DEMA

Designing, monitoring and evaluating adult learning classes
Supporting quality in adult learning

Professional Competence in

Designing, Monitoring and Evaluation
of
Adult Learning Processes

Research Report

Annex d): Desk research

Project Partnership:

🇩🇪 Project coordination	German Institute for Adult Learning – Leibniz Centre for Lifelong learning (DIE) www.die-bonn.de	
🇬🇷	IDEC, Consultants, High Technology Applications, Training SA www.idec.gr	
🇷🇴	Institutul de Stiinte ale Educatiei Romania www.ise.ro	
🇭🇺	Progress Consult Kft. www.progress.hu	
🇪🇸	Fondo Formacion Euskadi SLL www.ffeuskadi.net	
🇨🇭	Swiss Federation for Adult Learning www.alice.ch	

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Content

Annex d) Desk Research

d1) Desk research Reporting Template

Project DEMAL – Desk Research Template

2. November 2016

Susanne Lattke, DIE

General background information

The DEMAL project foresees the development of a transnational competence framework, linked for the EQF, for two key competences, proposed by the Framework "Key Competences for Adult Learning Professionals" (Research voor Beleid, 2010):

- B2: Being capable of designing the learning process
- B4: Being an evaluator of the learning process

The competence profiles will include, as an annex, a list of the available training programmes that offer these competences (or part of them) in a detailed mapping of the involved learning outcomes.

As a basis for the mentioned competence profiles, a desk research will be carried out by all partners with the aim of identifying relevant documents, projects and training programmes at national as well as European/transnational level.

The desk research template is provided by DIE and agreed with all partners.

General Rules for Desk Research Reporting

Scope of desk research:

The desk research refers to the countries' situation with regard to the professionalisation of adult learning staff working in all types of fields and contexts of adult learning (e.g. vocational or non-vocational adult learning, formal, nonformal/informal adult learning, etc.).

Reporting format

The reporting should start with an analytical summary of the overall situation in the country and then provide more detailed information regarding five types of resources:

- curricula, standards (qualification frameworks, competence standards etc.)
- other types of documents (policy papers, research reports, etc.
- existing training programmes for adult educators offering as learning outcomes knowledge, skills, competences associated with the two key competences under study ("Design of adult learning processes", "Evaluation and monitoring of the adult learning process")
- provisions for validation of competences;
- relevant projects;

Reporting tables:

For each of the above mentioned five types of resources, a reporting table is given below. Please use one separate table for each document/project (copy tables as many times as needed)

Document information:

Please give full references for any document mentioned, including URL for online resources.

For documents/sources in languages other than English provide an English translation of the title and a short description of the context and content of the document.

Priority Rating

For any document please indicate whether it has immediate key relevance for the DEMAL project (priority A) or whether it has more supportive character (priority B).

Desk research reporting templates

Analytical summary: The state of professionalisation of adult learning staff in [country]

(*please provide a short summary (2-3 pages) covering questions such as:*

- *to what degree is the field of adult learning regulated?*
- *what professional roles exist?*
- *what are the main work contexts for adult learning staff? (institutional contexts and thematic fields)*
- *what is the socio-economic status of adult learning staff?*
- *what training pathways are available?*

A) Curricula and standards regarding adult learning professions

(*copy table as many times as needed*)

Core data	
Full reference of document (original title plus English translation)	
URL:	
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	
Document character (e.g. mandatory piece of legislation; informal document)	
geographical scope of document (local, national, transnational)	

sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Background and Content information	
Short description of background and content:	
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	

DEMAL Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …		
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)		

B) Other documents (policy paper, reports, research paper, …) regarding key competences for adult learning staff

(*copy table as many times as needed*)

Core data			
Full reference of document (original title plus English translation)			
URL			
Document type (policy paper, research report, …)			
geographical scope of document (local, national, transnational)			
sectoral scope. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)		
	education sector as a whole		
	adult learning sector as a whole		
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)		
	please indicate, which sector(s) are concerned by document:		
Background and Context			
Short description of the background and content			
Relevance			
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):		
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …			
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)			

C) Training provision

(*copy table as many times as needed*)

Core data			
Title of training (original title plus English translation)			
Who provides this training?			
Volume (study hours) of the training:			
Level of training (in terms of EQF):			
Language of training:			
Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)		
	national scope (i.e. addresses participants from all over the country)		
	local scope (i.e. addresses participants from specific part(s) of the country		
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)		
	education sector as a whole (i.e. addresses any type of education professional)		
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)		
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)		
	please indicate, what sub-group is addressed by the training:		
Content			
General information: What is covered by the training? (in terms of content and level of the competences)			
DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.			
Additional information			
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?			
Other information: add any other information which you consider relevant			
Contact and further resources			
Contact / Information links:			

Related documents or sources	
For any <u>key document</u> please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents") For additional related documents/sources please provide URLs or short indications here:	

D) Validation Provision

(*copy table as many times as needed*)

Core data	
Name / Title of validation provision (original title plus English translation)	
Description:	
Background: Short description of background/history of the validation provision	
Who offers the validation?	
Target group: Who can benefit from the validation provision?	
Content - General information: What is covered by the validation? (in terms of content and level of the competences)	
Content - DEMAL Relevance: Please describe in more detail how "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the validation provision.	
Procedure: How does the validation take place? What steps are needed? What evidence is required? What assessment procedures are foreseen? Please describe.	
Legal value of the validation (e.g. leading to a state-recognized qualification; non-formal character)	

Geographical scope in terms of the target group addressed by the validation?		
Geographical scope in terms of the target group addressed by the validation?	**International** scope (i.e. addresses professionals participants from various countries)	
	national scope (i.e. addresses professionals from all over the country)	
	local scope (i.e. addresses professionals from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	
	please indicate, what sub-group is addressed by the training	

Impact: Is there any evidence of the validation provision's quality and impact? Is the validation provision widely known and used? By whom?	
Contact / Information links:	
Related documents or sources *For any key document please provide a separate table in* ➔ *section A ("Curricula/Standards"* ➔ *or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

E) Projects with relevance for DEMAL

(*copy table as many times as needed*)

Core data		
Project title (original title plus English translation)		
Running time of project:		
geographical scope of project (local, national, transnational)		
sectoral scope of proejct. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	
Project description		
Please describe shortly - background / history, as far as relevant for DEMAL - aims and contents of project - project actors (lead actor, partners, funders) - project outcomes		
DEMAL Relevance		
Priority Rating (A or B)	A (key relevance) or B (supporting character):	
(*for A projects only*): **Relevance for DEMAL explained in more detail** - Why is this project of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …		
Homepage / URL of project		
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:		

d2) Desk research country files

Analytical summary: The state of professionalisation of adult learning staff

Work contexts for adult learning staff in Germany

The field of adult learning is extremely vast and diverse in Germany. The number of provider institutions has been estimated at approx.. 24 000 (DIE 2014) although no exact figure can be given due to a lack of statistics. These institutions differ considerably in terms of size, formal status, organizational mission, target groups, and subject areas covered.

Working contexts for adult learning staff are therefore similarly diverse. One important work context is certainly the field of company-based in-service training. Another important provider of (mostly) non-formal adult learning in Germany are the community adult education centres (Volkshochschulen) which can be found all over the country and which reach a total number of more than 900. Non formal education is also provided by many NGOs, some of which, e.g. the church-based and union-based providers besides the Volkshochschulen, have well-established institutional structures which include umbrella associations at the federal and the federal state levels.

Furthermore adult learning is also provided by higher education institute (academic continuing education), vocational schools and academies, and a broad range of private commercial providers, to name just the most important groups.

Professional roles in adult learning

The most important professional role is that of a teacher or trainer in adult education. There is however no shared or regulated profile for this role and the terms that are used to refer to it (teacher, trainer, adult educator, seminar leader, course leader, lecturer etc.) vary very much between different contexts.

Apart from the teaching role, further professional roles include mainly management and planning staff as well as principals of adult learning schools and centres. Another profile that is gaining in importance is that of educational counselling. Sometimes counselling is provided in dedicated counselling agencies by staff who is specializing in this activity. In many other cases, however, counselling is also provided as one component of a more varied job profile, e.g. by staff with teaching or administrative duties in a provider institution.

Work situation of adult learning staff in Germany

Staff in adult learning has been recently the object of some major research projects (WSF 2005, DIE 2016). The vast majority of teaching staff is working on a freelance basis, either part-time as a side job or full time to earn a living. Salary or honorarium levels vary considerably as does the socio-economic situation of the staff. Especially freelance teachers in NGOs or state-supported providers often have to struggle to earn their living, while in the private sector, high honorarium levels are sometimes also achieved.

Firmly employed adult learning staff, by contrast, is mainly found in non-teaching roles, mainly in leadership, management, planning or administrative positions.

The qualification level of the teaching staff is mostly high, with a majority holding a tertiary education degree. However, this qualification does not necessarily relate to pedagogical content. Teaching staff are often experts in their own subject field, but only part of them is also qualified in pedagogy or, more specifically, in adult education.

Legislation and regulation of Adult Learning

The adult learning field in Germany is governed by many overlapping regulations and pieces of legislation, but most regulations apply only to specific subsectors or regional entities. There is no

overarching legislation that would apply to the field as a whole. Within the German federal system, the competence for adult learning lies largely with the federal states (the "Länder"). The federal government has regulating powers mainly with regard to labour market training and continuing vocational training outside schools and integration courses for immigrants, as well as regarding general principles in academic continuing education in universities and distance education. The federal states, in turn, have regulating powers with regard to most parts of the vast field of non-formal adult learning field (including the community adult education centres and various types of NGO-based adult learning provision) the as well as with regard to continuing vocational training inside schools.

General quality requirements for adult training provision, including an appropriate qualification level of the teaching staff, are stipulated in many of the single existing laws and regulations. There is however no specific or shared standard regarding the qualification and competences of adult educators in general.

Qualification pathways

Many universities provide degree programmes in education science, often with a specialization in adult and lifelong learning, especially at the Master's level. Students graduating from these programmes will normally take up a full-time management or leadership position in the field.

For the big group of adult teachers and trainers who often only hold a formal qualification in their subject area when entering the field of adult learning, various inhouse trainings have been designed by the larger providers. E.g. the association of community adult education centres offers various training modules for new freelance teachers to give them a basic introduction to adult learning principles and didactics. These trainings are not standardized on a national level and many different offers of this kind exist.

Formal qualifications exist however for trainers in vocational continuing education: the qualifications "Geprüfter Aus- und Weiterbildungspädagoge" (certified pedagogue in initial and continuing training, EQF level 6) and "Geprüfter Berufspädagoge" (certified pedagoge in vocational training, EQF level 7) which are promoted by the chambers of commerce.

Recently there have been joint efforts of various adult learning provider and stakeholders, under the coordination of the German Institute for Adult Education, to agree on an overaraching shared competence standard for adult learning staff (Lencer/Strauch 2016). The project GRETA[1] has developed such a standard competence profile which may in future serve as a common reference for a variety of providers in the field, possibly leading to a related certificate which is recognized by these providers.

Apart from traditional organised trainings, also the potential of online-based provision for self-guided professional development is currently being explored in some major projects. The online-portal wb-web has been set up as an information and networking tool for adult educators. It includes amongst others materials and resources for self-directed learning. In future this offer is to be further developed in a more structured way. This mean that clear qualification pathways through the online offers will be designed and linked to the GRETA profile. Users will then be able to undertake online-based learning in a targeted way and with a view to earning a certificate.

References

Bundesministerium für Bildung und Forschung (BMBF)/Kultusministerkonferenz (KMK) (ed.) (2008). Leben und Lernen für eine lebenswerte Zukunft – die Kraft der Erwachsenenbildung. Confintea VI-Bericht Deutschland. The Development and State of the Art of Adult Learning and Education (ALE). Bonn, Berlin 2008

Deutsches Institut für Erwachsenenbildung (DIE) (2014). Trends der Weiterbildung. DIE-Trendanalyse 2014. Bielefeld: W. Bertelsmann

Deutsches Institut für Erwachsenenbildung, Bundesinstitut für Berufsbildung, & Universität Duisburg-Essen. (2016). Das Personal in der Weiterbildung. Arbeits- und Beschäftigungsbedingungen, Qualifikationen, Einstellungen zu Arbeit und Beruf. Bielefeld: W. Bertelsmann.

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[1] https://www.die-bonn.de/institut/forschung/professionalitaet/greta.aspx?

Lencer, S. & Strauch, A. (2016). Das GRETA-Kompetenzmodell für Lehrende in der Erwachsenen- und Weiterbildung. URL: https://www.die-bonn.de/doks/2016-erwachsenenbildung-02.pdf

Nuissl, E. & Pehl, K. (2004). Portrait Continuing Education. Germany. Bielefeld: W. Bertelsmann Verlag

Wirftschafts- und Sozialforschung (WSF) (2005). Erhebung zur beruflichen und sozialen Lage von Lehrenden in Weiterbildungseinrichtungen. Schlussbericht. Kerpen: BMBF.

The following tables provide more information on selected documents and projects that are of particular relevance to DEMAL.

A) Curricula and standards regarding adult learning professions

GRETA Competence profile

Core data		
Full reference of document (original title plus English translation)	Lencer, S. & Strauch, A. (2016). Das GRETA-Kompetenzmodell für Lehrende in der Erwachsenen- und Weiterbildung (The GRETA Competence Model for Teacher in Adult and Continuing Education)	
URL:	https://www.die-bonn.de/doks/2016-erwachsenenbildung-02.pdf	
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	Competence standard	
Document character (e.g. mandatory piece of legislation; informal document)	non-formal	
geographical scope of document (local, national, transnational)	national	
sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	x
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	
Background and Content information		
Short description of background and content:	The lack of a shared, scientifically founded competence profile for adult learning staff in Germany has been deplored for many years. The GRETA project was initiated by the German Institute for Adult Education together with various stakeholders from the field of adult learning. With the support of the Federal Ministry of Education and Research, GRETA developed a competence profile in collaboration with these stakeholders as the first profile shared over various parts of the (non formal) adult learning field.	
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	The development of the profile has just been completed. The GRETA project as such is well known in the adult learning community.	

DEMAL Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	A
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	The GRETA Profile includes items that are relevant to the two key competences Design and Evaluation and Monitoring of adult learning, considered in DEMAL. In particular the part termed „profession-specific practical skills and knowledge" is relevant for DEMAL, but also items from the other parts "Professional Selfregulation" and "Specific knowledge" bear relation to the DEMAL competences	

(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)

The GRETA Profile comprises four comprehensive so called "Competence Aspects" which are in turn structures into various facets and areas:

Competence Aspect „Professional Selfregulation":
motivational orientations, awareness, experience and reflection regarding:

- self-efficacy beliefs
- enthusiasm
- awareness of own role
- involvement and distance
- reflection of own actions as a teacher
- dealing with feedback/criticism
- own professional continuing development

Competence Aspect „Professional values and beliefs"
regarding:

- pedagogical values
- concept of human being
- professional identification

Competence Aspect „profession-specific practical skills and knowledge"
knowledge and skills relating to:

- subject-specific didactics (varies individually)
- learning/teaching methods, (new) media
- learning aims and learning content
- framework conditions and learning environments (including media-based environments)
- outcome orientation
- learner orientation
- leading/moderation of learning groups
- dealing with diversity
- providing (learning) guidance and support
- cooperation with clients
- networking and collaboration with colleagues

Competence Aspect „specific knowledge"
knowledge relating to the field of adult education and to one's own subject of expertise:

- target groups
- aims and principles relating to the field
- curricular and institutional framework conditions
- teaching subject-specific content (varies individually)

Qualification "Geprüfter Berufspädagoge"

Core data	
Full reference of document (original title plus English translation)	„Geprüfter Berufspädagoge" (Certified trainer in vocational education)
URL:	https://berufenet.arbeitsagentur.de/berufenet/faces/index?path=null/kurzbeschreibung/weiterbildungsdauerabschluss&dkz=77128 http://www.gesetze-im-internet.de/bp_dfortbv/index.html
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	Formal qualification
Document character (e.g. mandatory piece of legislation; informal document)	formal
geographical scope of document (local, national, transnational)	national

sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	x
	please indicate, which sector(s) are concerned by document: vocational training	

Background and Content information	
Short description of background and content:	This is a formal continuing education qualification which is promoted by the chambers of commerce
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	

DEMAL Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	B
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	see below C) Training provision	
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)		

Qualification „Geprüfter Aus- und Weiterbildungspädagoge"

Core data		
Full reference of document (original title plus English translation)	„Geprüfter Aus- und Weiterbildungspädagoge" (Certified trainer in Initial and Continuing education)	
URL:	https://berufenet.arbeitsagentur.de/berufenet/faces/index?path=null/kurzbeschreibung/weiterbildungsinhalte&dkz=77111	
	http://www.gesetze-im-internet.de/awp_dfortbv/index.html	
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	Competence standard	
Document character (e.g. mandatory piece of legislation; informal document)	formal qualification	
geographical scope of document (local, national, transnational)	national	
sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	x
	please indicate, which sector(s) are concerned by document:	
	vocational training	

Background and Content information	
Short description of background and content:	This is a formal continuing education qualification which is promoted by the chambers of commerce
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	

DEMAL Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	B
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	see below C) Training provision	
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)		

Qualification „Basisqualifizierung Alphabetisierung / Grundbildung"

Core data	
Full reference of document (original title plus English translation)	Basisqualifizierung Alphabetisierung/Grundbildung (basic teacher training literacy/basic skills)
URL:	http://www.alphabund.de/_produktdatenbank/Beratung%20und%20Vermittlung/22a_Fortbildungskonzept_Basisqualifizierung.pdf http://grundbildung.de/fortbildung/konzepte/basisqualifizierung/
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	Training curriculum
Document character (e.g. mandatory piece of legislation; informal document)	non-formal
geographical scope of document (local, national, transnational)	national

sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned		
	cross sectoral (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	x
	please indicate, which sector(s) are concerned by document:	
	adult basic education and adult literacy	

Background and Content information	
Short description of background and content:	The concept for the qualification of trainers in the field of adult basic education and adult literacy was jointly developed by the adult education community center of Munich and the University of Munich in the years 2007-10. The training includes 160 units which can be taken over a duration of approx.. six months. The training follows a blended concept combining self-study with printed materials and additional face-to-face provision.
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	It is well known and used especially in the context of the community adult education centres.

DEMAL Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	B
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered?…	One of the six modules (IV: Accompaniment of the learning process / individual support) is directly relevant for DEMAL. The training focusses specifically on the subject area of adult basic education and literacy so that not all content may be directly relevant for DEMAL	
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)		

B) Other documents (policy paper, reports, research paper, …) regarding key competences for adult learning staff

Research Report "wbpersonalmonitor"

Core data		
Full reference of document (original title plus English translation)	wb-personalmonitor	
	Deutsches Institut für Erwachsenenbildung, Bundesinstitut für Berufsbildung, & Universität Duisburg-Essen. (2016). Das Personal in der Weiterbildung. Arbeits- und Beschäftigungsbedingungen, Qualifikationen, Einstellungen zu Arbeit und Beruf (Staff in Continuing Education. Their work and employment situation, qualifications, and attitudes towards work and the profession.). Bielefeld: W. Bertelsmann.	
URL	https://www.die-bonn.de/doks/2017-weiterbildner-01.pdf	
Document type (policy paper, research report, …)	Research Report	
geographical scope of document (local, national, transnational)	national	
sectoral scope. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	x
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Background and Context	
Short description of the background and content	The report presents the findings from a major representative survey of staff in the adult learning field in Germany. It provides deeper insights into their employment situation, qualification levels and needs as well as attitudes towards their work.

Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	B
(*for A documents only*): **Relevance for DEMAL explained in more detail**		
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)		

C) Training provision

Training programme "Geprüfter Berufspädagoge"

Core data	
Title of training (original title plus English translation)	„Geprüfter Berufspädagoge" (Certified trainer in vocational education)
Who provides this training?	Accredited training providers (the examination have however also be taken without attending a previous training course)
Volume (study hours) of the training:	825 Stunden (5-6 months full time study, 1-2 years part time)
Level of training (in terms of EQF):	7
Language of training:	German

Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	
	national scope (i.e. addresses participants from all over the country)	
	local scope (i.e. addresses participants from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	x
	please indicate, what sub-group is addressed by the training:	
	vocational trainers	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	- Learning processes and learning accompaniment - Planning processes - Management processes - Initial Vocational Education - Continuing Education, Coaching and Educational Counselling - Human Resources Development - Competence Development, Analysis of qualifications - special functions, e.g. teaching, development, planning, counselling, assessment, certification
DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	The training content relevant to DEMAL includes in particular: - learning processes and learning accompaniment (Lernbegleitung), e.g. learning theory, developmental theory, didactical planning, methodical planning and design; - planning processes, analysis of educational needs; recruitment of participants

Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	The training leads to a formal continuing education certificate. The certificate is also recognized by the job agency as a qualification and is eligible for funding under labour market training programmes.
Other information: add any other information which you consider relevant	
Contact and further resources	
Contact / Information links:	https://berufenet.arbeitsagentur.de/berufenet/faces/index?path=null/kurzbeschreibung&dkz=77128
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

Training programme „Geprüfter Aus- und Weiterbildungspädagoge"

Core data		
Title of training (original title plus English translation)	„Geprüfter Aus- und Weiterbildungspädagoge" (Certified trainer in Initial and Continuing education)	
Who provides this training?	Accredited training providers (the examination have however also be taken without attending a previous training course)	
Volume (study hours) of the training:	720 hours (3-5 months full time study, 7-18 months part time)	
Level of training (in terms of EQF):	6	
Language of training:	German	
Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	
	national scope (i.e. addresses participants from all over the country)	
	local scope (i.e. addresses participants from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals) please indicate, what sub-group is addressed by the training:	x
	vocational trainers	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	**Learning process and learning accompaniment** • designing learning processes • tailor learning accompaniment to specific target groups • selection of teaching and learning resources • provide guidance in various learning and development processes and phases **Planning in vocational training** • planning and organising processes of vocational training • recruit and select trainees • recognise and assess learning achievement, design test and examinations • support training specialists in initial and continuing training • define quality standards for vocational training processes and monitor their implementation **Actin as a vocational pedagogue** • develop and plan continuing training activities • planning and usage of methods • use moderation and presentation techniques in a targeted way
DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	The training focusses specifically vocational training. However, in a wider perspective, various aspects in the curriculum, especially the area "Learning process and learning accompaniment" are relevant for DEMAL
Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	The training leads to a formal continuing education certificate. The certificate is also recognized by the job agency as a qualification and is eligible for funding under labour market training programmes.
Other information: add any other information which you consider relevant	
Contact and further resources	
Contact / Information links:	https://berufenet.arbeitsagentur.de/berufenet/faces/index?path=null/kurzbeschreibung&dkz=77128
Related documents or sources *For any key document please provide a separate table in →section A ("Curricula/Standards" → or section B ("Other documents")*	

For additional related documents/sources please provide URLs or short indications here:	

Short Training courses for adult educators, example

Core data	
Title of training (original title plus English translation)	Kursplanung und –vorbereitung (Course planning and preparation)
Who provides this training?	VHS-Verband Baden-Württemberg (Association of the adult education community centres (VHS) of Baden-Wuerttemberg); (similar short-term courses are also being offered by other regional VHS associations in Germany. This course shall therefore be taken as an example of many similar courses available in this field
Volume (study hours) of the training:	8 hours (1 day)
Level of training (in terms of EQF):	n.A.
Language of training:	German

Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	
	national scope (i.e. addresses participants from all over the country)	
	local scope (i.e. addresses participants from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	x
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	x
	please indicate, what sub-group is addressed by the training:	
	people teaching in the community adult education centres (in-service training)	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	Course topics: - self-concept as a course facilitator - definition of learning aims and learning content - instructional methods - activation of participants - sequencing of the teaching - planning single lessons

DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	The topics are directly relevant to DEMAL. However, detailed information on the (short) course (as well as on other similar courses) is not publicly available.

Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	-
Other information: add any other information which you consider relevant	

Contact and further resources	
Contact / Information links:	
Related documents or sources *For any key document please provide a separate table in →section A ("Curricula/Standards") → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

Portal for informal self-directed learning: wb-web

Core data		
Title of training (original title plus English translation)	wb-web	
Who provides this training?	German Institute for Adult Education – Leibniz Centre for Lifelong Learning	
Volume (study hours) of the training:	n.A.	
Level of training (in terms of EQF):	n.A.	
Language of training:	German	
Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	
	national scope (i.e. addresses participants from all over the country)	x
	local scope (i.e. addresses participants from specific part(s) of the country	
	cross sectoral (i.e. addresses professionals from beyond the education sector)	

Sectoral scope in terms of target group addressed by the training:	**education sector** as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	x
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	
	please indicate, what sub-group is addressed by the training:	
	vocational trainers	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	wb-web is an online portal, launched in 2015, which supports the self-directed (informal) continuing professional development of adult educators. It includes a broad range of short self-study materials (so called "knowledge building block") where adult educators can get quick overviews on a topic that is relevant to their professional activity (e.g. planning of courses)
DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	wb-weg includes self-study materials relating to the two competences addressed by DEMAL which can be used for the development of the profiles

Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	wb-web is well-accepted in the community and attracts a large number of users
Other information: add any other information which you consider relevant	

Contact and further resources	
Contact / Information links:	www.wb-web.de
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

Project GRETA

Core data		
Project title (original title plus English translation)	Grundlagen zur Entwicklung eines trägerübergreifenden Anerkennungsverfahrens für die Kompetenzen Lehrender in der Erwachsenen-/Weiterbildung (Basics for the Development of a Cross-Provider Recognition Procedure for the Competences of Teachers in Adult and Continuing Education)	
Running time of project:	2015-17	
geographical scope of project (local, national, transnational)	national	
sectoral scope of proejct. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	x
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Project description		
Please describe shortly - background / history, as far as relevant for DEMAL - aims and contents of project - project actors (lead actor, partners, funders) - project outcomes	Instructors, lecturers, trainers - in other words educators - contribute greatly to the quality and success of continuing education programmes. At present, universal standards for the ability to teach in the field of adult education do not exist. In addition, professional teaching activities receive little recognition. The research and development project GRETA aims at creating a basis for cross-institutional recognition processes for the competences of adult and continuing educators, which is a big step towards professionalization in this educational field.	
	To develop a widely accepted acknowledgement system, the project closely cooperates with eight Federal and umbrella associations from all essential fields of adult and continuing education. The cross-provider approach is new to this field and intended to support the project's success significantly. The research and development project elaborates tools and procedures for the acknowledgement of educators' competences on an academic basis and in cooperation with educators, continuing education providers and project partners. It pursues a multi-methodological approach consisting of material and literature analyses, group discussions, expert and subject interviews. The findings are evaluated and presented to practitioners	
	The project is aimed at the professionalization and recognition of adult and continuing educators' competences. It is based on a competence model, which includes all competences required for teaching activities. The GRETA competence model is divided into competence aspects, competence fields as well as competence facets. It depicts all competences necessary for conducting good adult educational programmes.	

DEMAL Relevance		
Priority Rating (A or B)	A (key relevance) or B (supporting character):	A

(*for A projects only*): **Relevance for DEMAL explained in more detail** - Why is this project of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	The project focusses the whole field of adult learning, similar to DEMAL. The competence profile includes facets that are directly relevant for the two competences targeted by DEMAL and which should be considered during the development of the DEMAL profiles. GRETA is also developing a portfolio instrument to support the validation of competences. This too, may be of interest for the envisaged DEMAL validation framework.
Homepage / URL of project	https://www.die-bonn.de/institut/forschung/professionali-taet/greta.aspx?lang=en&
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	Lencer, S. & Strauch, A. (2016). Das GRETA-Kompetenzmodell für Lehrende in der Erwachsenen- und Weiterbildung. URL: https://www.die-bonn.de/doks/2016-erwachsenenbildung-02.pdf see also section A)

Projects VaLe and LeKo

Core data	
Project title (original title plus English translation)	Projects VaLE – Variationen von Lernumgebungen and LeKo – Lernerfolg und Lernerfolgskontrolle (Variation of learning environments and Learning success and monitoring of learning success)
Running time of project:	2003/09 – 2007/02 2006/01 – 2007/12
geographical scope of project (local, national, transnational)	national

sectoral scope of proejct. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	x
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*) please indicate, which sector(s) are concerned by document:	

Project description

Please describe shortly - background / history, as far as relevant for DEMAL - aims and contents of project - project actors (lead actor, partners, funders) - project outcomes	The VaLe Project was promoted with federal funds by the association "Catholic Adult Education of Germany" in cooperation with a research team from the Bundeswehr University Munich. The project has first addressed in a systematic and research based way the issue of designing individualised learning environments for different types of learners with their different needs. In particular it researched the way in which the learning success depends on the way the learning environment has been designed. The subsequent LeKO project addressed the topic of evaluation and assessment. LeKo developed procedures specifically for the self-assessment of learners to help them to assess their own learning achievement in a realistic way. The assessment would then be used for the planning of suitable learning interventions and/or for purposes of counselling the learners.
DEMAL Relevance		
Priority Rating (A or B)	A (key relevance) or B (supporting character):	A
(*for A projects only*): **Relevance for DEMAL explained in more detail** - Why is this project of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	The two projects deal specifically with the key competence of Design and – partly – with Evaluation and Monitoring of the Learning Process as it they are understood in DEMAL. Moreover the projects are focusing specifically on the adult education field. Their findings can therefore be useful for the development of the DEMAL profiles.	
Homepage / URL of project	http://www.kbe-bonn.de/vale.html http://www.kbe-bonn.de/leko_lernerfolg.html https://sofis.gesis.org/sofiswiki/Lernerfolg_und_Lernerfolgskontrolle_(LeKo)	
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	Hohmann, R. (2007). Variation von Lernumgebungen im Kontext erwachsenenpädagogischer Praxis. Bielefeld: W. Bertelsmann Kaiser, A. et al. (2007), Kursplanung, Lerndiagnose und Lernerberatung. Handreichung für die Bildungspraxis. Bielefeld. W. Bertelsmann	

Natassa Kazantzidou, IDEC

Analytical summary: The state of professionalisation of adult learning staff

In Greece, the profession of adult trainer is regulated, with the Ministerial Decision 20082/23.10.2012 "System for Validation of Pedagogical Competences of Adult Trainers in non-formal learning", as it was revised with the article 67 of Law 4386/2016 and the Ministerial Decision 10472/6.9.2013.

The national validation system for the teaching qualification of Adult Trainers of non formal education was designed by the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.), it was submitted to public consultation, and it was finalized with the participation of the General Secretariat for Lifelong Learning and was enacted by the Ministerial Decision

The MD defines:

a) the terms for recognition, the requirements and the procedure for certification of educational adequacy
b) matters relating to the registration in the Registry and any matter relating to the management, maintenance and updating of the Registry
c) the requirements of educational programs for trainers of non-formal education,
d) the requirements and the conditions that have to be met by the institutes of formal and non-formal education in order to implement such programs. Educational programs for trainers are certified by E.O.P.P.E.P.

The certification system serves the following objectives:

- upgrading the system of non-formal adult education in the context of Lifelong Learning
- quality assurance of the non-formal adult education
- upgrading skills of trainers involved in the implementation of programs of non-formal adult education through the implementation of flexible learning paths and certification
- implementation of the principles and guidelines of the European and particularly the national policy on adult education.

The Board of E.O.P.P.E.P. with the decision at its 47th meeting held on January 15, 2013, has approved the specialization of the procedural details of the validation methodology.
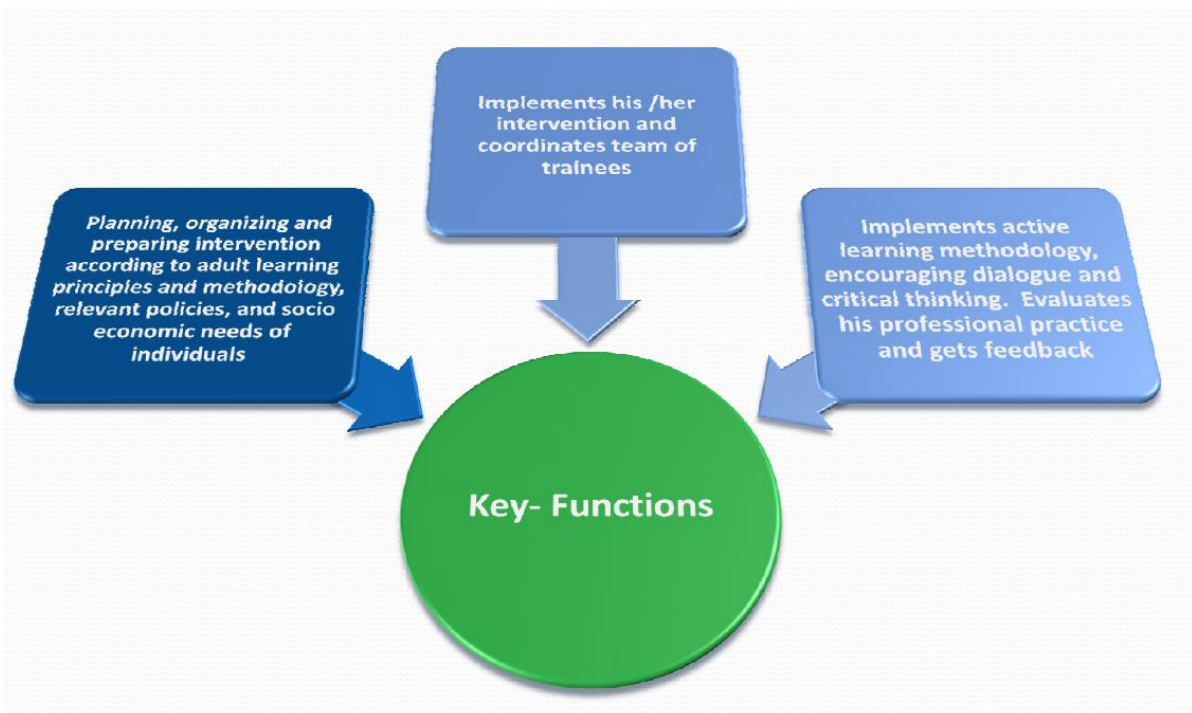
Accredited occupational profile of Adult Trainer

The Trainer of Lifelong Vocational Education and Adult Education (Lifelong-E.E.E.K.E.) Is defined as one who has knowledge of a professional field-workplace and anything associated with this subject, with emphasis on critical understanding of theories, principles and procedures. The Adult Trainer implements instructional techniques and teaching methods, supports the active participation of learners in the learning process making it easier for adults in education and in training to learn how to learn, how to adapt creatively to change.

With his/her professional activity the Adult Trainer seeks to develop a range of creative solutions to complex problems in social life and at the workplace, creating opportunities for redesigning the social and professional activity of both adult learners and the organizations in which they operate professionally. The Adult Trainer through complex technical or professional activities and / or programs assumes responsibility for decisions composing different approaches while managing the lifelong-vocational education and training of individuals or groups as content and process.

Undoubtedly in Greece, in recent years, the profession of Adult Trainer develops a dynamics, given the European and national policies for lifelong learning and the funding from national and European resources. To some extent, the development of this dynamics is a function of the financing. It is also noted that the demand for the profession is extremely high, for example in training in computer science and in learning the Greek language and culture to foreigners and repatriates.

Today, the adult trainers register includes 11433 certified professionals.

Knowledge	Skills	Competences – Holistic Approach
- Basic theories of adult learning: critical pedagogy, andragogy transformative learning - Main national and EU policies - Administrative framework for VET and LLL - Methods and techniques of Adult Learning - Team and individual education needs - Team dynamics and communication - Main principles of mentoring and facilitation - Main principles of EQF - EU Key competences - Characteristics of vulnerable social groups - Self assessment methodologies and tools - Bibliography and ways to approach sources	- Distinguish between various theoretical approaches - Utilize experience - networking with social services - manages equality and diversity issues. - Analysis of socio- political aspects of training - Education needs mapping - Plan teaching units/modules - Choose methods and tools - Implements principles of team building and addressing - Manages education contract - Facilitating and mentoring delivery - Plans and implements practical training - Takes into account special needs of trainees - Utilizes adult training methodology - Develops education material - Use of tools of self assessment - Networks with training community - Conduct reports	- Integrated approach, comprising of theoretical aspects, socio- economic implications and characteristics of beneficiaries - Managing a team of trainees, related to the educational targets - Combine experience- active training techniques, critical thought, active participation and democratic dialogue - Combine adult training principles, training material, educative tools and applications

Requirements for the validation of adult trainers

Formal requirements

a) Higher Education degree or

b) Lower formal qualification and 3 years working or teaching experience, relevant to their speciality

Options for validation

	Validation process	**Candidates**
Path1	Direct certification, following submission of e-application, due to specific criteria/qualifications	• Educational staff in higher education, in the field of lifelong learning
Path 2	Certification, following submission of e-application and participation in assessment process	• Educational staff in higher education • Graduates and post graduates in the field of lifelong learning • Adult trainers registered in the introductory registree • Adult trainers with teaching experience of minimum 150 hours to adults
Path 3	Certification, following submission of e-application, attendance of (modules of) training of trainers programme and participation in assessment process.	• All other candidates

Core data	
Full reference of document (original title plus English translation)	Επαγγελματικό Περίγραμμα Εκπαιδευτή Ενηλίκων Occupational profile for adult trainer
URL:	
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	Occupational profile
Document character (e.g. mandatory piece of legislation; informal document)	Official occupational profile for the validation of adult trainers
geographical scope of document (local, national, transnational)	National

sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	X
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Background and Content information	
Short description of background and content:	This is the official national occupational profile for adult trainer, which is the basis for the qualification and validation of adult trainers.
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	Widely known and required in adult learning and post-secondary vocational training

DEMAL Relevance		
Priority Rating (A or B)	**A**	
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	This is the official national standard for adult trainers. In DEMAL, we should take into account the occupational profile and specific the expected learning outcomes for the adult trainer.	
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)		
Short description in English attached.		

C) Training provision

Core data	
Title of training (original title plus English translation)	Training of Adult trainers
Who provides this training?	University of Athens and KEK APOPSI
Volume (study hours) of the training:	160 hours blended learning
Level of training (in terms of EQF):	n/a
Language of training:	Greek

Geographical scope in terms of the target group addressed by the training:		
Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	
	national scope (i.e. addresses participants from all over the country)	x
	local scope (i.e. addresses participants from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	x
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	
	please indicate, what sub-group is addressed by the training:	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	The training covers the requirements for the Occupational profile for adult trainers. It is structured in modules and each module includes theory and assignments. The theoretical part is online and there is a practical part with microteaching that is in class.
DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	Design of adult education programmes (10 hours) • The concept of pedagogical design • Principles, basic components and steps of design of a learning programme • Design models • Development and contents of a programme for adult learning • Scope and objectives of an adult learning programme / module • Selection of modules and development of a curriculum of an adult learning programme. • Selection of teaching methods (in class, distance, synchronous and asyngronous e-learning, mobile learning etc) • Selection and/or development of learning modules Evaluation of adult learning programme (8 hours) • Concept and Scope of the Evaluation of an adult learning program • Methods and Evaluation types (Formative, summative, internal, external, participatory, non-participatory, Self Assessment of Trainer)

	• Evaluation axes (Program Content, Organization and Infrastructure, Trainer, Training Materials, Training treaties Trainees) • Indicators / criteria for Program Evaluation • Assessment tools (questionnaires, interview questions etc ..) • Assessment of Learning Outcomes (written, oral examination, assignments, presentations, feasibility evaluation by learners themselves) • Evaluation Techniques (Distribution Questionnaire, Interview, behavioral observation, Delphi method, etc ..) • Analysis of Evaluation Findings • Recipients of Evaluation Results (Educational Organization, Students, Funding Bodies and Award Programs, Public Bodies, Employers, Local and wider society etc.) • Ways of communicating results (written report, presentation, Oral Update)
Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	No information on quality This was a training that was developed and funded by ESF
Other information: add any other information which you consider relevant	
Contact and further resources	
Contact / Information links:	http://www.apopsi.gr/el-gr/%CE%A0%CE%A1%CE%9F%CE%93%CE%A1%CE%91%CE%9C%CE%9C%CE%91-%CE%95%CE%9A%CE%A0%CE%91%CE%99%CE%94%CE%95%CE%A5%CE%A3%CE%97%CE%A3-%CE%95%CE%9A%CE%A0%CE%91%CE%99%CE%94%CE%95%CE%A5%CE%A4%CE%A9%CE%9D-%CE%95%CE%9D%CE%97%CE%9B%CE%99%CE%9A%CE%A9%CE%9D
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

Core data	
Title of training (original title plus English translation)	Training of Adult trainers
Who provides this training?	KDBM2 Anavathmisi
Volume (study hours) of the training:	200 hours blended learning 60 hours in-class training 140 hours self-study, assignments and preparation of microteaching.
Level of training (in terms of EQF):	n/a
Language of training:	Greek

Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	
	national scope (i.e. addresses participants from all over the country)	x
	local scope (i.e. addresses participants from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	x
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals) please indicate, what sub-group is addressed by the training:	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	The training covers the requirements for the Occupational profile for adult trainers. It can lead in a training certificate after exams.
DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	The programme is structured in eight modules. Relevant modules for DE-MAL are: Design of a learning unit and evaluation Design of microteaching

Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	No information on quality or impact
Other information: add any other information which you consider relevant	

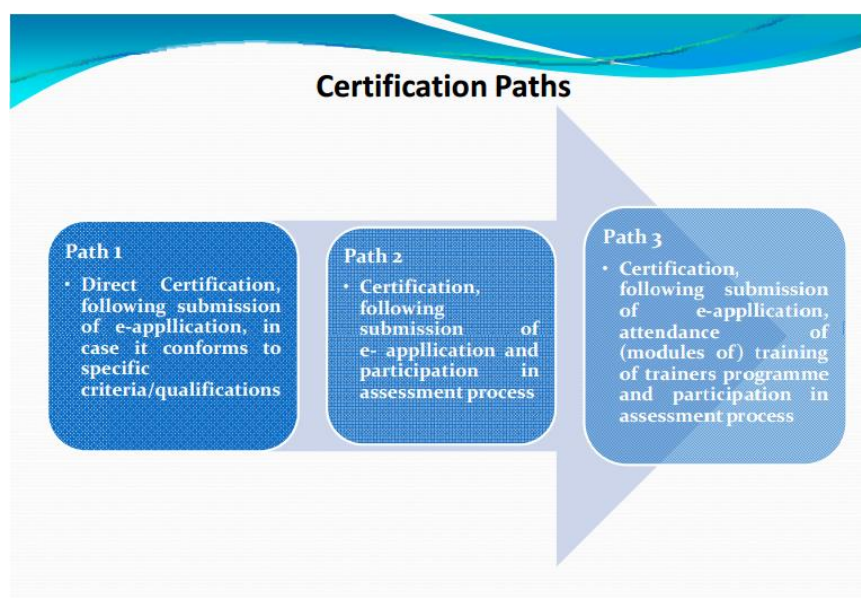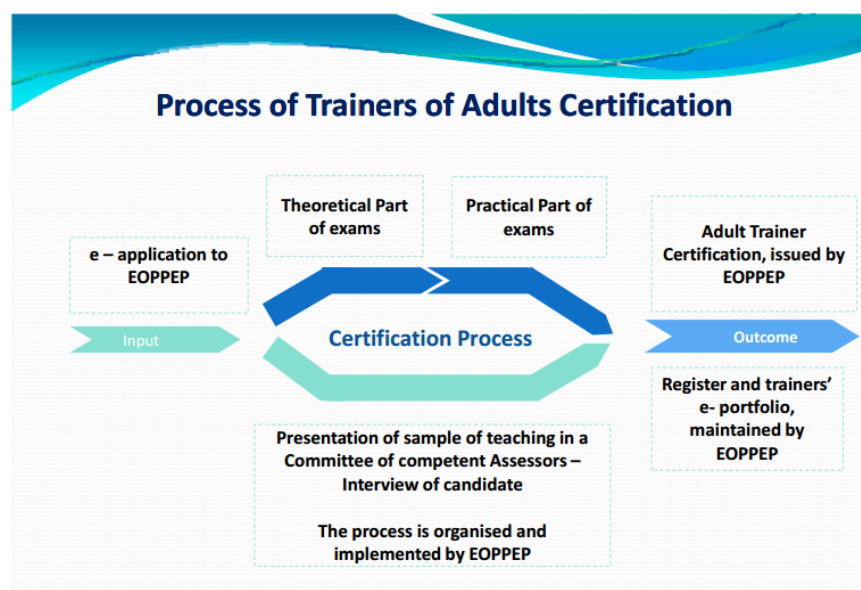| Contact and further resources	
Contact / Information links:	http://anavath-misi.net.gr/%CE%B5%CE%BA%CF%80%CE%B1%CE%B9%CE%B4%CE%B5%CF%85%CF%83%CE%B7-%CE%B5%CE%BA%CF%80%CE%B1%CE%B9%CE%B4%CE%B5%CF%85%CF%84%CF%89%CE%BD/
Related documents or sources *For any key document please provide a separate table in ➞ section A ("Curricula/Standards" ➞ or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

D) Validation Provision

Core data	
Name / Title of validation provision (original title plus English translation)	Ministerial Decision 20082/23.10.2012 "System for Validation of Pedagogical Competences of Adult Trainers in non-formal learning",
Description:	
Background: Short description of background/history of the validation provision	The national validation system for the teaching qualification of Adult Trainers of non-formal education was designed by the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.), it was submitted to public consultation, and it was finalized with the participation of the General Secretariat for Lifelong Learning and was enacted by the Ministerial Decision.
Who offers the validation?	EOPPEP - National Organisation for the Certification of Qualifications and Vocational Guidance
Target group: Who can benefit from the validation provision?	Adult trainers. Different types of professionals can apply for the validation procedure. Depending on their formal qualifications, working experience and experience in adult training, they follow different validation itineraries.
Content - General information: What is covered by the validation? (in terms of content and level of the competences)	Validation has been designed to assess competences described in the Occupational Profile of Adult Trainer.
Content - DEMAL Relevance: Please describe in more detail how "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the validation provision.	Unit 1 Planning, organising and preparing intervention according to adult learning principles and methodology, relevant policies, and socioeconomic needs of individuals. Unit 3 Application of learning methods and techniques. Self-evaluation of trainer (some learning outcomes) Full description is attached.

Procedure: How does the validation take place? What steps are needed? What evidence is required? What assessment procedures are foreseen? Please describe.	The Ministerial Decree defines the Certification System, in terms of five steps for the validation of NFIL: identification, documentation, assessment, validation, certification 1. Eligibility criteria for the certification of Adult Trainers competence 2. e- application of candidates with documentation 3. Certification exams (theoretical & practical part) 4. Certification of Adult Trainers 5. Compiling of the qualifications of the Certified Adult Trainers in an e-platform (e – portfolio)
Legal value of the validation (e.g. leading to a state-recognized qualification; non-formal character)	Leads to a state-recognised qualification

Geographical scope in terms of the target group addressed by the validation?	**International** scope (i.e. addresses professionals participants from various countries)	
	national scope (i.e. addresses professionals from all over the country)	x

	local scope (i.e. addresses professionals from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	x
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals) please indicate, what sub-group is addressed by the training	
Impact: Is there any evidence of the validation provision's quality and impact? Is the validation provision widely known and used? By whom?	The validation system is widely known. The register includes 11433 certified adult trainers.	
Contact / Information links:	http://eoppep.gr/images/EKPAIDEYTES/FEK2844.pdf http://www.eqavet.eu/Libraries/2015_Athens_PLA/Ioanna_Dede_EOPPEP_Adult_Trainers_Certification_EQAVET_11_5_2015_1.sflb.ashx	
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:		

E) Projects with relevance for DEMAL

Core data		
Project title (original title plus English translation)	DAVE	
Running time of project:	2013-2015	
geographical scope of project (local, national, transnational)	European level	
sectoral scope of proejct. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	x
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Project description	
Please describe shortly - background / history, as far as relevant for DEMAL - aims and contents of project - project actors (lead actor, partners, funders) - project outcomes	DAVE developed a validation methodology for staff in adult education, based on the ALPINE study.

DEMAL Relevance		
Priority Rating (A or B)	A	
(*for A projects only*): **Relevance for DEMAL explained in more detail** - Why is this project of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	- Blueprint for training AETs evaluators: dave_wp4_manual_v1_30.09.2013.pdf - Manual for validation of competence of AETs: dave_blueprint_for_training_version-2.pdf - Review of competence profiles of AET in partner countries and in Europe dave_wp3_del3_review_competence_profile.pdf - Methods for validating competence of people at work – focus on Adult Education Trainers (AET)dave_wp3_del4_review_existing_methods.pdf	
Homepage / URL of project	http://www.daveproject.eu/	
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:		

Hungary

Progress Consult

Analytical summary: The state of professionalisation of adult learning staff

The adult education sector in Hungary is not established as a unified sector. There is no over-arching legal, financial and structural framework, the sector rather appears as one with seg-mented activities in different aspects of social and economic life.

Learners above the compulsory schooling age can participate in adult learning. Compulsory schooling lasts until the end of the school year which the learner reaches 16 years of age.

1. Main context for adult learning staff

According to terminology established by the legislation, adults may study either in adult education or in adult training:

Adult education is school-system based, formal education provided for adult learners (ISCED I-IV levels). It is offered by schools (primary and general or vocational secondary schools) and thus regulated by the relevant school education Act (Act on Public Education, Act on Vocational Education). It can be provided in the form of full-time, part-time or distance education, with the aim to lead to the same formal certificate or vocational qualification as mainstream school programmes. This is the main form of offering second chance education to adults to formally complete their basic or general secondary education or acquire up to two vocational qualifications free of charge. Education for adults studying in higher education is subject to the Higher Education Act, and principles of funding are laid down in the Higher Education Act, but this type of education is mostly privately funded.

Adult training is education provided for adult learners outside the school system. Due to the Adult Training Act put into force on 1 September, 2013, the sectoral landscape of adult learning significantly changed. From a regulatory and funding point of view, three major categories of adult training can be identified:

1.1 Adult training regulated by the Vocational and Adult Training Act (Act LXXVII of 2013 on Adult Training),

In contrast to the previous Adult Training Act, the new law applies only to four fields of training:

- A - vocational training programmes listed in the National Qualifications Register (regardless of origin of funding);
- B - publicly funded vocational training programmes not listed in the National Qualifications Register;
- C - publicly funded general or other language courses;
- D - publicly funded other training courses (such as catch-up programmes, or IT courses).

Other training programmes not belonging to the above categories do not fall under the scope of the Act.

1.2 Other state-regulated adult training

All training which is regulated by any kind of sectoral legislation, by public authorities or churches, is exempted from the Adult Training Act. Among other training related to regulated professions, mandatory training that employees working in a specific job has to comply with law or regulation. For example, mandatory training related to transport regulation, with the precondition be trained to acquire a driving license. This category also incorporates in-service training offered to public servants, or other public employees like teachers, health professionals, social workers, church employees, to fulfil their legal obligations to maintain their continuous professional development. Training under this category can be funded either privately or by using public resources.

The providers of this type of training must comply only with the specific requirements included in the corresponding sectoral legislation.

1.3 Non-state regulated, privately funded adult training

Training that is not regulated by the state, and not publicly financed, does not qualify as 'adult training activity' by legislation, and consequently can be pursued freely without referring to any regulative requirements. Such training is purely based on market mechanisms. Employers can also organize in-company training for their employees according to their needs. Any training falling under this category delivered in a commercial way has to comply only with general law on consumer rights and protection.

As far as adult learning policies are concerned from the perspective of this report, they in fact cover only a rather limited part of all adult learning going on in the country. Adult learning policy in Hungary refers only to adult education integrated into the formal education system and to adult training regulated under the Adult Training Act. These fields basically incorporate the formal general and formal vocational adult education and training as well as non-formal, publicly funded vocational, language and other general training.

Other state-regulated adult training is subject to other sectoral policies, while non-state regulated adult training is funded by participating adults or their employers, or other private donor agents. In all those cases adult learning policies can not interfere, leaving a larger part of adult education sector open to free market mechanisms.

1.4 The main tasks of adult education and training

- To encourage adults to obtain missing (first) qualifications;
- To introduce publicly funded competence based and vocational training programmes for groups that are disadvantaged in the labour market, especially for low-skilled adults and the Roma, in order to improve their employability;
- To promote general and vocational adult training, co-funded by the ESF.

2. Quality assurance

Adult education taking place at schools and higher education institutions is regulated by the legislation regulating the sector concerned (i.e. school education and higher education), also regarding quality assurance. Adult learning taking place at adult training providers outside the school system, and is mainly regulated by the Adult Training Act and related regulations.

2.1 The Adult Training Act

According to the earlier Adult Training Act (2001), the registration of providers was obligatory, while programme and institution accreditation were compulsory for some types of providers and programmes. The new Act of 2013 contains more demanding quality assurance requirements for some types of training programmes (those included in the National Qualifications Register, other vocational programmes and foreign language programmes), and fulfilling them is a prerequisite for registration and launch. Licensed adult training providers have to set up their own quality assurance systems in line with the legal regulations. The National Office of Vocational Education and Training and Adult Training licences and controls adult training providers.

The Act provides the Hungarian Chamber of Commerce and Industry with an important role, and the Chamber acts as an authority in this sector. It keeps the electronic register of the vocational programme requirements of adult training programmes. Registration, modification of registration and removal from the register is decided by a committee of adult training programme experts, containing three members delegated by the Chamber of Commerce and Industry, one member delegated by the Chamber of Agriculture and one member by the ministry in charge of the profession concerned.

The National Vocational and Adult Training Council is a consultative body to the Minister, which is consulted on the adult training regulations and reforms, and which may make proposals on development. It has 20 members including 7 members delegated by relevant Ministries, 2 members delegated by employer organisations and 1 member delegated by employee organisations as well as members delegated by training providers, school maintainers, chambers, educational experts and NGOs.

The **Adult Training Expert Committee** is the consultative and advisory body of the National Office of Vocational Education and Training and Adult Learning. The Committee examines that the quality assurance systems of adult training providers are compliant with the quality assurance framework defined in the ministerial decree. It also recommends experts for participating in the authorization of individual training providers and experts participating in inspection. It has six members who are appointed and removed by the minister and their appointment is for four years.

2.2 Changes in the institutional framework

The legislative changes impacted two major stakeholders in the adult learning field: The **National Employment Office** and the **National Institute for Vocational and Adult Training.** The two organizations have been given a new name as a result of the merge with a third organization, the **Hungarian Labour Inspectorate**. The new organisation was established in December 2014 and is called the **National Office of Vocational Education and Training and Adult Learning**.

The majority of state-maintained (basic and upper-secondary) **schools** also offering adult education were governed by Klebelsberg Institution Maintenance Centre until June 2015. However, the ones providing vocational training are now maintained by the Ministry for National Economy from July 2015. The Ministry grouped vocational schools to create 2-3 vocational training centres in every county, to cater for the labour market needs of the region concerned. It seems that the recently created Vocational centres will have more and more significant role in the provision of public financed adult education programmes in the coming years.

The changes try to ensure high quality training programmes by setting quality criteria regarding programme documents, as well as by introducing onsite inspections. Quality assurance is important and is highlighted in the recent legislative changes. However, they focus on quality requirements on a documentary level, as well as control and inspection. They do not include tar-

geted measures for supporting individualised learning pathways, promoting innovation and exploitation of digitalisation, promoting monitoring and impact assessment, education and professionalization of adult educators, or ensuring high quality data on learning needs to effectively target and design provision.

3. Teacher training

In Hungary there is no general requirement for teachers / trainers working in the adult education sector. The majority of teachers, however, possess teachers' qualification gained at one of the teacher training institutes. In-service teacher training for teachers working in public education is regulated, but there is no such regulation for adult teachers. In certain areas, such as foreign language teaching, where competition is very strong, language schools will most probably work with qualified foreign language teachers or with native speakers who have obtained a certificate in teaching their mother tongue.

3.1 Models of initial teacher training

First of all the introduction of the Bologna-system has been started in teacher training (the teaching system of nursery school and kindergarten teachers as well as those in elementary school until year 4), the training of teachers has remained a one-cycle system while the teacher training system aimed at higher years has become, in the frameworks of colleges and universities, a two-cycle one (Bachelor, Master).

The contents and requirements of teacher training are more and more determined by the requirements of public education. These requirements have put, as a consequence of the so-called 'PISA-shock', the new, skill-based, inclusive teaching practice very forcefully in the limelight, favouring life-long learning, initiating a new pedagogical culture developing key competencies, instead of the earlier pedagogical practice concentrating mainly on merely transferring knowledge and information to the pupils/students.

Response of higher education to the development of teacher training, to the preparation to a modern teacher role: Establishment and development of a research and service network supporting teacher training and teacher further training both at regional and national levels;

Establishment of a network of practising institutions, in cooperation with public and higher educational institutions.

The initial training of teachers is characterised, on the basis of common European guidelines, by multidisciplinarity because it contains knowledge of the specialised subject, knowledge of pedagogical subjects, competencies necessary for supporting teaching and it takes into consideration the social and cultural dimensions of teaching as well.

Based on the above the main expectations from teacher training are as follows:

- The teaching profession should meet the requirements of life-long learning;
- Professional mobility should become an integral part of teacher training;
- Teacher training institutions should closely cooperate with the different actors in public education, with maintainers, municipalities, etc.

3.2 Teachers' competence development

Competence development of adult learning professionals usually takes place in-house, i.e. organized by the adult learning institution the teacher works, or in the framework of training projects. Competence development is a voluntary activity and usually require the teachers to cover their own expenses completely. In the framework of large nationwide projects with adult learning focus financed from Structural Funds there are short train the trainer courses incorporated into the program.

A) Curricula and standards regarding adult learning professions

Core data	
Full reference of document (original title plus English translation)	EN: Vocational and Adult Training Act (Act LXXVII of 2013 on Adult Training) HU: **2013. évi LXXVII. törvény a felnőttképzésről**
URL:	http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1300077.TV&time-shift=20170101
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	Legistation
Document character (e.g. mandatory piece of legislation; informal document)	Mandatory piece of legislation
geographical scope of document (local, national, transnational)	National

sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector and vocational education as a whole	✓
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Background and Content information	
Short description of background and content:	The Act contains quality assurance requirements for adult learning. This law applies to four fields of training: A - vocational training programmes listed in the National Qualifications Register (regardless of origin of funding); B - publicly funded vocational training programmes not listed in the National Qualifications Register; C - publicly funded general or other language courses; D - publicly funded other training courses (such as catch-up programmes, or IT courses).
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	Yes, it is known by the adult learning, adult education sector

DEMAL Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	**B**

B) Other documents (policy paper, reports, research paper, …) regarding key competences for adult learning staff

Core data	
Full reference of document (original title plus English translation)	**A láthatatlan szakma (The invisible profession), Dr. Éve Farkas, 2013**
URL	http://mek.oszk.hu/15300/15399/15399.pdf
Document type (policy paper, research report, …)	Research
geographical scope of document (local, national, transnational)	national

sectoral scope. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	✓
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.)*	
	please indicate, which sector(s) are concerned by document:	

Background and Context	
Short description of the background and content	This research study presents the past 25 years of the Hungarian Adult Education. It describes trends and discusses problems adult education faces in Hungary.

Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	**B**
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …		
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)		

Core data	
Full reference of document (original title plus English translation)	**GUIDELINES ON DEFINING LEARNING OUTCOMES FOR THE VET AND THE ADULT LEARNING SECTOR by Éva FARKAS, 2016** **Original title: SEGÉDLET A TANULÁSI EREDMÉNYEK ÍRÁSÁHOZ A SZAKKÉPZÉSI ÉS FELNŐTTKÉPZÉSI SZEKTOR SZÁMÁRA**
URL:	https://www.oktatas.hu/pub_bin/dload/LLL/ekkr/Tanulasieredme-nyek_VET.pdf
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	These guidelines contain recommendations
Document character (e.g. mandatory piece of legislation; informal document)	INFORMAL DOCUMENT
geographical scope of document (local, national, transnational)	National

sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	✓
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.)*	
	please indicate, which sector(s) are concerned by document:	

Background and Content information	
Short description of background and content:	This guideline is meant to provide support for policy makers, experts, training developers and practicing teachers and trainers in defining learning outcomes in vocational and adult education. The aim is to provide professional support which enables the wording of learning outcomes more precisely and their more effective utilisation in the development and implementation of training programs, mobility activities, other professional programs and in the planning and implementation of a more structured and consistent teaching-learning process.
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	No information available

DEMAL Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	**A**
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered?	- It is a practical guide which can be used both in the design and monitoring and evaluation process as a reference - It takes into account EQF (and the Hungarian Qualification Framework which compatible with EQF) - To be able to design the learning process and monitor and evaluate it is necessary to have clearly defined learning outcomes. This document provides guidance for this.	

Core data	
Title of training (original title plus English translation)	Bachelor programs in Androgogy
Who provides this training?	**List of universities offering bachelor programs in Androgogy in Hungary. See links below:** • Zsigmond Király Egyetem (Zsigmond Király University) • Kodolányi János Főiskola (Kodolányi János University of Applied Sciences) • Budapesti Gazdasági Egyetem (Budapest Business School) • Szent István Egyetem • ELTE University Faculty of Psychology and Pedagogy There are some other provider, these universities above are just the most widely known providers of Androgogy studies.
Volume (study hours) of the training:	6 semesters + 180 hours practice
Level of training (in terms of EQF):	EQF 5-6
Language of training:	Hungarian

Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	
	national scope (i.e. addresses participants from all over the country)	✓
	local scope (i.e. addresses participants from specific part(s) of the country)	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	✓
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	
	please indicate, what sub-group is addressed by the training:	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	The students acquire academic knowledge and practical skills development in the field of systematic andragogy as well as applied andragogy disciplines (professional, social and cultural andragogy) at relevant levels of their studies.
DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	Knowledge acquired: - the regularities of personality development with especial regard to adulthood - the didactic principles of adult teaching and learning - the elementary methods of surveying the demand for trainings and for the operation of institutions and organisations as well as those of evaluating and analysing their operation - the elementary methods of curriculum development, learning organisation, personality development, counselling, group organi-

	sation as well as those of efficient organisation guidance, communication and conflict management; the forms of efficient communication in a foreign language and using the means of informatics.
Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	Androgogy is available at universities in Hungary, graduates receive a bachelor diploma. This learning opportunity is known by secondary school graduates, it is part of the offer of higher education institutions.
Other information: add any other information which you consider relevant	
Contact and further resources	
Contact / Information links:	Links to the above listed higher education institutions providing androgogy training: http://www.uni-zsigmond.hu/kepzesek/olvas/andragogia-alapszak http://www.kodolanyi.hu/en http://www.uni-bge.hu/courses/Andragogia_alap_nappali http://gk.szie.hu/docs/content/andragogia-alapszak http://andragogia.elte.hu/
Related documents or sources *For any key document please provide a separate table in ➔ section A ("Curricula/Standards" ➔ or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

D) Validation Provision

No available information

E) Projects with relevance for DEMAL

Core data		
Project title (original title plus English translation)	**TÁMOP 2.2.1-12/1 A szakképzés és a felnőttképzés minőségének és tartalmának fejlesztése** (Quality and Content Development of Vocational Education and Adult Learning)	
Running time of project:	2012 - 2015	
geographical scope of project (local, national, transnational)	Hungary	
sectoral scope of proejct. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole + vocational education	✓
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	
	Vocational education and adult learning	

Project description	
Please describe shortly - background / history, as far as relevant for DEMAL - aims and contents of project - project actors (lead actor, partners, funders) - project outcomes	The project was realized in the framework of the Social Renewal Operational Program 2007-2013 funded by EU Structural Funds. The aim of the project was the establishment of vocational and adult education which meets the needs of low-skilled persons, persons with disabilities or changed working abilities. The project covered five professional development areas: - expansion of assessment and evaluation - harmonisation of professional adult training programs with official qualifications - development of curricula frameworks - development of professional process evaluation system - development of the Hungarian Qualification Framework.

DEMAL Relevance		
Priority Rating (A or B)	**B (supporting character):**	✓
(*for A projects only*): **Relevance for DEMAL explained in more detail** - Why is this project of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered?		
Homepage / URL of project	http://www.kepzesbenajovo.hu/?id=a_projektrol	

Romania

Analytical summary: The state of professionalisation of adult learning staff

1. To what degree is the field of adult learning regulated?

Adult learning landscape in Romania is rather fragmented and there is no specific coherent professionalization system for adult educators. Adult education comprises CVET area, but also the liberal side of adult education (cultivating a hobby or free-time activities). CVET area is however more regulated. Romania has a specific legislative framework regarding the continuing vocational training (CVT), based on a Government Ordinance no 129/2000 of adult vocational training, modified through the Law no 375/2002, which stipulates:

a) the criteria and procedure of quality assurance of CVT programmes;

b) the competences based training, assessment and certification;

c) the assessment and recognition of the competences acquired within;

d) nonformal and informal learning contexts;

Initiatives aiming at ensuring coherence in adult education practitioner's certification and career development, in the form of national systems of professionalization, have been the topic of extensive controversies in recent years in Romania. The National Education Law no. 1/2011 (Article 357) speaks for the first time ever in Romania of the need to create a system designed to provide induction training as well as continuous professional development of adult education practitioners. This need is based on the fact that, for the moment, the Romanian system of qualification of adult educators is incomplete and heavily distorted by incoherent certification and regulatory mechanisms that fail to address the wide diversity of issues associated with this field and to take account of the professional status and expertise of adult educators and of their specific tasks and roles.

2. WHAT PROFESSIONAL ROLES EXIST?

The training staff in Romania is very diverse and has a high degree of heterogeneity in terms of educational background and qualification. There is no national system of professionalisation for adult training practitioners; professional experience is the most common value in selecting the training staff. The adult training staff does not benefit from financial support for their development; further training offers are very limited and varies in quality.

The adult educator in Romania is often perceived by the public at large as a trainer, a teacher or a lecturer. There are however a number of new roles whose definition is neither consistently established nor regulated, such as coach, mentor, skill assessor, program evaluator or training provider's performance assessor, online facilitator, learning space designer, to name but a few.

3 What are the main work contexts for adult learning staff? (institutional contexts and thematic fields)

a) **Public institutions:**
- **Regional and local training centres managed by The National Agency for Employment** is the one of the most important providers of vocational training for adult population, especially for unemployed people. The majority of the courses are provided by the local employment agencies through their own training centres or in co-operation with private training centres, with the costs of the courses covered from the unemployment fund.
- **School and universities providing adult training programs.**

b) **Private training providers:**
- In-company training centres
- Private training providers
- Free-lancing activities at the request of a company or public institutions

c) **Adult education centres** (cultivating a hobby or free-time activities)

d) **Short term employment in various projects**

4. What is the socio-economic status of adult learning staff?

Salary levels vary significantly from one provider to another, but also depend very much on the type of projects that educators are involved in at a particular time. Usually, the staff involved in adult education has poor working professional status, most of them working as part-timers in addition to their main job, given that adult education is hardly providing them the income they need for a decent living. Most adult trainers deliver courses in their field of expertise and their workload is highly dependent on market demand for education and training services.

Taking into account the diversity of roles and variations in the status of adult learning practitioners in Romania, professional networks are rather discreet and do not play an important role in the public debates regarding the status of trainers in Romania. Strong networks could be found within some specific associations, but their voice is still not strong enough to change policies in the field of adult education. Lack of appropriate resources for more cooperation is also a factor. Because of the high mobility of trainers, it is difficult to talk about a real community of adult learning practitioners in Romania. They are more likely to be acting in competition with one another than working on cooperation and sharing practices.

Training positions in the private sector are much more attractive in terms of both status and salary, compared to the public sector. According to the data collected through interviews, in some cases where adult training programmes are based on international projects, the training activity seems to be attractive because it is based on different types of cooperation with other similar organisations from abroad. All the trainers interviewed see this cooperation and involvement in international projects as an important opportunity for personal development and recognition in the field. Taking into account that most of the training is based on a project concept in multinational teams, all the preparation activities but also the interactions between trainers in various teams represent the most important learning experience. Their most significant learning experiences were training programmes organised abroad. They had the opportunity to get to know different training practices in different cultural contexts, organised by prestigious training providers in Europe.

5. What training pathways are available?

In general, there are 4 types of training pathways available in Romania:

- **Taking a short term course for *train the trainer***. Although there is an occupational standard for trainers and accredited programs should pass an assessment procedure, the providers have a large variety of training models. The period of training for trainers also varied from three days to eight weeks per year and the training content they followed was very variable. Assessment, certification and recognition also varied significantly, according to the organisation that provided the "train to train" programme.
- **Master degree in *train the trainers* area**. University of Bucharest is offering a 2 years comprehensive master degree for those who wants to become trainers.
- **Transferring the already teaching status to adult learning practitioner profile**. Usually, adult learning practitioner can considered any expert in a specific field "who can perform naturally as a trainer", whatever their background in adult pedagogy, training methodology, or experience in training – usually university teachers, recognised experts, researchers, etc. They are supposed to be able to do everything – training course design, performing, assessing, etc.
- **Self-learner pathway** – most common for freelance trainer/private training companies. These usually obtain a certificate from a recognised sectoral body. They have a lot of experience and usually a good portfolio of activities.

However, an important share of adult learning practitioners in Romania has no specific professionalization in adult learning. Usually, they are have a university background and in many cases recognised specialists in different adult training fields. In most cases they have not had specific preparation in adult teaching theory. Our interviews conducted for the current analyses shown that there is a high degree of lack of confidence in the existing training offer in Romania at the moment.

The training programs for adult educators are extremely diverse. Some of them are only partially compliant with the occupational standard, the difference in number of hours being given by the number of competencies they cover - many skip or combine skills. That is why there are problems not only in selecting trainers and training suppliers, but also in terms of people qualification and their reliability.

There is a polarization of the education market between the offers accredited at national level and the offers with sectoral or company-wide recognition and between domestic and international training providers. Accreditation does not necessarily warrant the recognition of program quality. There are two extremes of the training market: on the one hand, there are courses regulated by the National Qualifications Authority (NCA), which imposes very severe restrictions, though that is not necessarily a warrant for service quality, and, on the other hand, there is the free market of the training services provided by companies, multinationals, NGOs and educational projects.

A) Curricula and standards regarding adult learning professions

Core data	
Full reference of document (original title plus English translation)	Study Plan for Train the Trainer master degree, University of Bucharest, Faculty of Educational Sciences
URL:	http://fpse.unibuc.ro/images/planinvatamant/2015-2016/master-stiintele-educatiei/plan_master_formarea_formatorilor_2015_2016.pdf
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	curriculum
Document character (e.g. mandatory piece of legislation; informal document)	Mandatory curriculum
geographical scope of document (local, national, transnational)	Local

sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	X
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.)*	
	please indicate, which sector(s) are concerned by document:	

Background and Content information	
Short description of background and content:	The study plan is covering the disciplines and number of credits to be covered by a students in 2 years master degree
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	University staff, students

DEMAL Relevance		
Priority Rating (A or B)	**B** (supporting character):	
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered?	Is relevant in terms of content, but is missing the actual competences description.	

B) Other documents (policy paper, reports, research paper, …) regarding key competences for adult learning staff

Core data	
Full reference of document (original title plus English translation)	Strategia națională pentru învățare pe tot parcursul vieții 2015-2020 National Strategy for Lifelong Learning 2015-2020
URL	https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2016/strategii/Strategie%20LLL%20(1).pdf
Document type (policy paper, research report, …)	Policy paper – national strategy , ex-ante conditionality for accessing the ESF
geographical scope of document (local, national, transnational)	national

sectoral scope. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	X
	education sector as a whole	
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Background and Context	
Short description of the background and content	In order to ensure a sound programming of measures to increase the participation in LLL a national strategic policy framework called 'Strategy for Stimulating the participation to Lifelong Learning in Romania' has been approved by the Romanian Government based on the Government Decision no. 418/2015 in view of the ex-ante conditionalities for the ESF Programme 2014-2020. LLL Strategy is focusing on three major pillars of interventions: • Pillar 1. Access and incentives for participation; • Pillar 2. Quality and relevance; • Pillar 3. Partnership for a better information.

Relevance		
Priority Rating (A or B)	**A** (key relevance):	
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	National strategic document that should provide the framework for increasing the quality of the lifelong learning offer and participation of adults in LLL.	
(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)		

The priorities of the strategy are relevant and consistent and covering the main specific measures to be taken, based on an integrative approach. Under the Pillar 1. Access and incentives for participation, concrete measures to better connect and value learning acquired in different tracks (e.g. Vocational Education and Training and higher education) and settings (formal, non-formal, informal learning) are proposed. The strategy is also focusing on:

- Strengthening the social partnership in LLL, involving all key actors;
- Strengthening the relevance of IVET in general;
- Improving the matching of VET qualifications with labour market demands – especially regarding basic and transversal skills;
- Developing the institutional capacity to assess and certify informal and non-formal skills; and Improving counselling and guidance systems.

Core data	
Full reference of document (original title plus English translation)	STUDIU NAŢIONAL PRIVIND PROFESIONIȘTII DIN EDUCAŢIA ADULŢILOR
	National Study on Adult Educators: research report, coord. Magdalena Balica, Simona Sava. - Bucharest: Editura Universităţii din Bucureşti, 2012
	ISBN 978-606-16-0203-2
URL	https://ec.europa.eu/epale/sites/epale/files/studiu_nat_privind_profesio-nisti_din_educatia_adultilor_0.pdf
Document type (policy paper, research report, …)	Research report
geographical scope of document (local, national, transnational)	national

sectoral scope. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	X
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Background and Context	
Short description of the background and content	The research provides an overview of the current state of adult educator professionalization process in Romania, based on views expressed by adult education practitioners with regard to the functionality and efficiency of the existent professional development mechanisms and lifelong learning opportunities, the way the current system responds to the needs of stakeholders vis-à-vis the various tasks and roles they are called upon to perform and the diversity of the areas in which they activate. The research provides also several solutions on the most suitable career paths within the system and validates various professionalization scenarios.

Relevance		
Priority Rating (A or B)	**A** (key relevance):	
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	The research provides evidences for different needs of adult learning professional's in Romania and proposes several professionalization scenarios.	

(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)

The study was conducted in the course of the year 2011 and included over 500 respondents, who participated in the various stages of the research. The research began in April 2011 with the organization of a number of consultation workshops, in the form of focus groups, involving over 100 practitioners in adult education, representatives of training providers (public and private training centers, NGOs, businesses, companies etc.), representatives of employers and policy-makers in the field of professional development, skill enhancement and training certification.

The conclusions of the group discussions facilitated the outlining of the quantitative research. Thus, a comprehensive survey questionnaire was devised, to collect the opinions of adult educators about the current system of professionalization and its future prospects.

The questionnaire addressed the following dimensions: respondents' experience in adult education, professional development and certification issues, views on the current market supply of training and career advancement services, professional prestige and the sense of belonging to a professional community. The online questionnaire also helped collect views on possible scenarios regarding the system for the professionalization of adult educators in Romania.

The online questionnaire survey was conducted in the period July-August 2011. The questionnaire was sent to a number of 642 respondents, of whom 426 answered.

Survey Population Characteristics

A total of 426 of respondents filled in questionnaire. Their trainer status is acknowledged by two thirds of the respondents. Most of the individuals surveyed are working as trainers while simultaneously being involved to some extent in related adult learning support activities. The surveyed population comprises an almost (in one-third of the cases) equal number of representatives from each of the forms of work time organization (full-timers, part-timers and volunteers).

The level of expertise of the surveyed population is relatively high, with most respondents having over 6 years of field-related experience. The survey population is mainly engaged in public organizations, most of which are part of the national education system. There is a significant group of people who are self-employed adult educators.

Those working in adult education have an extremely high initial education level, often at master degree levels and, in some cases, even at PhD level. Adult education is strongly feminized.

Opinions Regarding the Current Professional Development and Certification System

Respondents appear to value more their professional experience, length of practice and evaluation feedbacks received from stakeholders, rather than their formal education certificates and diplomas. Moreover, certification by public or private training providers of the trainer profession, which is usually obtained through short-term training programs, is preferred to formal certification by undergraduate studies.

Hands-on experience gained by the direct work with learning adults is by far the most valorized and the most frequent form of professional development mentioned by respondents answering the questionnaire. It would be interesting to see or assess the extent to which their answers indicate their perception of their work as one of mutual learning (i.e. one in which a two-way information exchange from teacher to student and vice versa takes place).

Participation in projects and volunteering work are positively valorized much more than attending training courses or specialized higher education programs in the field.

Views Regarding Barriers to Lifelong Learning

The main barriers to professional development are mainly represented by financial constraints, though there are respondents mentioning other obstacles, too, such as lack of confidence in the nowadays system certification and recognition of the importance of training activity to career advancement.

People who work in public institutions tend to mention more often the majority of the barriers specified above, compared to those working in private organizations, except for the "lack of confidence in certain training offers in the market", which is mentioned in roughly equal proportions by both these categories.

Public employees appear to be much more disinterested (or seem not to find their interests reflected in the existing market supply) than those engaged in the private sector. Thus, we see that 50% of the respondents employed in public institutions are mentioning the "lack of offers in my area of interest" as opposed to only 34% of those employed in private organizations. Self-employed educators are considerably dissatisfied with the "lack

of recognition of these activities in career development", with 16% of the respondents invoking this particular obstacle falling under this category.

Professional Prestige and the Sense of Belonging

Learning from experience and from the many different situations encountered during the actual involvement in working with adults is seen as the mark of the quality of the professional trainer involved in adult education. The survey data show that most practitioners involved in adult education associate the professional adult educator status with the graduation of a train-the-trainer course, with the voluntary involvement in adult education activities designed to develop professional skills and consolidate certain personal traits that come to support the volunteering as such, as well as with continuous on-the-job training and development through formal, non-formal and informal learning. It should be noted that adult education professionals valorize more the non-formal and informal learning than the formal type of training of junior practitioners in this field.

More than three quarters of the respondents (76.9%) identify themselves to a considerable extent with the status of adult education practitioner. Only one fifth of the practitioners surveyed identify themselves to a little and very little extent with the adult educator status.

The extent of assertion of the adult educator role is statistically associated with seniority in adult training profession (and, implicitly, with the experience acquired in the field). This identification is probably supported by the better knowledge of the field and by the more satisfactory results achieved by professional practitioners, which are positively influencing their job satisfaction, their self-esteem and their motivation to continue to work in this industry. At the same time, the extent to which an adult educator asserts his or her professional identity relates to the share he or she allocates to adult education activities out of the whole range of his or her professional activities. Thus, those who are involved in adult education only sporadically are identifying themselves to a lesser extent with this status, compared to those who are more fervent practitioners in the field, though we may, even in the former category, find practitioners who professionally define themselves as adult trainers.

However, volunteers, who are the most numerous respondents who, identify themselves to a little and very little extent with the "title" of adult educator, probably because of their not yet formalized professional status. Although voluntary involvement in adult education is highly valued by the practitioners interviewed during the survey, volunteering as such is associated to a lesser extent with the status of an adult educator in his or her own right. This happens perhaps because adult education volunteering is seen rather as a transient form of practice towards the fully-fledged adult educator profession and, as a consequence, volunteering is less valorized in terms of its association with adult education practitioner status.

Adult educators consider themselves to be most highly valued by their direct training recipients and the least valued by society as a whole, probably due, in this latter case, to the scarcity of knowledge the society has about adult education in general.

The share of those who are not motivated to pursue and develop a career in adult education accounts for 15%, with the main obstacles mentioned by the most skeptical respondents being the high costs of training / qualification in adult education profession and the little importance attached to this profession by the society at large.

Options on Professionalization Scenarios

Most of the respondents in the survey recognize the need for a new professional development system in adult education. In the case of those who are not in favor of a new system, major concerns expressed are dealing with the risk of overregulation and the restrictive access to the profession of practitioners without a specialized formal initial education.

Most options advocate the creation of a powerful professional association, designed to take up the role of managing the adult educator professionalization system. The majority of respondents are also opting for a system of common standards of certification, which should nevertheless be flexible enough to allow practitioners to choose freely from many different training programs, so that they may define better the scope and purpose of their skill development.

Most of the practitioners included in the survey would prefer an open and flexible professionalization system, allowing anyone with basic training in the field to gain access to this profession and to acquire further skills later on in the process.

Regarding a possible qualification system for adult educators, most preferences go for a multilevel model, with specific details established for each stage in the career path.

Quality assurance in education and financial support for career development are common concerns of all the respondents, in the prospect of enactment of new regulations to upgrade the current system for professionalization of adult educators.

C) Training provision

Core data	
Title of training (original title plus English translation)	Training of trainers to deliver training programs in accordance with the occupational standard for the TRAINER occupation COR code 242401 (the course is approved by the National Qualifications Authority – ANC).
Who provides this training?	Romanina Bancks Institute
Volume (study hours) of the training:	36 hours: 28 classroom hours (16 hours for theory and 12 hours for practical training) and 8 hours of self-study for preparation of the final exam.
Level of training (in terms of EQF):	
Language of training:	English/Romanian

Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	X
	national scope (i.e. addresses participants from all over the country)	
	local scope (i.e. addresses participants from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	
	please indicate, what sub-group is addressed by the training:	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	At the end of the training programme, the participants will have the skills necessary to: - organize training sessions - deliver training sessions - evaluate the participants preparation (courses, follow-up sessions) - organize training activities (courses, follow-up sessions) - conduct training activities (design, media delivery training sessions, verification tests) - elaborate methods of training sessions according to the objectives of the culture methods and specific training techniques - assess learning outcomes - apply evaluation instruments. CONTENT - the peculiarities of the process of learning in adults - training methods and techniques - target groups - the life cycle of a process of training - Communication and training

	Styles of behavior and relationships between the participants of the training. Transactional analysis. Human relations
	- instructional design techniques
	- techniques and methods of delivery of training
	- assessment techniques and methods
	- follow-up techniques
	- reflections and discussions
	The content, teaching methods and techniques, will be adapted and illustrated on the specifics of trainers working in the financial services industry.
DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	skills:
	- organize training sessions
	- deliver training sessions
	- evaluate the participants preparation (courses, follow-up sessions)
	- organize training activities (courses, follow-up sessions)
	- elaborate methods of training sessions according to the objectives of the culture methods and specific training techniques
	- assess learning outcomes
	- apply evaluation instruments.
	CONTENT
	- the peculiarities of the process of learning in adults
	- assessment techniques and methods
	- follow-up techniques
	- reflections and discussions
Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	Not available data
Other information: add any other information which you consider relevant	
Contact and further resources	
Contact / Information links:	http://www.ibr-rbi.ro/1890/train-the-trainer-for-the-financial-services-industry/?lang=en
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

D) Validation Provision

Core data	
Name / Title of validation provision (original title plus English translation)	Validation of prior competences for Social Pedagogy students
Description:	
Background: Short description of background/history of the validation provision	The ESF Project under the intervention measure 1.2. „Quality in higher education" (May 2014 November 2015), implemented by the University „Alexandru Ioan Cuza" - Iaşi aimed to test 300 of students in order to identify their prior learning in the field of social pedagogy and also to open the full process of validation for 50 students in the same area. In the framework of the project a specific validation methodology was developed
Who offers the validation?	University „Alexandru Ioan Cuza" - Iaşi
Target group: Who can benefit from the validation provision?	students
Content - General information: What is covered by the validation? (in terms of content and level of the competences)	their prior learning in the field of social pedagogy
Content - DEMAL Relevance: Please describe in more detail how "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the validation provision.	
Procedure: How does the validation take place? What steps are needed? What evidence is required? What assessment procedures are foreseen? Please describe.	The methodology is available here: http://mediaec.uaic.ro/Virtual%20Scientific%20Library/content/atacheddocs/2c1cf6fe0c16862dc35813f228669f8a.pdf The methodology is following general national regulation on validation.
Legal value of the validation (e.g. leading to a state-recognized qualification; non-formal character)	

Geographical / Sectoral	Description	
Geographical scope in terms of the target group addressed by the validation?	**International** scope (i.e. addresses professionals participants from various countries)	
	national scope (i.e. addresses professionals from all over the country)	
	local scope (i.e. addresses professionals from specific part(s) of the country	X
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals addresses professionals from beyond the education sector)	
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	

	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	
	please indicate, what sub-group is addressed by the training	
Impact: Is there any evidence of the validation provision's quality and impact? Is the validation provision widely known and used? By whom?	No evidences	
Contact / Information links:		
	Source: http://darps.uaic.ro/	
Related documents or sources *For any key document please provide a separate table in →section A ("Curricula/Standards" →or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	http://mediaec.uaic.ro/Virtual%20Scientific%20Library/content/atacheddocs/2c1cf6fe0c16862dc35813f228669f8a.pdf	

E) Projects with relevance for DEMAL

Core data	
Project title (original title plus English translation)	ProALPs Project No. 521448-LLP-2011-RO-KA1-KA1ECETA1 – National System for Professionalization of Adult Educators A1 – European Cooperation and Innovation in Lifelong Learning
Running time of project:	2011-2012
geographical scope of project (local, national, transnational)	national

sectoral scope of proejct. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	X
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Project description	

Please describe shortly
 	
  - background / history, as far as relevant for DEMAL
  - aims and contents of project
  - project actors (lead actor, partners, funders)
  - project outcomes
	ProAPLPs Project "The System for Professionalization of Adult Educators" - (www.proalps.ro) aims at addressing this very need for debating, exploring and outlining a common vision on the professionalization of adult education practitioners. The project is funded by the European Commission in Romania and benefits from support under a partnership involving the Ministry of Education, Youth and Sports, the Bucharest University, and the association Observatory for Lifelong Learning Development, coordinated by the Romanian Institute for Adult Education in Timişoara.

	The project aims to improve the national system of initial and continuous training of adult education professionals and to correlate it with existing European requirements. More specifically, the project's goal is to launch a public debate on some scenarios dealing with the national system for professionalization of adult educators, based on a survey conducted for identification the field-related demand for initial and lifelong training. The project also provides for a forum for national debates on the usefulness and the design of such a professionalization system In Romania, for the purpose of involving all stakeholders from different sectors of adult education, both public and private.
	The ProALPs Project also seeks to examine a set of possible scenarios on how a professionalization system should actually be structured in Romania, in order to be able to meet the particular needs and backgrounds, to support the professional development of all those working in adult education and to improve their professional status in the labor market.

DEMAL Relevance		
Priority Rating (A or B)	A (key relevance)	
(*for A projects only*): **Relevance for DEMAL explained in more detail** - Why is this project of key importance?	professionalization scenarios, research results on training needs of adult educators, policy background	

- What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	
Homepage / URL of project	www.proalps.ro
Related documents or sources *For any <u>key document</u> please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

Fondo Formacion Euskadi SLL

Analytical summary: The state of professionalization of adult learning staff in Spain

In Spain, Continuing Vocational Education and Training is developed in three ways:

- education of adults within the scope of the Education Administration;
- Vocational Training for the unemployed, within the scope of the Labour Administration;
- continuing training for currently employed workers.

The Education Administration in Spain is regulated by Article 3 of the Organic Law 1/1990, from 3 October, for General Enforcement in the Education System and is developed for the different Autonomous Communities. It offers a series of educational actions to all citizens who are legally of age, with a view to acquiring and updating basic training, and providing access to all educational and professional levels.

The education of adults within the scope of the Education Administration incorporates different training activities: a curricular option that allows all adults to receive training in all levels and programmes of the education system; an extracurricular option of great scope that comprises a heterogeneous series of training programmes; and lastly, a series of specific or extraordinary exams that allow adults to obtain academic and professional degrees, gaining them access to certain training programmes.

Due to the decentralisation, adult education policies are completely managed by each autonomous community independently, which can decide the orientation and the development for their own future.

According to Ley Orgánica de Educación (LOE, 2006)(Organic Education Law), adult education aims to offer people over the age of eighteen (sometimes over sixteen) the opportunity to acquire, bring up-to-date, complete or expand their knowledge and aptitude of their personal and professional development. Likewise, people over the age of 25 are able to enter university courses without school qualifications. They simply have to pass a specific test.

Adult training can be provided in public educational institutions or in private institutions under the inspection of the Educational Ministry. They may be ordinary educational institutions or specific institutions for adult training. In the case of vocational training for adults, training is mostly provided by Collaborating Centres (Centros Colaboradores) by means of agreements with the Labour Administration.

ADULT EDUCATION IN SPAIN

The regulated education system offers:

1. Formal Education:

Adults can access to the formal education system through different ways according to their starting profile: without educational certification they can access to basic Education and get the Graduate of Compulsory Secondary Education Certificate; with the Graduate of Compulsory Secondary Education Certificate they can access to Formal Vocational Education (level II) or to Formal Vocational Education (level Superior) or University after passing an exam.

In addition to the certificates obtained through general training, other certifications are being encouraged, such as the Certificado de Profesionalidad (Royal Decree 1506/2003 of March 28), which aims to identify professional skills, to structure Occupational Vocational Training and to

provide national validity to vocational certifications in order to favour labour market transparency and labour mobility. Other kinds of certificates are issued for nonofficial training courses, in which the speciality of the course and the number of teaching hours appear.

2. Non Formal education:

In addition, within the non-regulated education system, adults are able to access a wide variety of training courses:

- Employees: Short or long-term training courses aimed at improving professional skills, primarily organised by social agencies with public funding.

- Job seekers: Short or long-term training courses aimed at reintegration into employment, primarily organised by social agencies with public funding. Amount connected to certain projects, such as education centres and public universities.

- Special groups: Courses with a variety of objectives (as mentioned before, literacy, languages, physical well-being, leisure, etc.) of different duration. Organised by various agencies with public funding (usually as part of similar specific projects).

ROLES AND SOCIOECONOMIC STATUS

In Adult learning we can find different roles:

- Trainer on formal education

- Trainer on non formal education

- Trainer for vocational non formal learning

- Vocational Trainer

- Trainer for employment

Formal Education

Educational legislation requires that teachers/trainers of adult training aim at obtaining official certificates, have the same work and pay conditions as teachers/trainers in general education, secondary education and primary education teachers/trainers. They must have University degree and the requirements specified by law. If they are staff of Public Educational Centers, they are civil servants after passing an exam and accredit the requirements specified by law. For Private Educational Centers, they have to accredit the requirements specified by law but it is necessary to pass an exam. Staff in Public Educational Centers are better paid than in Private Educational Centers (it also differs from some Autonomous regions to others in Spain)

This is stated in Article 99 of the Education Act 2/ 2006 (LOE): "The teachers for adult education of people aiming at obtaining an academic or professional certificate must have the degree established to teach the corresponding educational level".

Non formal Education

In the different regulations elaborated in Autonomous Communities, this condition is reinforced, requiring that for other kinds of training (NON FORMAL training - not aiming at obtaining official certificates), instructors adequately prove their technical and pedagogical skills for the job through appropriate documentation. The requirements are the same for training supported through the Labour Administration, even though the INEM (Instituto Nacional de Empleo, National Institute of Employment) fosters a Certificate of Professionalism (Certificado de Profesionalidad) for adult instructors. Thus far the Certificate has not been compulsory (as it was in an experimental phase), but it is foreseen that the Certificate will be used to accredit professional skills upon completion of a training period. The Administration is in charge of facilitating the necessary specialised training for the instructors in adult education.

For non formal training, the salary of the adult education staff is different depend on the organization that grants the training: National/Regional Institute of Employment; Vocational Training for

employment Agency; .. and it also depends on the field of training. Adults education staff in these fields have the inconvenient that their job is not permanent and depend on calls, training offers,

TRAINING PATHWAY

For Non Formal learnings, trainers have to prove adequately their technical and pedagogical skills for the job through appropriate documentation. But they can accredit their knowledge and skills for training through the Certificate of professionalism for the qualification. "Docencia de la formación para el empleo" / "Teaching of training for employment" (5 Training modules (340 hours) + Non-work professional practices (40 hours) = 380 hours)

The Certificate for the Qualification "Teaching of Training for employment" describes the Learning Outcomes needed for this profile:

LO1: Program training actions for employment, adapting them to the characteristics and Conditions of the training, the profile of the trainees and the labour needs.

LO2: To select, elaborate, adapt and use materials, means and didactic resources for the development of training contents.

LO3: Provide and tutor training activities using techniques, strategies and didactic resources

LO4: Evaluate the teaching-learning process inside the training activities for employment.

LO5: Provide information and job guidance and promote the quality of the training for employment.

Reference documents:

- EAEA Country Report on Adult Education in Spain: Helsinki, 2011. **www.eaea.org/country/spain.**

- "Improving Teaching and Learning for Adults with Basic Skill Needs" Ministerio de Educación y Ciencia. http://www.oecd.org/spain/40057183.pdf

A) Curricula and standards regarding adult learning professions

Core data	
Full reference of document (original title plus English translation)	Certificate of PROFFESSIONAL QUALIFICATION. "DOCENCIA DE LA FORMACIÓN PARA EL EMPLEO" / "TEACHING OF TRAINING FOR EMPLOYMENT"
URL:	http://www.educacion.gob.es/educa/incual/pdf/BDC/SSC448_3.pdf
Document type (e.g. curriculum, competence/qualification standards, professional profile, …)	"TEACHING OF TRAINING FOR EMPLOYMENT": Design, teach, tutor and evaluate learning activities of the Vocational and Educational Training System for the employment; elaborating and using materials, means and didactic resources; giving advice about the training itinerary and professional options that the labour market offers; and promoting continuously the quality of the training.
	The qualifications are established by Royal Decrees approved by the Government. The text of the qualifications can be found in the annexes of the Royal Decrees. These annexes feed the National Catalogue of Professional Qualifications and its corresponding Modular Catalogue of Vocational Education and Training.
	Professional qualification is defined as a set of professional competences significant in employment which can be acquired through vocational education and training (VET) modules or any other kind of learning structure as well as through work experience(Organic Act 5/2002 on Qualifications and Vocational Education and Training).
	It is understood that a person is qualified when he/she achieves the expected outcome during his/her professional performance, with reasonable resources and quality levels.
	Jobs related with this qualification:
	- Trainer on formal education-
	- Trainer on non formal education
	- Trainer for vocational non formal learning
	- Trainer for employment
Document character (e.g. mandatory piece of legislation; informal document)	The qualification was defined by the National Qualification Institute and it is regulated by Law in 2011 (http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-14250).
	It includes the mandatory criteria that a participant has to fulfil to get the certification.
geographical scope of document (local, national, transnational)	National scope

sectoral scope (please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	X
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Background and Content information	
Short description of background and content:	The Qualification "Teaching of Training for employment" describes the Learning Outcomes needed for this profile:
	LO1: Program training actions for employment, adapting them to the characteristics and Conditions of the training, the profile of the trainees and the labour needs.
	LO2: To select, elaborate, adapt and use materials, means and didactic resources for the development of training contents.
	LO3: Provide and tutor training activities using techniques, strategies and didactic resources
	LO4: Evaluate the teaching-learning process inside the training activities for employment.
	LO5: Provide information and job guidance and promote the quality of the training for employment.
	The Learning Outcomes are divided into **Professional Performances**. They establish the expected behaviour of one person, that's to say, the expected consequences or results of the activities performed by that person. They help to know whether one person in competent at a competence unit.
	The **Performance Criteria** express the acceptable level of one professional performance to meet the productive organizations targets, and they are a reference guide for the assessment of professional competences.
	The **Professional Context** is a guiding description of means of production, products and results of work, used or generated information, and any other analogue element considered to be necessary to set a professional performance.
Impact information: Is the curriculum/standard widely known and used? By whom? Please explain.	The qualification is known and used at National Level.
	It was defined by the National Qualification Institute and it is regulated by Law.
	All the training organizations that offer this training have to fulfil the requirement. The participant people after approving the exams will get an official certificate signed by the Employment services.
DEMAL Relevance		
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Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	A
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	Elements to be considered: - Learning outcomes that describes the Professional Qualification "Teaching of Training for employment" -Professionals performance and Performance criteria	

(*as needed*): **Add English translations or summaries of key content (below** or on a separate sheet)

The Qualification "Teaching of Training for employment" describes the Professional Performances of the two Learning Outcomes relevant for DEMAL project:

LO1: Program training actions for employment, adapting them to the characteristics and Conditions of the training, the profile of the trainees and the labour needs.

- Analyze the regulations related to Vocational Training for employment that determines the type of training to be developed, identifying the characteristics and preconditions to consider when preparing the programming.

- Coordinate with the rest of the team, the technical and professional training for the development of the training action.

- Elaborate didactic programs that reflect their elements (objectives, contents, learning activities, methodology, resources, timing, evaluation) to develop the training action.

- Elaborate schedules for the training sessions, sequencing the contents and activities.

LO4: Evaluate the teaching-learning process inside the training activities for employment.

- Carry out an initial diagnosis of the training of the students, elaborating and applying evaluation instruments in order to adapt the contents to the training level of the same ones.

- Verify during the development and at the end of the training action the level of acquisition of professional competences by developing and applying evaluation tools to provide guidance on the acquisition of simple and complex learning in order to help each student to achieve their aim..

- Perform a final evaluation of the training action, which allows obtaining information to modify those aspects of programming that require it.

B) Other documents (policy paper, reports, research paper, …) regarding key competences for adult learning staff

Core data	
Full reference of document (original title plus English translation)	**THE PROFESSIONAL PROFILE OF TRAINERS WORKING IN CONTINUOUS TRAINING IN SPAIN**
URL	http://www.uv.es/RELIEVE/v17n1/RELIEVEv17n1_2.htm
Document type (policy paper, research report, …)	Research report
geographical scope of document (local, national, transnational)	National Scope

sectoral scope. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.)*	X
	please indicate, which sector(s) are concerned by document:	
	Trainers working in continuous training.	

Background and Context	
Short description of the background and content	The aim of this study is to analyze and describe the professional profile of trainers working in continuous training in Spain. For this purpose they developed a structured questionnaire aimed to a sample of 606 instructors nationwide. The questionnaire provided information on aspects such as the socio-occupational status of instructors, their degree of professionalism, and the importance of professional skills. The information gathered was analyzed by multivariate methods to determine the dominant professional profiles.

Relevance		
Priority Rating (A or B)	**A** (key relevance) or **B** (supporting character):	B
(*for A documents only*): **Relevance for DEMAL explained in more detail** - Why is this document of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …		

(*as needed*): **Add English translations or summaries of key content** (below or on a separate sheet)

They consider important to adapt teaching-learning strategies to the trainees' characteristics. They also value the skills and abilities of self-improvement and adaptation to changes as the most important for the trainers. The trainers participate in the design of the training programs, materials and contents that they develop in the classroom.

Their strength point is their experience as trainers (above the national average) and their work is not affected by the professional relationship they have as trainers (for most of them work as a trainer is the second job with a part-time contract).

C) Training provision

Core data	
Title of training (original title plus English translation)	CERTIFICATE OF PROFESSIONALISM **"DOCENCIA DE LA FORMACIÓN PARA EL EMPLEO"**
Who provides this training?	All the VET providers accredited by the Public Labour Services for teaching the training activity. The teachers, resources and logistics have to be accredited.
Volume (study hours) of the training:	380 hours
	5 Training modules (340 hours) + Non-work professional practices (40 hours)
Level of training (in terms of EQF):	5
Language of training:	Spanish

Geographical scope in terms of the target group addressed by the training:	**International** scope (i.e. addresses participants from various countries)	
	national scope (i.e. addresses participants from all over the country)	X
	local scope (i.e. addresses participants from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals from beyond the education sector)	X
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	
	please indicate, what sub-group is addressed by the training:	

Content	
General information: What is covered by the training? (in terms of content and level of the competences)	The training is divided in 5 Training modules (340 hours) + Non-work professional practices (40 hours). All of them are compulsory to get the certification. Training modules;
	1 - Didactic programming of training actions for employment.
	2 - Selection, elaboration, adaptation and use of materials, means and didactic resources in vocational training for employment
	3 - Providing and tutoring training actions for employment
	4 - Evaluation of the teaching-learning process in vocational training for employment
	5 - Labour guidance and promote quality in vocational training for employment
	It establishes the performance and evaluation criteria linked to each Learning outcomes associated to the Qualification. It also defines the contents of the training materials for each Learning Outcome.
	Module 1 and Module 4 are related with B2: Being capable of designing the learning process and B4: Being an evaluator of the learning process

DEMAL Relevance: Please list in detail what learning outcomes relating to "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the training and to what extent.	Learning Outcome 1: Didactic programming of training actions for employment. - Analyze the regulations related to Vocational Training for employment that determines the type of training to be developed, identifying the characteristics and conditions to consider when preparing the program. - Coordinate with the rest of the team, the technical and professional training for the development of the training action - To elaborate didactic programs with all the elements (objectives, contents, learning activities, methodology, resources, timing, evaluation) to develop the training action. - Elaborate schedules for the training sessions, sequencing the contents and activities. Learning Outcome 4: Evaluation of the teaching-learning process in vocational training for employment - To carry out an initial diagnosis of the training of the students, elaborating and applying evaluation instruments in order to adapt the contents to the training level. - To verify during the development and at the end of the training action the level of acquisition of professional competences by developing and applying evaluation tools to provide guidance on the acquisition of simple and complex learning in order to help each student to achieve his/her objectives. - Perform a final evaluation of the training action, which allows obtaining information to modify those aspects of programming that require it.
Additional information	
Impact: Is there any evidence of the training's quality and impact? Is the training widely known and used? By whom?	The National Public Employment Service promotes the quality of job training offer by monitoring and evaluating the training actions in order to ensure its effectiveness and permanent adaptation to the needs of the labor market. To get this aim, a specific procedure and an electronic information system have been developed for participants to complete the satisfaction questionnaire online (quality questionnaire), which allows measuring the quality of the training given taking into account, among others, the opinion of the participants in the different training actions, as it is established by the regulations of the system Vocational Training for employment. This electronic system allows a more open, efficient, efficient and quality relationship between the National Public Employment Service and the citizens. It introduces the necessary control elements to ensure the correct completion of the questionnaires. Indicators: Level of general satisfaction of the participants that have finished the courses. % of certificates made in accredited Training Centres. % of training actions with the whole itinerary completed over the total of actions to get the certificate of professionalism

	% of Actions to get the certificate of professionalism over the total of training actions
	% of VET Centres that have quality assurance certificates (EFQM, ISO u otros)
	Certificate of professionalism Training is official and very well known among VET centres and public in general.
Other information: add any other information which you consider relevant	
Contact and further resources	
Contact / Information links:	http://www.educacion.gob.es/educa/incual/pdf/BDC/SSC448_3.pdf (in Spanish)
	1 - Didactic programming of training actions for employment. (page 13 and 14)
	2- Evaluation of the teaching-learning process in vocational training for employment (page 21, 22 and 23)
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

D) Validation Provision

Core data	
Name / Title of validation provision (original title plus English translation)	**RECOGNITION, ASSESSMENT AND ACCREDITATION OF PROFESSIONAL COMPETENCES**
Description:	
Background: Short description of background/history of the validation provision	The Minister of Labour and the Minister of Education will develop, with the collaboration of the administrations belonging to the Autonomous Community, a Committee for Information and Guidance, which allows getting information related to the accreditation and assessment procedure, the official announcements and the training offers. Also, the necessary tools to make the self-evaluation and the path training election easier, will be included.
	In Spain, over sixty per cent of working population does not hold a recognized accreditation of their professional qualification. Besides, there is a great amount of non-formal learning whose lack of recognition, especially for population groups like women, immigrants and unemployed, can cause situations of inappropriate mobility in the labour market with the resulting exclusion risk.
	The European Union established in May 2004 the Common European Principles for the identification and validation of non-formal and informal learning, necessary to promote comparison and acceptance of differences among Member States as well as the transfer and acceptance of educational and training results in different environments.
Who offers the validation?	Public Labor Office
Target group: Who can benefit from the validation provision?	People who want o accredit their work experience and have no official certification.
	People who want to participate in the procedure must fulfill the following requirements:
	a. To have the Spanish nationality, to have obtained the registration certificate of the community citizenship or the European Union citizen family card, or to be the holder of a residence authorization, or of residence and work in force in Spain, in the terms established in the immigration law of Spain.
	b. To be 18 years old in the moment of the registration, when it is about the competence units corresponding the qualifications of level I, and to be 20 years old for the levels I and III.
	c. To have work experience and/or training related to the professional competences that it is wanted to accredit.
Content - General information: What is covered by the validation? (in terms of content and level of the competences)	It is a set of procedures to recognize, assess and accredit the professional competences acquired through work experience or any other type of non-formal learning. This assessment and accreditation of professional competences will be developed following principles that guarantee the assessments reliability, objectiveness and technical rigour. The National Catalogue of Professional Qualifications serves as an objective reference in this procedure.
	When the professional competences of an employee are assessed and they are not sufficient to complete the qualifications included in a diploma of vocational education and training or an Occupational Aptitude Certificate, a partial cumulative accreditation is awarded. Thus, if the employee wishes to do so, he/she will be able to complete the training in order to obtain the relevant diploma or certificate.

	The exams related to the recognition of non-formal and informal learning are linked to the education and labour spheres: in order to access training programs, to attain diplomas directly in the academic sphere, to obtain certificates of professional standards in the field of employment or to officially assess and accredit parts of both by units of competence, which are the aggregate minimum professional competences that may be partially recognized and accredited. These units of competence include the various professional qualifications contained in the National Catalogue of Professional Qualifications, which is elaborated and updated by the National Institute of Qualifications, a technical body that supports the General Council of Professional Training. Partial accreditations may be accumulated to obtain vocational training and degrees and certificates of professional standards.
Content - DEMAL Relevance: Please describe in more detail how "Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are covered in the validation provision.	"Design of adult learning processes" and "Evaluation / Monitoring of the adult learning processes" are included within the qualification "Docencia de la formación para el empleo" / "teaching of training for employment. The whole qualification can be recognised, assessed and accredited through the System.
Procedure: How does the validation take place? What steps are needed? What evidence is required? What assessment procedures are foreseen? Please describe.	The procedure to accredit work experience and/or training related to the professional competences is: ▪ In case of work experience. To justify, at least 3 years, with a minimum of 2.000 total worked hours, for the last 10 years passed before carrying out the official announcement. For competence units of level I, a two-year work experience with a minimum of 1.200 total worked hours, is required. ▪ In case of training. Justify, at least 300 hours, for the last 10 years passed before carrying out the official announcement. Competence units of level I, at least 200 hours will be required. In cases in which the learning modules associated to the competence unit that is hoped to be accredited consider a minor duration, the established hours in those learning modules should be accredited. It is needed have a supporting document about the compliance with some of the additional planned requirements. People over 25 years old who satisfy the requirements of work training experience indicated in the text above, and can't justify them through the documents, could apply for his or her provisional registration in the procedure. They will submit the justification through any fact admitted in law, about his or her work experience or non-formal training learnings. To study those cases, the competent administrations will designate the necessary consultants, who will issue a report about the provenance or non provenance of the participation of the applicant in the procedure. If positive report, the definite registration will be proceeded. The procedure proceedings will consist of the following stages: a. Counselling. The person complete the Self assessment questionnaire and complete the dossier of evidences. After a report about the convenience of passing to the next phase is made. b. Assessment of the professional competence. An Evaluation Committee assesses the Dossier of Evidences and prepare a report with the conclusions. c. Accreditation and recording of the professional competence. There are different open calls for the accreditation of different sectors. Not all the sectors are opened at the same time and not every year.

Legal value of the validation (e.g. leading to a state-recognized qualification; non-formal character)	The recognition, assessment and accreditation has legal value at state level. Because of the requirements are defined in the National Catalogue of Professional Qualifications and it is accredited by an official body.	
Geographical scope in terms of the target group addressed by the validation?	**International** scope (i.e. addresses professionals participants from various countries)	
	national scope (i.e. addresses professionals from all over the country)	X
	local scope (i.e. addresses professionals from specific part(s) of the country	
Sectoral scope in terms of target group addressed by the training:	**cross sectoral** (i.e. addresses professionals addresses professionals from beyond the education sector)	X
	education sector as a whole (i.e. addresses any type of education professional)	
	adult learning sector as a whole (i.e. addresses any type of professional working in the broad field of adult learning)	
	sub-sector(s) of adult learning (i.e. addresses a specific sub-group of adult learning professionals)	
	please indicate, what sub-group is addressed by the training	
Impact: Is there any evidence of the validation provision's quality and impact? Is the validation provision widely known and used? By whom?	**Counselling Stage** In this stage 2.248 evaluators and 42.940 participants. 7.888 participants did not receive a positive feedback to continue in the process, but 981 of them (12%) decided to continue in the process. The report of the assesor at this point is not compulsory and participants decide to continue or not in the process. It is a low percentage, a 2,28% of the total amount of participants. **Evaluation Stage** From the analysis of the data received, about the 82% of the participants demostrated the whole proffesional competence and about the 9,5% of the participants demostrated the competence of one or more units of competences not completing the whole qualification. So, the 91% of the participants demostrated at least one unit of competence. http://www.educacion.gob.es/educa/incual/pdf/Datos_Proc_Acre_2013_online.pdf	
Contact / Information links:	https://sede.sepe.gob.es/contenidosSede/generico.do?pagina=formacion_recex/recexDireccionesCCAA.html	
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	OECD Thematic Review on Recognition of Non-formal and Informal Learning. https://www.oecd.org/spain/41680438.pdf http://www.educacion.gob.es/educa/incual/ice_recAcr_ing.html	

E) Projects with relevance for DEMAL

Core data		
Project title (original title plus English translation)	**Q-PLM - Quality Assurance for VET Providers Using Product Lifecycle Management**	
Running time of project:	1st of October 2013 – 30th of September 2015	
geographical scope of project (local, national, transnational)	Transnational	
sectoral scope of proejct. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	X
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*) please indicate, which sector(s) are concerned by document:	
Project description		

Please describe shortly - background / history, as far as relevant for DEMAL - aims and contents of project - project actors (lead actor, partners, funders) - project outcomes	A vast number of factors and variables are influencing services and products on the vocational education and training (VET) market. Product lifecycle management is a conceptual approach which takes a product throughout its entire lifetime into consideration. Each product on the economic market has a certain product lifecycle -so do VET products. Product lifecycle management can be an appropriate tool for the measurement of indicators of a VET product and the management of its lifetime. The main aim of the Q-PLM project is the development of an IT-based tool for the integrated product lifecycle management for VET providers. **Project outputs:** - Analysis of existing PLM (Product Lifecycle Management) software - Research of variables influencing the product lifecycle of a VET offer - *Identification of indicators for variables for product lifecycles in VET* - Handbook for Active Product Lifecycle Management for VET providers - *Software product for Active Product Lifecycle Management for VET providers* **Partners** - bfi Steiermark - INIT Developments - Syntra West - Training Center for Small and Medium Enterprises - Fondo Formación Euskadi - Winnova - Gospodarska zbornica Slovenije - Ştefan cel Mare University of Suceava - Cork Education and Training Board

DEMAL Relevance		
Priority Rating (A or B)	A (key relevance) or B (supporting character):	B
(*for A projects only*): **Relevance for DEMAL explained in more detail** - Why is this project of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	-	
Homepage / URL of project	http://www.q-plm.eu/en/	
Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards") → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:		

Core data	
Project title (original title plus English translation)	**DESIGN THINKING FOR EDUCATORS** ON LINE TOOLKIT http://www.designthinkingforeducators.com/
Running time of project:	Running
geographical scope of project (local, national, transnational)	Transnational

sectoral scope of project. please tick; in case of sub-sectoral scope, indicate which sector(s) are concerned	**cross sectoral** (i.e. reaching beyond the education sector)	
	education sector as a whole	X
	adult learning sector as a whole	
	sub-sector(s) of adult learning (*e.g. formal / non formal; vocational / non vocational; specific fields such as literacy, ICT training …); specific organizational contexts such as companies, NGOs, universities etc.*)	
	please indicate, which sector(s) are concerned by document:	

Project description	
Please describe shortly - background / history, as far as relevant for DEMAL - aims and contents of project - project actors (lead actor, partners, funders) - project outcomes	Design Thinking is the confidence that everyone can be part of creating a more desirable future, and a process to take action when faced with a difficult challenge. That kind of optimism is well needed in education. Classrooms and schools across the world are facing design challenges every single day, from teacher feedback systems to daily schedules. Wherever they fall on the spectrum of scale—the challenges educators are confronted with are real, complex, and varied. And as such, they require new perspectives, new tools, and new approaches. Design Thinking is one of them. The toolkit offers teachers new ways to be intentional and collaborative when you are designing new solutions for your classroom, school, and community. It hones teachers the skills and empowers teachers to create desirable solutions.

DEMAL Relevance	
Priority Rating (A or B)	A (key relevance) or B (supporting character): A
(*for A projects only*): **Relevance for DEMAL explained in more detail** - Why is this project of key importance? - What elements exactly should be considered during the development of the competence profile? - In what way should they be considered? - …	A set of methodologies and tools that teachers and schools can use for the design and development of learning experiences (curriculum), learning environments (spaces), school programs and experiences (processes and tools), and system strategies, goals and policies (systems). They can be used in future steps of the project.
Homepage / URL of project	http://www.designthinkingforeducators.com/

Related documents or sources *For any key document please provide a separate table in → section A ("Curricula/Standards" → or section B ("Other documents")* For additional related documents/sources please provide URLs or short indications here:	

DEMAL

Designing, monitoring and evaluating adult learning classes
Supporting quality in adult learning

Find us on:
www.demalproject.eu/index.html
https://de-de.facebook.com/DEMAL.Erasmusplus/e
http://thalys.gr/

"Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning" (DEMAL)

is an Erasmus+ Strategic Partnership project, running from October 2016 to September 2018.

Project Aims

DEMAL seeks to contribute to the quality of adult learning by promoting two professional key competences of adult educators and trainers:

- Design of the Adult Learning Process, and
- Monitoring and Evaluation of the Adult Learning Process

Both competences can be considered as essential prerequisites for ensuring that the adult learning provision is effective, of high quality and matches the needs of the learners.

Project Objectives

- develop two detailed European reference profiles for these key competences, linked to the EQF;
- develop and pilot two in-service training courses (e-learning plus one-week workshop) including the related learning resources for these key competences
- test the potential of an innovative course planning app to support both self-directed learning and the enhanced professional everyday practice of teachers and trainers of adults in Europe
- develop and pilot a validation framework to enhance the comparability of existing training provision and qualifications, and facilitate the recognition of informally acquired competences, and thus enhance the flexibility of qualification routes for adult learning staff in Europe

Target group

Staff in adult learning organisations with diverse educational and professional backgrounds, engaged with the tasks of designing training programmes and monitoring and evaluating the learning process.