

NEWSLETTER
Grundtvig 1 project
The Adult Educator in Knowledge Society
AduEdu



First seminar: Adult educators situation and competencies

Partners from education institutions and organizations in eight European countries are working together in a Grundtvig project on the specific qualifications of adult educators. The project is still in its first year, and several interesting trends, descriptions and adult educators' qualification framework is going in a process to be worked out. In the coming year an interactive online service for testing and improving the qualifications is going to be developed. The project, which is managed by Vytautas Magnus University in Kaunas, Lithuania, will present some of the interesting findings and descriptions so far in a seminar in Timisoara, Romania, 26. September 2005. The host of the seminar is one of the project partners, Romanian Institute for Adult Education. Partners from France, Malta, Latvia and the Scandinavian countries are going to take part in the seminar. Adult educators and education providers are invited to take participate in the seminar.



The seminar programme

Adult Educators today and in future

The following matters will be introduced and discussed in the seminar:

1. Current situation of Adult Education
 - ∇ Practice Sphere of Adult Education
 - ∇ The Practice sphere of Adult Education in future

2. Adult Education in Knowledge Society (in future)
 - ∇ Mapping future
 - ∇ Bologna Process implications for future of Adult Education
 - ∇ Future trends in development of Adult Education
 - ∇ Teachers' Roles in Knowledge Society
 - ∇ Functional description of Adult Educator
 - ∇ Framework of Competencies of Adult Educator

THE QUALIFICATIONS FRAMEWORK FOR ADULT EDUCATORS



Diana Szasz, Romanian Institute for Adult Education

The Adu-Edu project aims to develop a Framework of Qualification (FQ) of the adult educators, as well as an interactive service for using the FQ designed for the different practitioners working with adults.

In this respect, one of the main activities of the project are focused on mapping the roles and the competencies of adult educators in a Knowledge Society, as well as the related competencies for fulfilling these roles, and, based on them to design the qualifications needed for acquiring these competences.

This attempt is related with the general trends at European level of designing FQs for different professionals, in order to assure:

- compatible education and training programmes;
- an assurance for identification, recognition and certification of the adult educators competencies
- transparency and transferability of the competencies and qualifications at the European level,
- to fulfill the need for an improved level and quality of employees.

The European Qualification Framework (EQF) aims also to:

- informing citizens about the new and different possibilities for education
- to train and learn opportunities in Europe;
- to create a transparent communication between the systems and providers
- facilitate mobility and changing experience.

These general desiderate are also valid for designing the FQ for adult educators, offering them three main elements: common reference points, tools and instruments, common principles and procedures.

Further this framework of competencies will be structured in: domains of competencies, areas of competencies, description of competency areas, competency levels indicators. Every competence will be described as knowledge, skills and attitudes.

Diana Szasz, Romanian Institute for Adult Education

COMPETENCIES REQUIRED BY FACILITATORS OF ADULT LEARNING



Kennet Lindquist, STPKC, Sweden

A report on competencies required by those professionals within adult education and lifelong learning that are to facilitate adult learning has been produced within the AduEdu project by Kennet Lindquist, Swedish TelePedagogic Knowledge Centre (STPKC). This report summarizes the development work concerning competency framework developments made

prior to and during the AduEdu project timespan, and describes the findings and outcomes in relation to the Swedish and Scandinavian adult education / lifelong learning context.

The report focuses on competencies required for facilitating lifelong learning as well as the institutional capabilities and characteristics that is today demanded by a learning service providers operating within the lifelong learning sector. The report draws its reflections and shared experiences from STPKC's engagement in the EU-sponsored Adult Education Competency Framework Development project under the Socrates-Grundtvig programme called AduEdu, as well as from a project called NeWorkers and the Inflow project both being part of the Leonardo programme. It also derives its reflections and proposals from STPKC's engagement in national and international lifelong learning initiatives, as well as from STPKC's provision of learning services for organisations and individuals striving to upgrade their professional competencies.

The presentation includes introductions of outcomes from recent STPKC development activities, and it will open up suggestions for potential areas of collaboration, for further developments of similar initiatives in other sectors as well as for joint exploitation of developed concepts, solutions and findings together with other European LLL actors.

The reflections on lifelong learning, on provision of learning services for lifelong learners, as well as on the competencies required for facilitation and learning support actions, have also been derived from a set of in-depth studies made by STPKC on the Swedish lifelong learning service market, its institutions and on the professional actors engaged in facilitating learning among the clients of those institutions. The introduced developments are also drawing from the experiences and insights gained from analyses of the learning processes that are involved in the service provision of these institutions, as well as adult learning in virtual environments. Other important influences were the gained insights into the characteristics, needs and drives among the stakeholders influencing these LLL service providers, and the contexts within which those operate. These studies implemented by STPKC on national as well as international levels, and the findings have been the basis for STPKC's development of a unique set of tools, services and solutions for the lifelong learning market that are also introduced as part of this report.

The report highlights the need for attention to learning issues in the non-formal part of lifelong learning services, the importance of improving the learning skills of lifelong learners as well as for modifying their learning to learn practices, often replicated from their school days. The need among adult educators and learning facilitators to become more professionalised, for upgrading their competencies and for acquiring more solid qualifications are also stressed and suggestions are also made on how those professionals potentially could make use of the AE/LLL competency frameworks, like those being developed by the AduEdu project, as well as the competency management services and competency assessment tools developed as online and self-diagnostic services that are associated with those competency frameworks

The above introduced report is available from; <http://aduedu.EUproject.org/>
More information on the content of the report is available from:
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Kennet Lindquist, CEO, STPKC, Sweden

Does learner competences imply the roles of the teachers?



Jørgen Grubbe, Monnet Group

It is worth mentioning, that the learning competences of today not at all matches what is predicted in the EU proposal. I.e. the levels in the table filled out below are MUCH lower than described in the EU proposal. But here it is also worth mentioning that it is difficult to be an adult teacher (talking out of own experience). Almost all modern learning theory prates the levels which are described in the EU proposal on EQF. Updated persons working in the adult education industry knows that. But the students (the adult learners) expect/demand something else. A lot of the adult learners are unfamiliar and uneasy about collaborative learning, group work, critical analyses, frustration and all what is prated to be good. So in many, many cases - for instance in company adapted courses or liberal education for that matter – the teachers are “forced” into the roles of being experts giving lessons “making the students clever” (I will repeat that that is the case in Denmark especially with elderly learners who have never tried problem based learning, collaborative learning or even group work before). So the point is that the low level of the learners learning competences forces the teachers with or without their will to teach on a lower knowledge level than described in the EU proposal for Learning Outcomes. But the classifying is interesting and must be considered in relation to the continued work in AduEdu.

(Extract from article "Teachers role today" by Jørgen Grubbe, Monnet Gruppen, Denmark

Coordinator of AduEdu

Vytautas Magnus University, Kaunas, Lithauen is the coordinator of the project.



Audrone VALIUSKEVICIUTE is the project manager.

Valiuskeviciute has physics as her first degree (1991) and educational science at master and doctoral level. Her PhD theses are titled “Lateral Thinking in the Contemporary Paradigm of Creativity Development” (2001). She is partly devoted to national and international projects in several areas: open, distant, flexible and e-learning, support of school change processes, opening possibilities for creativity development in all levels and forms of education and promotion of regional development by broadening perspectives of life long learning. She also teaches.

Partners in AduEdu

The partners of the Grundtvig 1 project ”The Adult Educator in Knowledge Society”:



Name

[Vytautas Magnus University](#)

EIESP

[EIESP](#)



[General Workers' Union](#)



[TelePedagogic Knowledge Centre](#)



[Institutul Roman De Educatia Adultilor](#)



[Monnet Gruppen I/S](#)



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