching element). Through this process, which started in 2010, close to 100 trainers are trained and certified every year. The attendance of this program and the subsequent success in its testing provisions, is a prerequisite for any educator who intends to be registered in the National Centre for Public Administration and Local Government's as an adult educator. Moreover, several social partners' organisations are offering their own training of trainers' programmes in order to prepare their own trainers to participate in the examination procedures of EOPPEP.

On the other hand, there are post graduate university courses that lead to specific qualifications in adult learning and education, namely M.Sc. and M.Ed. degrees. The most popular and of higher quality programme which is completely focused on adult education is the M.Ed. postgraduate course in Adult Education, offered by distance learning from the Hellenic Open University (see <https://www.eap.gr/education/postgraduate/annual/adult-education/>). It is important to clarify, that with the existing legislation, the graduates of postgraduate courses in adult education, even those who graduate from HOU are not accredited as adult educators.

Master's degrees holders who wish to become accredited, must go through the accreditation examination that was mentioned above (hosted by EOPPEP). This is rather inconsistent in the opinion of the expert. The same opinion up to a certain degree is shared also by the National Committee of experts that was established in October 2020, by the Ministry of Education in order to make recommendations and suggestions about the status of the adult educators. The National Committee recommended that the graduates from the M.Ed. programmes in adult education should be granted a special privilege in the examinations process. However, in the opinion of the expert and other experts in adult learning, the graduates of M.Ed. or M.Sc. programmes should be given direct accreditation with no further assessment processes since in all these programmes andragogical methods of training are used and modern theories of adult learning, like the Theory of Transformative Learning, are taught. Adult educators in Greece have, in the opinion of the expert, a deep appreciation of the theory and the practice of adult learning.

In summary, the profession of adult trainer/educator in Greece is regulated and a formal certification system exists that provides adult educators with a state accreditation of their competences in adult teaching. However, the system has been modified many times mainly to address bureaucratic delays and political misunderstandings about its role. Still, the system is appreciated by adult educators who seek certification even though it is not always a requirement for employment. Predominantly, adult education in Greece is a part-time job for professionals that teach in continuing vocational training courses in their spare time, or for public-school teachers who wish to add another facet to their teaching profession. Nevertheless, the profession of the adult educator is highly appreciated and many trainers and educators in Greece follow postgraduate programmes in adult education in order to improve their skills and become more efficient professionals.

14 Hungary

Overview of the education or training for adult educators, including training and qualification requirements

The only formal qualification defined by the Hungarian education system in the area of adult educators is an academic degree in Andragogy. However, the andragogic Bachelor degree programmes were closed down by 2017 due to changes in financing regulations, and as such, the degree programme is only available as a Master programme (MA). 67 people were admitted to the MA in 2017 and another 67 were admitted in 2018. The MA degree programme is currently available in five universities in: Debrecen, Budapest, Szombathely, Győr and Pécs. As a vocational postgraduate course (C-VET), some programs are available for public school teachers who already possess diplomas qualifying them as teachers. Other C-VET specialised postgraduate courses, include: Preparing for pedagogical professional examination of adult education teachers: university, number of participants: 10 - 40, Debrecen Adult education and teacher examination, university, number of participants: 15 - 200, Budapest Adult training accreditation consultant, university, no of participants: 10-25, Hajdúböszörmény Adult education and adult training organizer, university, no of participants: 15-25, Jászberény Adult training manager, university, number of participants: 15 - 25, Eger Adult training organizer, university, number of participants: 15 - 25, Eger Complex developer & field mentor for hearing impaired people, university, no: 20-25, Budapest Additionally, in-service training will be organized for teachers in the cultural sphere in Hungary in Szentendre city, as short trainings, chiefly aimed at staff of museums and cultural institutes: 'Museum and library developments for everyone' are one-time, 2 day-long trainings including 15 people per training.

Supply of and demand for teaching/training staff

Adult education is not seen as a distinct profession. There are no general requirements for being engaged as an adult educator or trainer. Very few educators have the chance to do it as a full-time job, due to the highly changing demand for teaching capacity. Consequently, there is a flexible intake of teachers from the public-school system on a needs-basis, or from other sectors, mainly unqualified. There is no official information about the lack of adult educators; however, temporary bottlenecks can occur when larger (national) programs are rolled out within a short time span, as the teaching capacity may not match the demand. There is no data available on how many people are involved in adult education and teaching activities, however.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

Since there is no requirements for educators and trainers to be qualified to teach adults, awareness of andragogic principles and the application of adequate methods is typically ad-hoc and unstructured. Corporate trainers, especially those employed by multinational companies, typically prepare for training adults. The Network of Open Learning Centres (50 in total), as well as the folk high schools, also make an effort to prepare their teaching staff adequately and set

up supporting mechanisms like mentoring and on-line resources. Some of the educators are also keen to develop their own professional skills and knowledge through self-learning.

If no specific training exists please elaborate on the situation.

Teachers in VET and language programmes for adults (training types A, B or C as specified in the Adult Training Act) must hold a relevant teaching qualification (as defined in the general public education) or at least a relevant higher education degree. There are no legally determined requirements for teachers in general adult learning courses. The expectations toward educators are shaped by market demands. Due to the lack of permanent demand, training providers are not willing to invest in adult training for staff and trainers who are employed on a short-term contract basis as their second or third job.

Provide your expert opinion on the sufficiency of education and training in place for adult educators in your Member State and highlight any challenges in the field.

There are very few opportunities providing access to high quality, practice-oriented training for adult educators, and at the same time there are no incentives for the trainers to sign up for such courses. Adult educators who want to develop their skills and knowledge in the profession has to explore different sources and ways by themselves (i.e.: learning from special books, practical guides or each other by attending conferences or joining to a community of practice). The lack of professionalization of adult teaching staff contributes to the very low awareness of quality in adult education and training as well general dissatisfaction and distrust expressed toward the sector, especially by industries. Policy actions and interventions are needed. One of the latest initiatives to promote professionalization of adult educators and trainers was hosted by the conference of EPALE Hungary in December 2018, where the director of the Swiss Federation for Adult Learning introduced the case of Switzerland, which was followed by a vivid session discussion on the need for professionalization in Hungary. The EBSN Secretariat in Budapest facilitated the discussions, and ended up agreeing on some joint actions like drafting competence profiles for adult educators with some of the interested volunteering stakeholders. The promotion of this set of minimum competences could be the first step towards raising awareness and generate further discussions about professionalization in the sector.

15 Iceland⁶⁷

Overview of the education or training for adult educators, including training and qualification requirements

In Iceland there are no formal criteria for the competencies of adult educators. There are laws regulating the competencies for teachers working in preschools through vocational and general high schools. But for adult education and universities there are no legal stipulations for the competencies of their teachers. However, for 10 years the University of Iceland has offered a 30 ECTS diploma on university teaching and has recommended that new teachers complete it. In Adult education there is a process in progress to define competencies for teachers in adult education, together with a process to create a path for the assessment of prior learning and a finally the creation of a roadmap illustrating possible paths for people who want to increase their competencies in this field.

Supply of and demand for teaching/training staff

The demand for teachers can vary a lot from one time to another. In times of high demand for people at the labour market, the demand for training often falls but rises again when employment falls and people have more time to study.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

Since 2003 the University of Iceland has offered full 120 ECTS master's programme on Adult Learning. Graduates usually already work in the field or aim at working as project managers, teachers or other leaders in the field of adult education. The university also offers a 60ECTS diploma in the same discipline. During the same time different players including the university, The Education and Training Centre and some smaller companies have offered short "Train the Trainer" courses usually to trainers in individual organisations or for trainers working within specific trades under the auspices of trade unions.

⁶⁷ Updated May 2021

16 Ireland

Overview of the education or training for adult educators, including training and qualification requirements

There are ten Further Education teacher qualifications accredited by the Teaching Council of Ireland⁶⁸. These are offered at hons degree/post-graduate levels 8 and 9 of the National Framework of Qualification through publicly funded third level sector providers - Universities, Institutes of Technology and Training Colleges located around Ireland - Dublin, Galway, Limerick, Waterford and Maynooth. It is not mandatory for tutors in adult education to have an adult education qualification (although in job specifications it may be specified as desirable). Tutors of adult education must meet the requirements set out in Programme Specifications for courses (provided by the ETB provider). These differ from programme to programme but typically the tutor role is open to graduates of the relevant discipline and non-graduates with relevant experience or qualifications in the area taught. The Programme specification sets out the required technical and pedagogical qualification prior to delivering any element of a training course. While an adult education award is not mandatory, typically a Train the Trainer at Level 6 of the NFQ is required. The Train the Trainer is a module at Level 6 which is designed to ensure effectiveness of a training session, including evaluation models. Train the trainer courses are offered by public and private providers as 4-5 day courses or through on-line learning.

- For FET practitioners, SOLAS funds a number of organisations to provide professional development services to the FET sector. These are the Further Education and Support Service (FESS) which provides national, regional and local professional development workshops for FET practitioners; the Waterford Institute of Technology (WIT)/ National Adult Literacy Agency (NALA) accreditation project which designs and delivers nationally recognised programmes for adult and further education practitioners and the National Centre for Guidance in Education which coordinates the annual professional development programme for the staff of the Adult Education Guidance Initiative.

Supply of and demand for teaching/training staff

The ETBs employ approximately 10,000 FET practitioners as teachers, tutors, instructors, trainers, guidance specialists, managers, coordinators, and administrative and support staff. Part-

⁶⁸ Professional Diploma in Education (Further Education), Adult Training and Education Studies, NUI Galway – NFQ Level 8; Graduate Diploma in Adult & Further Education, Mary Immaculate College, Limerick – NFQ Level 9; Postgraduate Diploma in Arts in Learning and Teaching, National College of Ireland, Dublin – NFQ Level 9; Bachelor of Arts (Hons) in Teaching in Further Education & Adult Education, Waterford Institute of Technology – NFQ Level 8; Postgraduate Diploma in Teaching in Further Education, Waterford Institute of Technology – NFQ Level 9; Higher Diploma in Further Education (HDFE), NUI Maynooth – NFQ Level 8; Professional Diploma in Education (Further Education), Marino Institute of Education (Dublin) – NFQ Level 8; BSc in Education and Training (Further, Adult and Continuing Education), Dublin City University – NFQ Level 8; Professional Diploma in Education (Further Education), Mary Immaculate College (Limerick) – NFQ Level 8; MA in Socially Engaged Art (Further, Adult and Community Education), National College of Art and Design (Dublin) – NFQ Level 9.

time, contract and occasional hours is characteristic for many teaching staff in the FET sector, which can be attractive on one hand, but equally can have a negative effect on supply and retention⁶⁹. Part-time teachers can see hours work change from term to term which is a major disincentive for retention in the sector. Teachers/training staff are entitled to a Contract of Indefinite Duration (CID) after four years, but in practice, this is quite a confused process as a teacher/trainer may have had 12 hours work per week in one term, eight in another and working out CID is apparently fraught with difficulty. Clarity around contracts would make FET teaching/training a more attractive option for educators, who at the moment may be drawn to the mainstream school sector in preference to the more casualised FET sector.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

The Further Education and Training Professional Development Strategy 2017-2019 notes the particular focus for FET practitioners re: working with adult learners and names the concept of 'andragogy' as an important distinctive element to teaching, training or tutoring in the FET sector. However, while it is desirable for FET practitioners in adult education to hold an adult education qualification (and therefore have deep experience of andragogy), it is not mandatory. The mention of 'Andragogy' in the Strategy is somewhat vague and aspirational in this context. There are professional development opportunities to teach basic skills – for example the NALA-WIT module **Integrating Literacy in Adult & Further Education (Level 6)** aims to enable participants to relate literacy issues to teaching in a variety of contexts, and to support teachers of other subjects in facilitating students with literacy difficulties. NALA also provide half-day and one-day seminars and workshops on integrating literacy.

Provide your expert opinion on the sufficiency of education and training in place for adult educators in your Member State and highlight any challenges in the field.

The current provision of adult education is offered through full-time, part-time, blended and flexible methods at appropriate level of the National Framework of Qualifications. If such a qualification becomes mandatory for practitioners in the FET sector, there will be a need for provision in more institutions spread geographically across the country and offered via part-time and flexible methods. It is likely such arrangements would be negotiated with the Teaching Unions. The Teaching Union of Ireland (TUI) is already engaged in negotiations on recognition of contracts and status of teachers in some sections of the FET sector which is proving to be complex in nature and time-consuming.

⁶⁹ The Further Education and Training Professional Development Strategy surveyed FET practitioners and found just over half (54%) of the skills profile respondents worked full-time, more than a third (38%) part-time and 8% sessional or occasional. Almost half of practitioners responded to the survey.

17 Italy

Overview of the education or training for adult educators, including training and qualification requirements

The range of professions belonging to the adult educators' category is vast, if we include all of them playing a professional role as educators of adults. This professional area is divided into various professional groups working in five different fields of work: education, adult vocational training, continuous training of adults for and in organizations, non-formal educational activities and services provided by social economy organizations and by the public system. The training path of professionals involved in these fields varies according to the specific professional profiles they belong to, as well as to the rules regulating the liberal profession's practice. Therefore, a common regulatory framework is missing. The analysis of training, or education programs, or provision in place aiming at developing competences for whoever wants to be an adult educator, must therefore consider each of the aforementioned fields:

1. **Adult education:** In this field there are teachers working in the various levels of the school system and within its specialized centres. Their initial training is the same as the one for schoolteachers working with young people. Furthermore, one of the prerequisites is the achievement of a university-level master's degree on to the subject taught. Starting from 2017–2018, new teachers are required to get additional training in the field of pedagogy. Training is provided by public and private universities, and it is spread throughout the national territory.
2. **Professional training of adults:** In this field, we have a wide variety of professionals, whose requirements vary according to the professional sector in which they work as trainers (IT, catering, hotel, trade, security etc.). The requirements are defined on the basis of the rules that regulate different professions' practice. In some cases, specific degrees may be required whilst in others holding a high quality curriculum can be enough. In these cases, adult educators' training strongly focusses on disciplinary contents, instead of the andragogic ones. Training is provided by schools, or specialized courses; it is theme-centred and has a short duration.
3. **Adult vocational training:** Professionals involved in this field can make use of special training courses provided by both universities and private schools. In some Italian universities a (three year) Diploma course is provided with a specific pathway for adult educators. Various universities also offer a two-year master's degree that awards the title of doctor in adult and continuing education. Outside the universities, there are numerous post-degree and post-master specialization courses. These consist of short courses attended by professionals who want to enrich their professionalism, with respect to a specific service or training product (career guidance or team building, or coaching). The supply is concentrated on areas where the adult education market is wider.
4. **Continuous training in organizations:** HR professionals (specialized in training and development) can use measures and provisions that are similar to those reserved to adult

education professionals for their training. Providers are similar. In this case, training is provided by the university departments of economics, psychology and educational sciences.) The public offer has decreased over the past several years. However, universities and private providers also offer post-graduate training. To this regard competition among international business schools is high.

5. Non-formal educational activities and services: Professionals involved in this field can make use of special training courses guaranteed by both universities and private schools. In some Italian universities, a Diploma course (three year) is provided, with a specific pathway for adult educators. Various universities also offer a two-year master's degree that award the title of Doctor in adult and continuing education. Following the legislative intervention aforementioned (Law 205/2017 and Law 145/2018), the university qualification will be a prerequisite allowing the practice of the educational profession in the social economy. Given the impact of this measure on several tens of thousands of employees, from the year 2018 one-year courses were activated throughout Italy. The aim is to provide many workers in this field with the qualification required by law.

Supply of and demand for teaching/training staff

Dynamics of matching between supply and demand for teaching/training staff vary according to the fields under consideration. Professionals, aiming at being employed in the public sector, are discouraged to invest on that due to the waiting time, and to the necessity to accept temporary employment contracts. On the other hand, professionals aiming at being employed in the social economy sector do not need to wait for a long time to get a job. This makes it more attractive. The economic status, and the wage premium for graduated professionals, is not uniform. For professionals, employed in the free education and training market, as well as within companies income levels can be equal to, or higher than, the liberal professions. However, for most of the professionals working in the social sector, wage premium compared to professionals without a university degree is low or non-existent.

Andragogy or specific training to teach basic skills

In Italy, we can distinguish between four different prevailing methodological approaches, depending on the field where education and training is provided:

1. In the field of formal education (education and partly vocational training), a disciplinary andragogic approach prevails. Teaching of the discipline prevails over the method. From 2017, the Ministry of Education, Research and University – through Anvur-National Agency for evaluation of universities and research – tends to overcome this approach at least. The new model refers to the Dublin descriptors and the learning outcomes. Currently, Anvur is trying to promote this model in the adult educators' education at university level⁷⁰.
2. In all the fields considered, an increasing use of embedded learning is made thanks to the wide use of internship practices at all levels. The relationship between education

⁷⁰ Education professionals' training in relation to learning objectives and learning outcomes. Sharing tests, Form@re, Vol 18, N° 3, <http://www.fupress.net/index.php/formare>

and work has been strongly promoted by all governments since 2015, but has found considerable resistance and has been partially weakened in 2018⁷¹.

3. Specific active learning methods, that are centered on the active role of the learner, are widely practiced and used in the fields of continuous training and social economy education activities.
4. The transformative learning approach, based on adult learning and is connected to the transformation processes that take place while working and in daily life, is practiced both in the workplace and in civil society.

Expert opinion on the sufficiency of otherwise education and training in place for adult educators in the Member State and challenges in the field.

The paradox of the Italian situation is that there is a wide number of people having and playing educational roles without having a proper education. At the same time, we have a large number of training professionals with precarious jobs, or low salaries. The most important initiatives to take could be the following:

1. To adopt a hybridization strategy for the specialist professionals' training, providing basic training in the field of adult education for all. Economists, managers, management engineers, judges etc., should receive this type of training before being graduated.

Adult educators' training should be more specialized and qualified. The Dublin strategy and the university reform dealing with didactics innovation, in relation to the learning outcomes to be achieved by the students and their professionalization, can produce positive results.

⁷¹ NOTA MIUR 18.02.2019, N. 3380, Novità della Legge di Bilancio 2019 in tema di percorsi per le competenze trasversali e per l'orientamento (*What's new in the 2019 Budget Law on the subject of transversal skills and guidance*), <http://istruzioneer.gov.it/wp-content/uploads/2019/02/Nota-competenze-trasversali-e-per-l-orientamento.pdf>

Overview of the education or training for adult educators, including training and qualification requirements

There are no regulations at national level outlining training and qualification requirements for adult educators and adult trainers. There are mandatory preparatory courses, however, in the form of pedagogical in-service courses as a part of the adult education for teachers. A certificate is handed out after their completion. Currently, there are no special additional requirements for being a teacher in an evening school or evening classes beyond the general requirements for teachers. However, even though there aren't any professional qualifications in the area of teaching/ training for adult educators, there are different programmes in place, which aim to develop skills and competencies of "adult education providers" (the term current used in Latvia). In the framework of the National Reforms in Vocational Education and Training and Adult Learning⁷³ the methodological material "A practical guide to working with adults in vocational education institutions"⁷⁴ was elaborated in 2018 and the preparation of work-based learning for trainers and tutors has started. For those working as teachers/trainers in the framework of continuing adult education and non-formal adult education in Latvia, delivery is provided by the Latvian National Library, Universities, Colleges, Competence centres and independent providers (e.g. Master and Doctor degree diploma in Adult pedagogy). The supply depends on stakeholders' indications of need and municipalities capacities. Therefore, this is often fragmented and limited to local provision. Although the training of teachers who provide trainings as a part of continuing professional development is becoming popular, supply for teaching/ training staff for adult learning is insufficient when compared to the demand. The greatest challenge for Latvia's adult education is to find the appropriate supply⁷⁵ for personalised needs of adult learners. High quality formal and non-formal education modules must be developed.

Over 20 years of Nordic-Baltic cooperation has been a unique andragogy experience which played an important role in the development of Adult (Adulthood) pedagogy since the end of the 20th century versus Childhood pedagogy (established in last decade of 21st century) as

⁷² Updated June 2021

⁷³ Eurydice, 2019. National Reforms in Vocational Education and Training and Adult Learning. URL: https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-vocational-education-and-training-and-adult-learning-34_en

⁷⁴ ESF, 2018. A practical guide to working with adults in vocational education institutions. ESF project "Vocational Education Effective management of institutions and improvement of staff competence" (Agreement No. 8.5.3.0/16/I/001). URL: http://www.muzizglitiba.lv/sites/default/files/Praktisks-celvedis-darbam-ar-pieaugusajiem-profesionalas-izglitibas-iestades-Metodika_elektroniska-versija_PDF_ISBN.pdf

⁷⁵ EPALE, 2018. Latvian Adult Education Development Forum 'Adult Education today and tomorrow'. URL: <https://ec.europa.eu/epale/en/content/latvian-adult-education-development-forum-adult-education-today-and-tomorrow>. Published at 05/09/2018.

branches of pedagogy science in Latvia. Latvian adult pedagogy adapted the humanistic notion of adult learning⁷⁶ with the individual in the centre. While learning is agency-centred and education is structure-centred⁷⁷, we use the term “adult education” referring to a system and policy level and “adult learning” referring to theory and practice⁷⁸.

The requirement of a new form of training for adult educators is in public discussion led by the government. In my expert opinion, the key issues and challenges applying to training for adult educators as outlined above are: 1. the adult pedagogy-andragogy represents a continuum ranging from teacher-directed to student-directed learning depending on learners’ development situation (childhood or adulthood). 2. Adulthood introduces the element of maturity, which has a specific influence on learning methods characterised by personal autonomy, reasoning, balance and fulfilment. 3. The demand on adult learning needs (generic, basic, vital, social and professional) depends of their personal development situation and their socio-cultural contexts⁷⁹.

In Erasmus+ programme project “National coordinators for implementation European Agenda in Adult Education” Nr.614187-EPP-1-2019-1-LV-EPPKA3-AL-AGENDA, in 2020-2021, the main target groups for adult teachers’ in-service training were defined: 1) adult teachers without pedagogical background, 2) teachers with pedagogical background lacking skills for work in adult education sector and adult education coordinators in local municipalities. In 2021, cooperation with Latvian Lifelong Learning Association of Universities and Colleges, the adult teachers’ in-service model programme (72 hours) for teachers without pedagogical background was designed, has been prepared for piloting, public procurement has been published inviting Pedagogical Universities to apply for piloting the programme in autumn, 2021. The piloting has been prepared and will be methodically guided in the project. The aim of this activity is to encourage pedagogical universities in sustainable implementation of adult teachers’ in-service training programmes. After the piloting, the results will be used for improvement of the programme. Paralelly, in cooperation with Latvian Lifelong Learning Association of Universities and Colleges, the development of the adult teachers’ model programme (36 hours modular programme) for teachers with pedagogical background lacking skills for work with adults has been designed and prepared for the piloting in pedagogical universities of Latvia. In 2021, in the project, “The Guidelines for Governance of Adult Education in Local Municipalities’ were written including the description of adult education coordinator’s in a local municipality job description: his/her duties and tasks. According to this job description, the non-formal education programme (3 modules) has been designed in the

⁷⁶ UNESCO, 1976. Recommendation on development of Adult education. URL: http://www.unesco.org/education/pdf/NAIROB_E.PDF Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy. Englewood Cliffs: Prentice Hall/Cambridge.

⁷⁷ Jarvis, P. (2004). The Adult education and lifelong learning: Theory and practice. London: Routledge

⁷⁸ Maslo, E. and Kulss, D. (2018). The Nordic Adult Education Seed in the Latvian Soil. URL: <https://nordicbaltic.blog/the-nordic-adult-education-seed-in-the-latvian-soil/>

⁷⁹ Gento Palacios, S. and Salvador Mata, F. (2012). Tratamiento Educativo de la Diversidad de Personas Adultas. Madrid: UNED

working group of adult education experts and adult education coordinators from local municipalities and has been prepared for piloting and implementing. It is planned to develop methodical materials, to introduce quality assurance according to quality criteria in Training of Teachers and Trainers in adult education.

19 Lithuania

Overview of the education or training for adult educators, training and qualification requirements

The Law on Non-formal Adult Education and Continuing Education entrenches the law in the concept of an andragogue (adult teacher); as a person who has acquired state-defined education and competences attesting to his or her ability to teach adults. Article 14 of the Law defines the profession of andragogue: "1. The purpose of an andragogue profession is to develop the learning ability of adults, thus increasing their employability, promoting entrepreneurship, constantly striving for knowledge for their own welfare and that of the society, and developing cultural competences. 2. The job description of an andragogue profession shall be approved and the procedure for the qualification development and certification of an andragogue shall be established by the Minister of Education and Science."

Description of Andragogue's Professional Activity⁸⁰, approved by the LR Minister of Education and Science in 2013, defines the purpose, goals, tasks and competencies of andragogue activity. A description may be used for preparing programs for andragogue training and professional development, preparing andragogue job-descriptions and requirements for public tenders. However, the description is not obligatory for all kinds of adult education institutions, programs, or positions, and is of merely guiding and recommendatory nature.

Training of andragogues on tertiary level is not supported by the state in terms of funding for studies. Only Klaipėda University is providing MA studies in Andragogy, but learners are obliged to pay full tuition, and single numbers of graduates are being released. Vytautas Magnus University (Kaunas) is offering an online BA program "Education and IT", with in-depth andragogical knowledge, but the students are also not supported by the state and pay full tuition. Other universities include andragogy as a single course in the other study programs offered in these universities.

Adult education providers – teachers in adult education centres (secondary education), trainers in different NGOs, private training institutions, professionals providing adult education services in libraries, communities, public health institutions, social service centres etc. – gain and/or undergo continuous professional development only depending on their own, or employer, initiative but are not otherwise obliged by the state.

Supply of and demand for teaching/training staff

The profession of an andragogue, or adult teacher/educator, is not included in the Lithuanian Classification of Occupations (a national version of the International Standard Classification of Occupations ISCO-08). Therefore, even though technically there is no such occupation as an adult educator, or andragogue, those providing adult education services in different

⁸⁰ Andragogo profesinės veiklos aprašas:

http://www.smm.lt/uploads/lawacts/docs/595_c99a7a42c97187dcf84e12b4446b025f.doc

professional fields are subjectively associated to higher professional status than teachers. This may depend on the fact that adult trainers work either in EU funded projects, in business, or other commercially more attractive environments that may secure higher financial ratification, than that offered for school teachers. There is no shortage in supply of those who provide adult training services, but there is no system that would require for them to gain at least basic andragogical skills.

According to the expert opinion, supported by the adult education community leaders in the country, the CPD demand on both basic, and advanced, levels exists among different stakeholders providing educational training for adults in different sectors: industry, agriculture, public service, public health, social services, libraries, community development, culture etc., but their andragogical competencies are developed only through different unsystematic EU project funded initiatives.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

A Description of Andragogue's Professional Activity⁸¹ makes a distinction between threefold activities of andragogues – educational, managerial and research – thus creating threefold clusters of competencies needed for those three spheres of andragogic activities and functions.

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

The education and training of adult educators in Lithuania is not provided in any systematic way. The Ministry of Education and Science is not offering state supported training of andragogues at either BA or MA level. There is no adequate, or systematic, CPD for adult educators except for randomly organized project funded courses.

⁸¹ Andragogo profesinės veiklos aprašas: http://www.smm.lt/uploads/la-wacts/docs/595_c99a7a42c97187dcf84e12b4446b025f.doc

Overview of the education or training for adult educators, including training and qualification requirements

Teachers in adult education employed by public schools and institutions are **civil servants⁸³ or state employees**. Training is organized by IFEN, the *Institut de formation de l'Éducation Nationale* (institute for the continuing training of school teachers and educational staff). Civil servants are recruited through a competitive entry examination, state employees are recruited on basis on an individual interview. In both cases the candidates must hold the required degree⁸⁴ and follow a *stage* (probationary period) during which teachers receive pedagogical training. Candidates must successfully pass an examination in order to become and practice as an adult trainer. After the stage (probation), every teacher enrolled as civil servant or as a state employee must follow at least 48 hours of continuous professional development in a time frame of three years during the complete professional career.

Chargés d'enseignement (teachers enrolled as **state employees**). They also follow pedagogical training and examination at the IFEN (same conditions than the state employee teachers in adult education).

Chargés d'éducation (substitute teachers) work on a fixed-term contract. Following a positive performance evaluation, and if they obtain a qualification certificate, their contract can become permanent, as a chargé d'enseignement.⁸⁵

Freelance teachers and trainers in adult education working for agreed associations and municipalities. They must have a qualification based authorisation to teach, delivered by ministry of education.

Teachers and trainers in adult education employed by private institutions are not regulated by law. The majority of these adult education teachers are freelancers, working in CVET enterprises.

⁸² Updated May 2021

⁸³ The career of the adult trainer was created in the frame of the VET reform of 2008.

⁸⁴ Candidates for the functions of adult trainers in: theoretical education must hold a bachelor's degree and a master's degree; technical education must hold a bachelor's degree; practical education must hold a Master's degree or a higher technician's certificate. (Source: Le gouvernement du Grand-Duché du Luxembourg. GovJobs. *Condition d'admission et d'études* [Online]. Available at: <https://govjobs.public.lu/fr/examen-concours/enseignement/formation-adultes/conditions-admission.html> [accessed: 04-04-2019].

⁸⁵ Journal Officiel du Grand Duché de Luxembourg. *MEMORIAL A n° 164*, Loi du 23 juillet 2016 portant création d'une réserve nationale des employés enseignants des lycées, Art. 4, [online], available at: <http://data.legilux.pu-blic.lu/eli/etat/leg/loi/2016/07/23/n22/jo> [accessed: 26-04-2021]

Tutors in companies offering apprenticeship training⁸⁶ must hold a vocational aptitude diploma in the profession, for which the authorisation has been given. The relevant companies must ask for a "droit de former", i.e. the right to offer apprenticeship schemes.

In some cases, the tutor must also hold a Master Craftsperson certificate. The tutors must attend a 'train the trainer' course, organised by the Chamber of Commerce and Chamber of Trades and Skilled crafts. The course has a minimum duration of three days, where the pedagogical and social competences and the role of the tutor are developed.⁸⁷

Supply of and demand for teaching/training staff

There is no specific and available information regarding the supply, and demand of adult teaching and training staff. However, the following factors could be an indication that a supply issue is unlikely.

Luxembourg practices forward planning policies, based on the observation of trends in future teacher supply and demand to anticipate and meet the demand for teachers⁸⁸. The total volume of adult trainers recruited for a civil servant and state employee careers is determined annually by the Government Council according to the specific needs of the various institutions concerned⁸⁹.

Private training providers (84% of the providers on the market in Luxembourg) are optimistic about their future turnover evolution. This might encourage expansion, where they see opportunity.

According to the OECD, teachers' salaries in Luxembourg are among the highest relative to other tertiary-educated workers.

Andragogy (methods and principles) or specific training to teach basic skills

The curriculum for teachers in adult education offered by the *Institut de formation de l'Éducation Nationale* covers four areas: An introduction to adult learning, accompanying learning processes in groups, providing pedagogical information and counselling to adults and didactics of adult education⁹⁰. Contents of both initial and continuing professional trainings organized by IFEN can be adapted according to the needs of the teachers and their target groups. If there is no national offer for specific topics, abroad trainings are recognized in the modular system of the trainings.

⁸⁶ Training companies that offer apprenticeship or internship positions must hold a *droit de former* (training authorisation) linked to specific qualification requirements.

⁸⁷ Apprenticeship Toolbox. *Teachers and Trainers in Luxembourg*. [Online]. Available at: <https://www.apprenticeship-toolbox.eu/training-teaching/teachers-trainers/114-teachers-trainers-in-luxembourg> [accessed: 04-04-2019].

⁸⁸ European Commission/EACEA/Eurydice. (2015). *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union.

⁸⁹ These are: the National Centre for Continuing Vocational Training in Esch-sur-Alzette and Ettelbruck, the National Institute of Languages, and the National School for Adults.

⁹⁰ Journal Officiel du Grand Duché de Luxembourg. *MEMORIAL A n° 221, 2 October 2011, Règlement grand-ducal du 24 octobre 2011 fixant les conditions d'admission au stage, le déroulement du stage et l'examen de fin de stage ouvrant l'accès aux fonctions de formateur d'adultes* [Online]. Available at: <http://legilux.public.lu/eli/etat/leg/memo-rial/2011/221> [accessed: 04-04-2019].

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

Reportedly mismatches in the labour market are greater in the case of IT, banking and finance. Important steps are being taken at the Government level to tackle this issue, in particular in the digital field⁹¹. However, according to the 2017 training supply survey the three training domains most offered by providers are in different fields (i.e. Personal and Professional development, Business Management, Human Resources and Communication, and Multimedia), IT and finance only come in fifth and sixth on the list respectively⁹². There is limited reported information about the supply or lack thereof in relation to adult education teachers and trainers.

⁹¹ European Commission (2018). European Semester: Country Report Luxembourg. Commission Staff Working Document. <https://ec.europa.eu/info/sites/info/files/2018-european-semester-country-report-luxembourg-en.pdf>

⁹² Observatoire de la Formation (2018). FORMABREF: L'offre de formation continue en chiffres - enquête 2017. http://www.lifelong-learning.lu/Bookshelf/documents/l_offre-de-formation-continue-en-chiffres--enquete-2017.pdf

21 Malta

Overview of the education or training for adult educators, including training and qualification requirements

The MA in Adult Education will reopen in February 2020, preferably with the inclusion of adult educators as students who already hold the Ministry of Education and Employment's (MEDE) Higher Diploma in the Teaching of Adults and have successfully undergone a bridging programme of one-year duration to satisfy the RPL requirement for eligibility. The Higher Diploma in the Teaching of Adults is a prerequisite for people engaged by the Ministry in teaching adults as part of its broad adult education programme. From now on the course will be delivered by the University through its Department of Arts, Open Communities and Adult Education through a two year evening diploma course in Adult Education, Training & Development. This is as a result of the agreement reached between MEDE's Department of LLL, who previously ran the Higher Diploma programme, and the University department mentioned above. This diploma is expected to reach a large array of practitioners working in the fields of adult education and training and combines two areas which, in years gone by, led to separate diplomas, one in Adult Education and one in Adult Training & Development. In keeping with the National LLL Strategy document, this constitutes an effort to have most of the personnel working with adults (teaching and learning at the same time) fully prepared and adequately qualified.

Overview of the education or training that exists for adult educators, including training and qualification requirements

Much of this is addressed by the developments mentioned above. The University has, as indicated, taken over MEDE's Higher diploma preparation course which draws large numbers of adult educators as participants (over a hundred). This, like the Master's courses in the area, covers both education and training and provides opportunities for practical placements. In some cases, such as the MA course, there are two placement activities. The Museum Education course also contains a practical component carried out with Heritage Malta. Both the MEDE and University have been, over recent years, developing the infrastructure for the education and training of adult educators in this regard. It was the Employment & Training Corporation (ETC), the major public corporation for training and employment, who had brought about the now defunct Diploma in Adult Training & Development; it is defunct, as the area has now been incorporated into the MA and diploma programmes on offer in Adult Education. The University, through its Centre for Labour Studies, has been providing courses at diploma and degree level in vocational guidance and counselling, an important area for the guidance of adults into employment.

MEDE expressed a wish to see its Higher Education diploma for existing and prospective practitioners upgraded to a university diploma level. This has now come to pass with the University taking over the Higher Diploma course and repackaging the course, using the best resources from the former MEDE programme and the expertise inside the University, to offer a two-year evening diploma programme. The University has branched out into Museum Education and also plans to produce a course at MA level in Community Arts Education. In addition, it has been carrying out work to develop adult education policy makers and practitioners on an international scale through its partnership in the Erasmus Mundus International Master in Adult Education for Social Change which includes both the theoretical, empirical and practical (through two placements) dimensions of adult education and training. The third cohort is currently carrying out its second semester in Malta as has always been the case. The course has been extended for another four years. The semesters are held in Glasgow, Malta, Tallinn and a place of the students' choice for thesis work. Whilst in Malta the students also follow an online learning course provided

by the Open University of Cyprus. As of September 2019, with the fourth cohort, the semesters will be held at Glasgow, either Malta or Maynooth, Tallinn and one of these locations as per students' choice (thesis work). The universities carrying out this programme, mainly followed by students from all parts of the world with degrees in a variety of fields and who are new to adult education and training, are the University of Glasgow (lead partner), University of Malta, Open University of Cyprus, Tallinn University and, as from September 2019, Maynooth University. A key area of practice in the Malta semester is teaching/learning with migrants which has strong connections with inclusion and employability.

Supply of and demand for teaching/training staff

As to whether there is sufficient supply of adult educators, this remains to be seen. In general there are quite a number of people who elect to work as adult educators. At the moment the Directorate for LLL employs on a part-time basis 150 adult educators and 20 centre coordinators. There is a full time centre administrator and a full time Adult Education officer besides three administrators. The demand for adult educators depends on course take-up. In general there is a high demand for language educators especially English Language. This is also because of the significant turnover rate.(information obtained from LLL Directorate, MEDE 17th April, 2019)

Many educators teach on a part-time basis though there are government areas that recruit full-time educators. The provision of practical placements, for students following the various courses at diploma and Master's levels, is there although work needs to be done to employ museum educators mainly in view of the programme in Museum Education that has recently been introduced. The diploma targets people involved in adult education on a part-time basis and this comprises over a hundred people who take the evening course in parallel with carrying out duties teaching adults on other days during the week. It is the Directorate of LLL (MEDE)'s intention that those who teach adults do so in a manner that caters for their initial and continuing development as adult educators and trainers; in other words they are expected to follow an initial education course and in-service continuing professional development course when necessary and made available (often by MEDE).

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

Much emphasis within the various courses mentioned above is on dialogical and participatory approaches which places the adult learners, both individually and collectively, at the centre of the learning process. The preparatory course emphasises the limits of the transmission or 'banking' model, that is where lecturer/instructor does the talking and the students listen passively, and highlights the virtue of a dialogical, interpersonal communicative approach. Paulo Freire (2018) is a major source of inspiration as is Italo-USA educator, Jane Vella (2002) . Emphasis is also placed on, when appropriate, community based learning, and here work by the likes of Margaret Ledwith (2005) and the Kirkwoods Kirkwood and Kirkwood, (2011) are given importance. All of these authors, who feature in the adult education preparation programmes, emphasise a dialogical approach to learning, than one characterised by teacher talk only, and also community engagement. It is to be said that the country benefits from people who have internationally made substantial contributions to the international literature in the area of approaches to adult education, including Kenneth Wain (2004), Carmel Borg (Borg and Mayo, 2006), Marvin Formosa (Findsen and Formosa, 2011) and Peter Mayo (English and Mayo, 2012).

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

There is enough provision of education courses for people involved in adult education as educators – of course there is never enough in situations (this remains an ongoing process) concerning education but it is fair to say there is sufficient provision at the moment. The University of Malta's Department of Arts, Open Communities & Adult Education is constantly engaged in providing new courses in keeping with its raison d'etre. In the expert's opinion, opportunities for the preparation of adult educators have existed

since the early 1990s with in-service courses provided by the Ministry of Education (now MEDE) through its then Department of Education (now evolved into different directorates including one in Lifelong Learning), and NGOs, often with EU, Friedrich Ebert Stiftung (in the case of socialist/labour oriented NGOs) and Local council funding. 1993 saw the first diploma evening university course leading to a qualification in Adult Education including a practical component. The following year saw, with initial ETC funding, a course leading to the Diploma in Adult Training and Development. These continued until the early 2000s which also saw the introduction and consolidation of the M.Ed course with Adult Education as an area of specialism. There were three cohorts involved in this course which then developed into an all-embracing MA in Adult Education, combining adult education and adult training & development. 2016 saw the setting up of a department for adult education at the University (the Department of Arts, Open Communities and Adult Education) which saw the launch of, the Erasmus Mundus International Master in Adult Education for Social Change (alongside other university partners), the relaunch of the MA in Adult Education RPL programme for holders of qualifications and experience in adult education and training below first degree level (a first for the University save for the MBA Exec programme) and the replacement of MEDE's Higher Diploma programme in Teaching and Learning, by the Diploma in Adult Education, Training & Development. There is also the MA in Museum Education and the qualifications by a different department, the Department of Gerontology of qualifications at diploma and Master's levels in the latter field. There has been a strong programme in Youth and Community Studies (both full-time and part-time diploma, degree and MA programmes) that also contributes to practice in this field of adult learning as youth studies is often seen as complementary to adult education, and graduates of these programmes continue to serve in these areas, including employability areas. Suffice to mention that in Latin America, Youth and Adult Education are generally combined: Educaciòn de Jovens y adultos. Adult Education and lifelong learning have often been important components in courses for school teachers (formerly the B.Ed. Hons course and now the MTL –Master's in Teaching and Learning courses) and nurses. In the case of the former, this is based on the consideration that, in small states such as Malta, teachers are called upon to be multifunctional educators as flexible specialisation is desired. As for nurses, teaching and learning with adults is part and parcel of their vocation. The Master's in midwifery has a strong LLL component and the Head of the department concerned has both a diploma and PhD in Adult Education (thesis specialisation on Post-partum adult education and health). The same applies to one member of the Youth & Community Studies department (PhD in Adult Education, with thesis specialisation on the educational needs and strengths of Sub-Saharan rejected female asylum seekers from SSA).

Malta university relies mostly on a very small number of full-time employees for these programmes but mostly part-time staff which includes practitioners who would otherwise not join the University on a full time basis on account of their qualifications. There seems to be a reluctance to employ full-time staff in adult education at the University at the moment. This will likely change in the future as more staff would mean a greater variety of programmes in different areas of the adult learning field. There needs to be greater investment in recruiting people specialised in online learning who can create flexible programmes to support the existing and future pool of adult education practitioners. As for the quality of provision, there are many people involved in contributing to adult learning teaching and training at the University who are at the cutting edge of research in the field, with a significant track record of research in the field.

Overview of the education, or training for adult educators, including training and qualification requirements.

Adult learning (AL) in Norway falls into several categories, and teacher /trainer qualification and training will vary with the category.

AL at primary and secondary level (up to EQF level 2) is the responsibility of municipal authorities. At upper secondary level (EQF level 4), regional authorities are responsible. Theoretically, schools can decide to employ AL staff without formal qualifications, but in practice, AL teachers at these levels will be required to have qualifications equal to teachers at the corresponding levels for children and young people. More than 90 % of teachers in AL are formally qualified. In most cases this will mean a general teacher education for lower levels and a more specialised subject specific education combined with pedagogy for higher levels. Generally, these are five-year programmes (300 ECTS). For VET, which is an integrated part of the upper secondary system, teachers of VET subjects can qualify in various ways, often building on a trade certificate. For the general subjects in VET, requirements will be the same as for upper secondary general studies, i.e., a subject specific degree plus training in pedagogy. Teacher education programmes are not provided by specific teacher training institutions – those institutions have been merged with universities and university colleges.

Under the recent Integration Act (1 January 2021), it was decided that teachers of Norwegian to adult immigrants must have at least 30 ETSC in the topic Norwegian as a second language (at HE level). This makes Norwegian language teaching the only field of AL which has very specific formal qualification requirements.

Provision will vary locally – in areas of higher population density there are often separate AL centres, whereas in remote and less populated areas, existing schools may also provide AL. This means AL teachers may be teachers of children and young people also and will be qualified accordingly.

Teachers in formal adult education (up to and including upper secondary level) are eligible for Continuing Professional Development (CPD) courses organised by school authorities in mainstream formal education. AL at these levels is in principle part of the standard school system, therefore making CPD courses accessible to all teachers.

Liberal (non-formal) adult education has a strong standing in Norway and there is a variety of providers, such as folk high schools, study associations and distance education institutions. They are free to set their own qualification requirements for teachers in non-school subjects.

⁹³ Updated May 2021

Supply of and demand for teaching/training staff

Due to ageing in the large post-war cohorts, a supply/demand gap is foreseen as many teachers are retiring or approaching retirement. Also, many qualified teachers leave teaching to work in other sectors.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills. If no specific training exists, please elaborate on the situation.

There is no formal requirement that teachers in AL have andragogy training; nor are they required to have training in teaching basic skills. However, several providers offer formal training which can be integrated in a degree or taken as CPD, on a voluntary basis. (Some examples below; 1 - 3.)

1. [Inland Norway University of Applied Sciences](#) provides a 30 ECTS course as part of the standard CPD programme for teachers, which means it is free. The course includes numeracy, literacy, and digital competences. Enrolment requires one year of teaching practice and a general study enrolment diploma from upper secondary school.
2. [Oslo Metropolitan University](#) provides a 30 ECTS CPD course on adult learning and learning culture. The course is free. Enrolment requires a general study enrolment diploma from upper secondary school.
3. [Norwegian University of Science and Technology](#) provides formal studies in lifelong learning up to Master's level, with an angle towards learning in working life and societal contexts.

[Skills Norway](#) has established a grants scheme for teachers who enrol to study for the now obligatory 30 ECTS Norwegian as a second language requirement. Stipends can be used to cover substitute teachers and other costs while studying. This course is provided by several HE institutions, each deciding their own content and to which extent they include andragogy. The focus is on second language learning for adults, which ensures an adult perspective.

Skills Norway is also in charge of the implementation of Skills Plus, which is a programme directed towards developing basic skills in working life. Non-formal, continuing training for adult basic skills teachers is provided by Folkeuniversitetet (a large NGO), and as web-based training by Skills Norway.

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

The education and training of AL teachers within the formal system is of high quality. Like in Denmark, the formal part of AL is under public governance and regulated by legislation. Adults have a statutory right to education up to and including upper secondary level. A reform is planned for 2023, which will hugely influence adults' rights and access to upper secondary education.

The Finnish section points to a Nordic report recommending supporting structures of cooperation and exchanging experiences between the Nordic countries, as well as a further joint focus on andragogy. This is an interesting perspective, as there are many similarities between the countries.

23 The Netherlands⁹⁴

Present an overview of the education or training that exists for adult educators in the Member State including training and qualification requirements.

There are no overarching programmes or qualifications for adult educators in the Netherlands. More specifically, in formal education (primary, secondary, vocational and higher education), competence requirements are established for teachers. These (partly) apply as well to teachers involved in adult education (as provided under the Law on Adult Education and VET (WEB: Wet educatie en beroepsonderwijs)⁹⁵). Teacher education programmes and qualifications for VET teachers are therefore applicable to these adult educators as well (without explicitly mentioning this). These programmes are offered by Universities of Applied Science (hogescholen) and usually lead to a Bachelor degree; a Masters degree or a Certificate of pedagogic-didactic training VET (getuigschrift pedagogisch didactische scholing WEB).⁹⁶ For adult educators operating outside the scope of the WEB (or other formal education legal frameworks (higher education, secondary education; or privately funded education and training (including in higher education and VET), there are no strict requirements. In fact, there is a wide range of programmes leading to formal degrees (in higher education) and non-formal degrees (certificates) that can support a career as an adult educator or trainer. These can be offered by publicly funded institutions and privately funded institutions. Specifically in relation to basic skills training, there are modules and certificates developed for educators (both teachers and volunteers) in Dutch as first and Dutch as a second language (NT1 and NT2). This is done in the context of the programme Language for Life (Taal voor het Leven),⁹⁷ and as well the Erasmus+ programme (see for instance the VIME project: Volunteers in Migrant Education⁹⁸).

Supply of and demand for teaching/training staff

In the Netherlands, there is not one labour market for adult educators since they work across different sectors and at different levels. Hence, it is difficult to determine the degree of labour market shortages or otherwise, since the data is not held or published in a collective format. Furthermore, the adult training offer closely follows government policy so when there is a renewed emphasis on language courses for example, there is a higher demand for adult educators in this area.

⁹⁴ Updated May 2021

⁹⁵ See for most recent amendments: Minister van Onderwijs, Cultuur en Wetenschap. 2018. Besluit bekwaamheidseisen onderwijspersoneel; Geldend van 01-08-2018 t/m heden: <https://wetten.overheid.nl/BWBR0018692/2018-08-01>

⁹⁶ See: Rijksoverheid: <https://www.rijksoverheid.nl/onderwerpen/werken-in-het-onderwijs/vraag-en-antwoord/leraar-beroepsonderwijs-en-volwasseneneducatie-bve> [accessed 10-04-2019]

⁹⁷ Taal voor het leven: <http://www.taalvoorhetleven.nl/> [accessed 10-04-2019]

⁹⁸ The VIME project: <https://www.languagevolunteers.com/vime/> [accessed 10-04-2019]

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

Within the wider teacher training programmes some attention is placed on adult education principles (when considered relevant). In the NT1 and NT2 training for teachers and volunteers, adult education principles are taken into account. The extent to which this is done in the private sector courses is not clear.

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

The professionalisation of adult educators requires more focused attention in the Netherlands. The adult education market is dominated by private providers that have their own requirements. With an increased level of government steering (through the policy on lifelong development) and continued efforts in basic skills training; more emphasis could be placed on professionalisation programmes for adult learning to ensure quality and consistency in teaching to support adult learning. Improvements in this area would also require an increased sense of representation via a professional body or sector council in order to endorse the 'adult educator' professional grouping, but also to support better representation of adult educators in policy making.

24 Poland

Overview of the education or training for adult educators, including training and qualification requirements

The adult teachers in the formal adult schools need to possess the same qualifications as other teachers in the formal school system in Poland. According to the Karta Nauczyciela, the teachers at primary school level, in preschool and in vocational education need to graduate from **university studies** in the relevant field at minimum a BA level and from pedagogical competence training, whereas those who graduated from MA studies in the relevant field and completed pedagogical training are entitled to work in schools of all levels. A network of teachers' training centres (Centra Doskonalenia Nauczycieli) supported/coordinated by the Centre provides obligatory continuing teachers' education for Education Development (Ośrodek Rozwoju Edukacji)⁹⁹. According to the amended Karta Nauczyciela, **teachers' career development paths** include the following steps, subject to successful validation of school directors and external exams; trainee teachers (2 years), contract teachers (currently minimum 3 years, before 2 years), appointed teachers (currently 4 years, before 1 year) and certified teachers. The system of teachers' education and training is accessible¹⁰⁰, but the criticism on the effectiveness of learning was raised by National Supreme Council¹⁰¹ and resulted in the reform of teachers' education and promotion system that has been recently implemented. The reform foresaw extending the career paths and increasing the promotion exam requirements, which together with very low teachers' salaries resulted in teachers' protests in April 2019. It is worth mentioning that although formal adults education was similarly heavily criticised by the National Supreme Council in 2016 due to its limited effectiveness, there were only minor concerns about the teachers qualifications in the controlled schools and their level of competences was favourably assessed by both students and the authors of the report¹⁰².

Adults educators in the **non-formal system** of trainings and courses (mainly offered by private providers) are not considered teachers according to Karta Nauczyciela and thus there are no specific requirements regarding their qualifications. Although there is no system of controlling competences of teachers in non-formal adult education, there are some initiatives for providing accreditation for training institutions that may include verification of educators' competences. Examples include accreditation required from institutions to be included in a Database for Development Services (Baza Usług Rozwojowych), which provides sources of adult trainings

⁹⁹ Formerly also KOWEZIU, which was incorporated to ORE in 2016, <https://www.ore.edu.pl/2018/01/centre-for-education-development/>

¹⁰⁰ Hernik, K., 2015, Polscy nauczyciele i dyrektorzy w Międzynarodowym Badaniu Nauczania i Uczenia się TALIS 2013 [Polish teachers and directors in the OECD Teaching and Learning International Survey TALIS 2013], Instytut Badań Edukacyjnych.

¹⁰¹ NIK, 2011, Organizacja i finansowanie kształcenia i doskonalenia zawodowego nauczycieli [Organisation and financing of teachers' education and training], KNO-4101-03-00/2011.

¹⁰² NIK, 2016, Kształcenie w szkołach dla dorosłych [Education in adults' schools], Nr ewid. 33/2016/P/16/071/LKI

financed from ESF, or introduction of institutions for validation and certification of qualifications included into the Integrated System of Qualifications.

Supply of and demand for teaching/training staff

The teacher profession in Poland has low prestige due to several factors, among them very low salaries (the direct reason of wide spread strikes of teachers in April 2019), high feminization rate, relatively easy access to obtain teachers' education (high number of universities offering pedagogical studies and trainings outnumbering the interest of students)¹⁰³. Despite the latter factor, shortages of teachers in formal schools exist in particular for certain specialities such as language teachers and vocational subjects' teachers¹⁰⁴. For example, in the Mazovia region there are 1428 vacancies at the moment. Due to a lack of specific data, it is not possible to calculate the exact demand for adult learning teachers. The general trend shows that the number of formal adults' schools is decreasing in Poland¹⁰⁵, which may however not be indicative of the demand for adult teachers and educators due to the expansion of the non-formal education system.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

Andragogy courses are offered within university education for teachers, as well as in the form of post-gradual courses ("kursy podyplomowe") and within continuing education for teachers and trainers. However, these specific competences are not prerequisites to entry or promotion into adult education professions.

Provide your expert opinion on the sufficiency of education and training in place for adult educators in your Member State and highlight any challenges in the field.

Teacher education is easily accessible in Poland for those interested in the profession of adult teaching. However, it is required for entry and promotion for teachers in formal schools only. Moreover, low prestige of the profession, low salaries in the formal education system, as well as easy access to university education for teachers (which is offered by public universities free of charge, contrary to continuing education courses that teachers have to pay out of their pockets usually), could eventually result in a negative selection for the teachers' profession. For non-formal education systems, there is a lack of regular system of validation of educators' qualifications – a gap that need to be addressed with additional policy efforts.

¹⁰³ Fazlagic, J., 2017, Systemy kształcenia nauczycieli w wybranych krajach europejskich, Ministerstwo Nauki i Szkolnictwa Wyższego, https://www.archiwum.nauka.gov.pl/g2/oryginal/2018_03/347417c2c87378ec9eca25eafed06d40.pdf

¹⁰⁴ <https://www.gov.pl/web/edukacja/bazy-z-ofertami-pracy-dla-nauczycieli> [accessed on 11.04.2019]

¹⁰⁵ MEN, Dobra Szkoła. Reforma edukacji. Najważniejsze zmiany. Pytania i odpowiedzi. [Leaflet: GooD School. Educational reform: questions and answers], <http://reformaedukacji.men.gov.pl>

25 Portugal

Overview of the education or training for adult educators, including training and qualification requirements

Currently it is not possible to find any specialised courses or academic degrees in the area of teaching/training of adult educators in Portugal, although it is possible to find some Bachelor's degrees (*licenciatura*) - such as Education and Training, Education, Education Sciences as well as in Social Education, in universities and higher education institutions that approach issues concerning adult education and that aim at the development of skills of future adult educators.. - tAt the University of Lisbon, University of Minho, University of Trás-os-Montes and Alto Douro and University of Açores, Masters degrees in those areas comprise a specialisation in the field of adult education and training. In other cases this subject is approached in courses that are integrated into the study plans of various relevant Masters degrees. At the PhD level, the University of Lisbon offers a PhD in Education with a specialisation in Adult Education. Other Universities offer a PhD in Education Sciences, Education and Education and Training that may include adult education subjects.

To a large extent, it has been in the context of these courses (which integrate or focus on some aspect of adult education) that it has been possible to develop research in the field of adult education within national level institutions – e.g. publication of PhD thesis, Masters dissertations, and a small number of books and articles concerning adult education, that may be found in repositories and libraries of higher education institutions, as well as in scientific journals.

Although there are no higher education courses specifically aimed at teaching/training adult educators in the national territory, the existing 'adult educator' jobs are in general carried out by practitioners who have undertaken higher education mainly in the field of Social Sciences. This situation is quite different from some decades ago when only a few adult educators held specific knowledge and skills developed at a higher education level to work in the existing forms of provision, as well as in other adult education projects and activities.

Currently, a significant number of adult educators work in the scope of the Qualifica Programme at the Qualifica centres, carrying out activities of guidance, recognition and certification of competences of adult learners as well as education/training. The increase in the number of practitioners and activities related to adult education since the implementation of the Qualifica Programme has contributed to raising the profile of adult education/ educators as a research focus in Portugal. For instance, scientific research and other studies have been undertaken into adult learning practices and policies within higher education institutions). Additionally, a number of conferences, workshops, seminars on adult education have been carried out in the country.

There is specific legislation and requirements for practitioners that work at the Qualifica centres and also for adult educators in vocational training (initial and continuing vocational training). Guidance, recognition and the certification of competences practitioners as well as education/training practitioners must have an academic degree and experience in the field, giving priority to those who have acquired their experience in similar programmes that were implemented in the country in previous governments. Practitioners in education/training have to carry a Certificate of Pedagogic Competences (*Certificado de Competências Pedagógicas*) attributed by the IEFP. To obtain this certificate, attendance of a 90 hours training programme is required which includes module content such as training development, pedagogic methods, the use of ICT and didactical resources in training, training assessment and evaluation.

Some of the reasons that can be pointed out to explain the weak supply of adult education courses in higher education are:

- The discontinuous nature of adult education policies in recent times, despite the implementation of the Qualifica Programme that has been in place since 2017.
- That there is a general lack of interest in education/training jobs in Portugal, and in particular that adult education is not regarded as a high profile or attractive sector to work within. Jobs in adult education are not considered attractive prospects for young professionals. The overvaluation of the role of adult educators working in Qualifica centres (in guidance and validation processes or as practitioners in education/training of existing provision), relative to adult educators working in other streams (such as non-formal and informal education). This is undermining the contribution of adult educators in other fields, as research, policies and critical reflection upon practices can tend to focus on Qualifica centre practice.

Currently there is not data that allows verification as to whether the existing offer of initial and continuing education of adult educators is adequate for current demand. Although, considering the recommendations of the Council of the European Union - both for the improvement of adult learning pathways and for the modernisation of higher education institutions - the expert considers that it is an important moment for Portugal to reflect on these issues, such as through the analysis of the current knowledge and skills as well as challenges of adult educators, revitalising and updating existing provision in higher education to attract more students into the adult education area and to develop a more promising image, not only in terms of professional career but also in the research and policy fields.

In the eyes of the expert, it is considered fundamental that adult education policies have continuity, and are delivered across different forms of provision for longer periods. A policy setting out the different adult learning streams (formal, non-formal and informal; as well as liberal adult education, vocational training, literacy and numeracy, animation and local development, etc.) may give a prominent profile to adult educator jobs in order that they might be considered by practitioners as an attractive, long term professional prospect.

The expert also considers that it would also be important to review the regulation on the profile of adult educators by introducing, in particular, the need for adult educators to have obtained initial education (academic level) and continuing education. The inclusion of different streams

in adult education policy would justify this need for adult educators to have initial and continuing education at the higher education level, reflecting the various relevant theoretical and methodological approaches, based on humanistic, democratic and emancipatory principles.

Overview of the education or training for adult educators, including training and qualification requirements

In Romania there are both concerns and regulations regarding the training of teachers, trainers and evaluators of professional skills.

The professional training of adults is regulated by GO no. 129/2000 on vocational training for adults, republished, with subsequent amendments and completions, by which a series of minimum criteria were introduced regarding the trainers selected within an adult vocational training program.

Adult vocational training providers are authorized by the county authorization commissions, subordinated to the Ministry of Labor and Social Protection and which are organized in a tripartite system.

Among the authorization conditions is the one according to which the vocational training providers must prove that they carry out the vocational training programs with trainers who have profiles or specialty corresponding to the training program, respectively who have the specific training of adult education according to occupational standards.

Trainers can be graduates of university studies but also graduates of pre-university studies, certified after graduating from adult training programs. Exceptions are teachers in pre-university and university education.

For university graduates, the occupational standard states that the trainer must meet the requirements imposed by the regulations in force, both in the field of activity specific to the training program and in the field of adult vocational training. He is the training specialist who designs, conducts, evaluates and reviews theoretical / practical activities and / or training programs and development of professional skills, carried out in specialized institutions or at work. Its main obligations are to ensure the necessary conditions for the theoretical and practical training of the adult learner in accordance with the occupational standard, the elaboration of the training program in accordance with the provisions of the corresponding occupational standard.

For pre-university graduates, the occupational standard also specifies a series of conditions to be a trainer: to be a high school graduate, with a baccalaureate degree or a graduate of a post-secondary school, and to have work experience of at least 5 years.

¹⁰⁶ Updated May 2021

A trainer with higher education can provide both the theoretical training part and the practical part of an adult training program.

A trainer with pre-university studies can only ensure the practical training of students for level 1-4 training programs according to the EQF.

The evaluation and certification of professional skills acquired in non-formal or informal system is performed in Centers for assessment and certification of professional skills authorized by the National Authority for Qualifications in accordance with the Order of the Minister of Education and Research and the Minister of Labor, Social Solidarity and Family no. 4543/468 of August 23, 2004 for the approval of the Procedure for evaluation and certification of professional competencies obtained in other ways than the formal ones.

The professional skills assessor must be a university graduate, specialist with recent work experience and / or coordination in the occupations / qualifications for which he / she is appointed by the assessment center to perform assessments and is certified by the National Qualifications Authority, based on the occupational standard "professional skills assessor". He must have skills to advise candidates who request the assessment of skills acquired informally or informally, to develop assessment tools that operationalize assessment methods, based on the appropriate occupational standard. The competency assessor shall implement the entire assessment procedure so that the methods applied consistently lead to the demonstration of competence as a whole.

The continuous training of teachers is carried out only by the Ministry of Education, in accordance with the provisions of the National Education Law no. 1/2011, with subsequent amendments and completions, through universities, the units related to the teaching staff houses, the National Center for Policies and Evaluation in Education, the certified centers for continuous training in the languages of national minorities. but also through accredited training providers.

The continuous training of teachers in pre-university education includes professional development and career development.

The career evolution is achieved by taking the didactic degree II and the didactic degree I, certification exams of the different levels of competence that are regulated by the methodology elaborated by the Ministry of Education.

Professional development is achieved through accredited training programs at the central level, through the Specialized Accreditation Commission, but also through programs run by the teaching staff houses, approved by the Ministry of Education and other institutions authorized by law.

Continuing education is, according to the law, a right, but also an obligation. During the teaching activity, teachers are required to go through every 5 years, continuing education programs through which to accumulate 90 transferable professional credits.

The Ministry of Education annually allocates funds for the in-service training of teachers. Thus, the teaching staff can participate in training programs offered free of charge by the teaching staff, but also in other training programs, for a fee.

Accreditation and periodic evaluation of continuing education providers and the training programs offered by them, the framework methodology for organizing and conducting continuing education are carried out by the Ministry of Education.

The teaching staff houses are resource and educational and managerial assistance centers for teachers and auxiliary teachers, can be accredited as providers of continuous training and operate in each county and in Bucharest.

The professional development of the teaching, management, guidance and control staff and the professional requalification are based on the professional standards for the teaching profession, quality standards and professional competences.

For teachers who teach in the languages of national minorities, specialized training centers have been created, the Center for Continuing Education in German and the Center for Continuing Education in Hungarian, in which activities are carried out for training and continuous training of teachers who teach in German and Hungarian, respectively.

Universities are education providers that carry out educational activities based on authorized study programs and, as the case may be, accredited, in accordance with the law, for initial and continuous training at university level. Postgraduate programs are postdoctoral programs of advanced research or postgraduate programs of training and continuous professional development.

Within the psycho-pedagogical training programs for certification in the didactic career, a module entitled Psychopedagogy of adolescents, young people and adults is studied.

At the University of Bucharest there is a master's degree program Training of Trainers, launched in 2008, accredited by ARACIS, and is included in the European register WIFO Gateway, thus being promoted and accessed at the level of the most relevant professional networks in Europe. By Government Decision no. 227/2020, the National Center for Policy and Evaluation in Education was established - it develops partnerships with providers of initial and continuous training of teachers or other categories of beneficiaries, in order to support the career progress of researchers in education sciences and teachers, participating in various educational programs, master's programs and doctoral schools; realizes continuous training programs related to its field of activity for teachers, experts, leading staff in pre-university and university education;

Supply of and demand for teaching/training staff

In education, the supply is higher than the need for teachers. The teaching positions are filled through a competition in which the participation is always higher than the positions. However, there are also some specializations with a shortage of teachers, for preschoolers and primary education for example, or for rural areas, where conditions and access are not attractive.

Also, IT graduates give up educational positions to work in industry, because salaries are much more attractive.

In the adult vocational training system, the supply of certified trainers is higher than required, but specific data are missing to be able to calculate the exact demand.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills where it exists in the MS.

Andragogy courses are offered in university education for teachers and in continuing education for teachers and trainers. Lifelong learning requires trainers and evaluators trained not only in a particular professional field, but also in the field of andragogy.

However, these specific competencies are not prerequisites for access to or practice in the adult education professions.

Expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

The market for continuing vocational training is mostly private. In addition to the general requirements to be a trainer, training providers also impose other conditions and therefore continuous improvement in order to update their professional knowledge, skills and competences and, in general, personal development are extremely important in the context of ensuring programs that rise at the level of quality expected by both students and the current requirements of the labor market.

Adapting the education and training system to technological evolution is a complex process, necessary for the preparation and improvement of human resources and an essential element of the development, modernization and innovation of society. Today, the impact of digital transformation on society and the labor market, as well as on education and training systems, is becoming increasingly evident. From this perspective, the digital transformation in education and training is driven by advances in connectivity, the widespread use of digital devices and applications, the need for individual flexibility and the acute demand for digital skills.

We need a flexible, digitized, adaptable, quality education and training system that is able to meet the challenges and generate change in order to strengthen resilience, for a digital society and a green economy.

27 Slovenia

Present an overview of the education or training that exists for adult educators in the Member State including training and qualification requirements.

The main programme focused on forming highly skilled adult educators is provided by the Faculty of Arts at the University of Ljubljana (Department for Pedagogy and Andragogy); by which students attain a university degree in this field.

The other possibility for attaining the required qualification to be a teacher in formal adult education programmes is to finish some other university programmes in social or humanistic sciences and then, additionally, to enrol in the special one year programme called Pedagogic Andragogic Training and to pass the exam when finishing it. (This programme is also required for candidates that want to teach in schools for young children.)

Additionally there are numerous training programmes for specific types of involvement in adult education and training, such as organisers, counsellors, advisors, mentors, valuers, supporting staff etc. These programmes are mainly provided by the Slovenian Institute for Adult Education. For most of these specially targeted programmes, it is required that participants attain a university degree (with some exceptions for mentors and supporting staff).

Supply of and demand for teaching/training staff.¹⁰⁷

The Department for Pedagogy and Andragogy (Faculty of Arts) every year offers 40 places for students of Andragogy. This enrolment number offered is not usually met, with the average number of students between 20 and 25 per year. In my opinion, this is due to the limited possibilities for employment.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills where it exists in the MS.

There is a special article in the Adult Education Act that defines basic principles in approaching adult education:

1. lifelong learning and education,
2. equity and equality and equal opportunities in accessing, addressing and achieving outcomes in learning and education,
3. freedom and autonomy in the choice of paths, content, forms, means and methods of education,
4. quality of education,
5. proportionate distribution of resources for education and learning according to needs in individual life periods,

¹⁰⁷ It has to be outlined that only publicly financed adult education programmes and services and its providers are regulated by laws or other documents that have to be respected. The majority of other programmes, offered "on the market", can be provided by teachers that do not need to attain proper qualifications.

6. the systemic connection of formal and non-formal education and informal learning,
7. a balance between the field of general and vocational education,
8. creativity and flexibility, taking into account specific cultural, social and educational characteristics,
9. achieving nationally defined and internationally comparable educational standards and
10. laicism of adult education, which is performed as a public service.

Provide your expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

In my opinion the possibilities to attain a proper education for providing formal adult education at the expected quality level are sufficient and appropriate. On the other hand, the demand for different profiles of teachers will rise in the future and we might face some shortages in the availability of properly trained staff. The new Adult Education Act defines the provision of adult education programmes and supporting activities that will be provided as public service, which will require additional staff of different profiles such as counsellors, valuers of acquired knowledge and skills, supporters of self-directed learning etc., which might be impacted by such shortages in properly trained staff.

Future developments in adult learning/education

The most important activity for the near future is the design and adoption of the new National Programme for Adult Education, which is supposed to be implemented in 2020. As a comprehensive strategic document, adopted by the National Assembly it will have to correspond to other strategic documents (two of which are mentioned above), especially regarding their action plans and implementation procedures and responsibilities.

The other challenge is the implementation of novelties that were presented by the new Adult Education Act. Apart from the public service of AE provision, there are some issues connected to public network of providers, quality assurance and competence requirements for AE teachers.

Overview of the education or training for adult educators, including training and qualification requirements

There are four universities across the country that offer MA or BA programmes in Andragogy (Adult learning). The number of students has decreased over the past years. The specialisms within this field are professional andragogy, cultural andragogy and social andragogy. The graduates can become, for example, managers in continuing education, staff in cultural and social institutions or qualified consultants in HR Development. Some of the programmes can be followed via a distance learning option, enabling learners to be both working and studying in conjunction. The daily university study cost is unpaid in Slovakia, whereas the distance learning form of study is paid.

There are a number of training opportunities for those who would like to strengthen their training/lecturing skills, or who work (or are preparing to work) at training departments in adult education. These are provided by NGOs, private providers and self-employed persons and are of varying lengths.

The Ministry of Education, in accordance with the Act on Lifelong Learning, accredits some of these training programmes. There is, in particular, one such programme – called “Lecturer” – initiated by the Association of Institutes of Adult Education in Slovakia, and designed for 100 contact hours. An institution running such an accredited programme can issue a certificate of accredited training programme. The Ministry of Education lists the accredited programmes in the database Information System on Further Education (<http://isdv.iedu.sk/>). There are around 30 accredited programmes for “Lecturer”. However, the information on how many participants have completed such programmes is not publicly accessible.

There are two institutions licenced to verify the professional qualifications of a candidate for “Lecturer”, according to a qualification standard and an assessment standard of “Lecturer”. The two institutions are the Association of Lecturers and Career Counsellors, and the Comenius University. Some publicly financed training programmes require that a certified lecturer provide training. In general, private employers do not require certification of this type.

The Act 568/2009 on Lifelong Learning states a condition for a training programme to be accredited, to show that all trainers on the programme possess “lecturing competence”. This can be documented either with a certificate of completing an accredited training programme or an official letter from the employer confirming that a person has got at least 6 months of lecturing experience.

Some laws, for example the Act 124/2006 on Safety and Health at Work¹⁰⁸, require that persons certified to provide training in a specific area, must also possess “lecturing competence” documented with a certificate from an accredited training programme in a similar pedagogical competence.

In addition, the Slovakia National Qualification System (NQS) contains the descriptions/qualification cards (Qualification Standard and Assessment Standard) of two relevant qualifications – University Teacher/Lecturer and Lecturer of Further Education.

The National Qualification System is not fully operational yet. The qualification cards are not used. However, the NQS should be instrumental in setting up a system for recognition of outcomes of prior learning. In April 2019, a new national project was launched that aims at developing the NQS system further towards the validation of learning.

Supply of and demand for teaching/training staff

The profession of an adult educator is not discussed publicly to any great degree. The notion of adult education/andragogy is not well understood, apart from within the world of big corporations. Nevertheless, the supply of courses for lecturers or trainers is rather varied and plentiful, especially if we also take into consideration general soft skills courses, and train-the-trainers.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

Teaching Basic Skills to adults has not received much attention in Slovakia. However, the biggest target group are the long-term unemployed and low-qualified people, and this has become a very topical question. Currently there are some high level initiatives (EU funds and public funding via ESF) for the development of curricula for basic skills, development of methodology and implementation of such training programmes in regions (with co-operation of self-governments and NGOs).

Expert opinion on the sufficiency of otherwise education and training in place for adult educators in your Member State and highlight any challenges in the field.

The field of adult education is not at the forefront for policy makers. The offer of education and training is rather traditional, especially at universities. The private providers of training reflect the trends and apply modern methods.

¹⁰⁸ Act on Safety and Health at Work 124/2006 (Zákon o bezpečnosti a ochrane zdravia pri práci), <https://www.zakonypreludi.sk/zz/2006-124>

29 Spain

Overview of the education or training for adult educators, including training and qualification requirements

Are there any qualifications in place in the area of teaching/ training for adult educators?

There is no specific qualification in the area of teaching/training for adult educators. There are no offers either at bachelor or master level for specialist training. Adult educators working in schools targeted at illiteracy or recently literate adults are usually primary teachers. In Secondary Education for adults, teachers typically hold a degree in their area of expertise including Mathematics; Physics and the Social Sciences. In the case of VET, teachers are hired for a limited time and they hold an array of degrees such as Economics, Law and Psychology. Finally, people working in guidance programmes usually hold a degree in Education or Psychology but without specific training to work with adults.

The offer of continuous training for teachers is undertaken by 'Teachers' Centres' (*Centros de Profesores* in Spanish). The offer in these centres is varied and depends on the level of funding and the quality of the provision of offer. These Centres are based at regional level (*Comarcas* in Spanish).

Are there any training or education programmes or provision in place, which aim to develop skills and competencies of adult educators, or training for those seeking to become adult educators?

There is no specialised training to become adult educator. The nearest related qualification linked to adult learning is the University degree in 'Social Education' - a qualification needed to work with people at risk of exclusion, or in social or community work - offered in almost every Spanish university. At Master's degree level, the situation is the same: the Master Degree in 'Social Education' is offered, but no other course concentrates on a more specialised topic of relevance to adult education. Provision of these degrees is available in either public or private universities.

Supply of and demand for teaching/training staff

In my opinion, the supply for adult education is insufficient either in terms of VET or 'general' adult education. Combined with the lack of a specialised workforce, the precariousness of employment among adult learning teachers is also an issue¹⁰⁹. Adult educators and teachers in general are not well respected and it is not seen as an attractive profession.

In my opinion, two actions can be taken. On the one hand, to reinforce the role of adult education beyond Vocational Educational Training and consider it as an important part of the

¹⁰⁹ European Parliament Committee on Employment and Social Affairs (2017) 'Report on working conditions and precarious employment', 14 June, URL: http://www.europarl.europa.eu/doceo/document/A-8-2017-0224_ES.html?redirect

educational supply for personal and community development, addressed to reinforce citizenship and participation. On the other hand, a better recognition of the social role of teachers in every level of the schooling system.

Andragogy (methods and principles used in adult education) or specific training to teach basic skills

There are no common methods and principles since deriving from the lack of initial and continuous training. As mentioned above, there is no initial training to adult education teachers and no specialised courses.

If no specific training exists, please elaborate on the situation.

As mentioned above, there is no provision of education and training for adult educators. The historical lack of interest for education in the country and the reduction of adult education to simply Vocational Educational Training are the reasons for the absence of specific training. The type of training required relates to aspects such as: the use of diverse methodologies, the knowledge of the psychology of adult people and, overall, the fact that adult education is different from other educational levels.

Provide your expert opinion on the sufficiency of other forms of education and training in place for adult educators in your Member State and highlight any challenges in the field.

As there is no specialised training, the first thing to do would be to introduce at university level a Degree in Adult Education. In this sense, the major challenge is to consider that adult education is a field of research and that its practice is different from other educational levels due to the characteristics and nature of the learners themselves.

30 Sweden

Currently there is no specific teacher education programme specifically for becoming a teacher in formal adult education. The programme is the same for teachers in basic adult education as for teachers in compulsory school, and for teachers in upper secondary education. Teacher education programmes are four to five years – generally it is four years for teachers in compulsory school and five for teachers in upper secondary schools.

There is a general requirement for students aiming towards the teaching profession in lower secondary or upper secondary education that the student, when leaving university, should be able to; “demonstrate such knowledge in didactics and subject didactics ... to which the education relates and for it activities in other respects that the education refers to *and show knowledge of adult learning*”. That is the only mention of adult learning in the programmes to receive a teacher’s degree. It is up to each university to decide the content of the teacher education programme as long as it meets the general requirements. Therefore it is difficult to say if andragogy is part of the programme or not.

Generally the teacher education programmes consist of three parts: **Subject studies and subject didactics**, which contains areas of knowledge related to the type of school and age group the person has chosen to become a teacher in. Here the student will gain concrete expertise in pedagogy and didactics, as well as subject knowledge. **Educational science**, which contains areas of knowledge central to the teaching profession, in which the student will study school as a pedagogical and didactic environment for pupils and teachers. **Teaching placement**, which means that the student will participate in the everyday workings of a school/preschool. Students with previous subject knowledge can choose to study a Bridging Teacher Education Programme (in Swedish KPU), which typically lasts for two years. Teacher education is part of the general university or higher education supply.

Teacher education programmes are not provided by specific teacher training institutions – the previous existing institutions of that kind have merged into the universities and higher education institutions around 10 years ago. The municipalities are responsible for offering adult education to people in need of such education. They can organise this education themselves or hand it over to independent school organisers. The school organiser is responsible for the continuous professional development (CPD) of the teachers. They are free to organise this CPD as they like – some do it in collaboration with universities or higher education institutions, others do it themselves by using online courses provided by the National Agency for Education. Most of the online courses offered to school organisers and teachers are general and do not have a specific focus on adult education. The courses and materials are focused on areas such as mathematics, reading and writing, programming etc. A special effort was made during 2018 to support school managers and school leaders at municipal and school level in change management and digitalisation.

There is a severe lack of educated teachers in Sweden. This is true for teachers in all categories, from preschool to adult education, and the situation is expected to get worse since not enough students are interested in starting a teacher education programme. Calculations of the exact shortfall in numbers vary, but Statistics Sweden and the National Agency for Education says the figures are around 75-80 000 within the coming 5-10 years. Various measures are being tried to address the problem. For example, several universities and colleges are investing in Bridging Teacher Education Programmes, offering immigrant teachers validation of their previous education and a fast track into the profession. Currently no one knows if the compulsory school, upper secondary school or adult education will suffer most from the shortage. This is of course the most acute problem for the Swedish school system at the moment.

