



Stepping Up to Technology in Adult Education towards Awareness,
Assessment and Access

ERASMUS+ PROJECT

Output 1 – Desktop Research on Adult Education Partner Countries

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ADULT EDUCATION IN BELGIUM (FLANDERS)

1. General framework of adult education

While being a small country, education (including Adult Education) in Belgium is organised at the (essentially linguistic) regional level, in Flanders by the Flemish Community. Since regions are autonomous in how they organise their services (including education), it makes no sense to look at ‘Belgian’ education: the federal state has only insignificant effects on education. Full-time compulsory education lasts until the age of 16, part time compulsory school attendance until the age of 18. Most adult education, however, is accessible from the age of 16 years (or 15 provided a learner has participated in a minimum of 2 years of secondary education)

2. Legal documents

Adult Education in Flanders is regulated by a Decrees of the Flemish Community. In this decree, the mission of adult education is defined as “bringing adult learners the knowledge, skills and attitudes essential for personal development, for social functioning, for further participation in education, for the exercise of a profession, for mastering a language and for obtaining official certificates and diploma’s.” But more important to understanding its mission and scope is the 2016 memorandum of the Flemish Government positioning Adult Education as education of chances: lifelong chances to learn, to integrate and to qualify. Here are some key concepts in that memorandum: the ageing of the population and the need to stay active (work) longer, migration and superdiversity of society, participation in society, labour market shortages in certain sectors (eg. health and care), the increasing presence of technology and ICT, the importance of digital literacy and digital competencies, and accessible educational trajectories for people with lower formal qualifications.

3. Institutions in charge

Flanders has no specific requirements for the training of adult educators. In the formal education system, in order to qualify for tenure, adult educators tend to obtain a qualification as teachers at the level of secondary education. Nevertheless some universities and other providers offer courses and programs for adult educators, typically focussing on specific themes and needs or catering to specific target groups (eg. teachers of Dutch as a Second Language)

4. Activities

Formal Adult Education is organized by Centres for Basis Education (CBE – Centra voor Basiseducatie) for adults (for adults with less than 10 years of education) as well by Centres for Adult Education (CVO – Centra voor Volwassenen Onderwijs) at the level of secondary education for adults. Programs for adults at the level of higher education (level 5 of the European Qualification Framework), up to recently being organized by the CVO are being transferred to University Colleges and are no longer considered as specifically for adult learners.



CBE and CVO focus mainly on formal qualifications ('diploma') for adult learners. So do a number of traditionally more VET oriented training organisations (especially Syntra and VDAB -- the Flemish Public Employment and Vocational Training Service) which can also grant formal qualifications to adult learners. Centres at both levels also play an important role in offering Dutch proficiency training to immigrants.

Their core business being the training (and certification) of adult learners, centres typically provide a wide range of supporting services – from intake and assessment to learner guidance and learning

5. Adult educators' competences

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6. ICT tools used

Providers of Adult Education are very autonomous in their policy to hire teachers (and trainers). Principals in AE are increasingly aware of the importance of ICT's as a basic competence of adult educators, especially since blended learning is slowly but steadily gaining importance as a mode of delivery.

In their face-to-face (F2F) training, adult education is also increasingly relying on ICT in the classroom (centres try to offer high quality learning environments designed for adult learners, making ICT (interactive whiteboards, internet connectivity...) as much as possible available in classrooms. F2F training is typically supported by a Learning Management System (MOODLE,). As providers are growing larger, they increasingly invest in Continued Professional Development of their trainers. Focus on the didactic use of ICT is an important aspect of CPD of teachers. Many centres invest in (ICT) staff assisting teachers and trainers in the technological as well as educational aspects of ICT.

More structurally, VOCVO (the Flemish support network for adult education) plays an important role in bringing ICTs to adult education. Financed by the major public educational networks, VOCVO organises training programmes, communities, track support programmes and workshops in ICT, e-learning and more. Furthermore, each of the educational networks (education umbrella organisations) offer more or less extensive training opportunities to their members.



ADULT EDUCATION IN ITALY

1. General framework of adult education

The expression “adult education” means a combination of educational acts addressed to adult people with several aims, among which: lifelong learning; second chance to complete own curriculum studies; basic knowledge useful for the integration into labour market; update knowledge aimed at a professional retraining; other non formal training. Therefore, adult education is based on the fact that all adults need to update and improve their skills and competences. Culture as citizen’s essential right is another foundation of adult education.

The adult education offers is addressed to young adults from age 16 and up to achieve second level certificate, and to adults from age 18 and up seeking for a job or already employed.

Adult education focuses on the concept that culture is a right, also for people who want to increase their knowledge. Enhancing people and the workforce qualification is the main idea of the following policies, in order to have qualified workers and well trained citizens. Despite the recent reorganization of educational system for adult education, there are problems linked to the lack of specific funds and the difficulty to involve adults in learning processes.

2. Legal documents

The most recent development of legislation concerning adult education involves a number of legislative acts and agreements. The two Circolari Ministeriali 7809/1990 and 305/1997 promoted the development of evening classes and regulated their practical administrative organisation. Furthermore, the Ordinanza del Ministero della Pubblica Istruzione 455/1997 improved the right to education and vocational training. An agreement between the government, regions, provinces and Comunità Montane reorganised and empowered lifelong learning adult education (Conferenza Unificata del 2 marzo 2000). The agreement achieved was influenced by the results of the International Conference of Hamburg in 1997, where the member states convened to recognise the growing importance of permanent education. The Conferenza Unificata was followed by the Direttiva Ministeriale 22/2001, whose aim was to enforce the previous agreement. The Circolare Ministeriale 26/2006 promoted the integration of foreign pupils, whereby the Legge 53/2003 (53/2003 Act) specifically encouraged lifelong learning and equal opportunities to develop high cultural levels and personal skills. [2] Moreover, the Decreto Ministeriale 25/10/2007 transformed the existing CTPs into Centri Provinciali per l’Istruzione degli Adulti (CPIA - Provincial Centres for Education of Adults), in order to reorganise their activity and management (which came into force from January 2009). The adoption of these rules was also due to the influence of the European Institutions and policies. The Recommendation of the European Parliament and of the Council on the establishment of a European Credit System for Vocational Education and Training (ECVET) of 2006 played an active role in this field.

In 2012, a new system was introduced which is gradually being phased in (Presidential decree 263/2012).

- Through Fornero law (DPR 263/2012) a new shape of adult education institute has been introduced: a district educational centre (CPIA). The CPIA will be able to reduce adults’ educational lack in Italy, furthermore satisfy new knowledge, competence and skills needs set by “learning society”.



- In 2012, with law n. 92 reform of the labour market growth, the right to lifelong learning has been regulated.

3. Institutions in charge

The institutions in charge of professional preparation are:

MIUR (Ministry of Education, Universities and Research): it is the supervisor of educational system management at central level. MIUR acts through regional education offices (USR), limited to school education at a non-central level. Regional education offices are divided into local areas at provincial level;

INVALSI (National Institute for Assessing the Educational System of Instruction and Training): carries out research and assessment of the overall quality of training offered by educational institutions and professional training courses, even in the context of continuing education;

INDIRE (National Institute of educational documentation, innovation and research): aims to support school autonomy and innovation in educational institutions (www.indire.it);

ISFOL (Institute for development of workers' professional training): it organizes triennial courses of education and professional training, research activities, monitoring on training paths, policies and government of systems, and technical assistance to the Regions. ISFOL carries out and promotes studies, research activities, assessment, information, consultancy and technical assistance for developing professional training, social policies and work (www.isfol.it); Isfol is a research Institute of the Ministry of Labour;

Professional Training Centres which carry out and offer training courses to adults;

Associations who offer information and training to adults;

UNIEDA (Italian Association for the Education of Adults);

Trainers and adult educators working in courses leading to qualifications issued within the school education system are recruited among teachers of the national education system and, therefore, the same CPD requirements apply.

In other situations, according to the type of course, external experts are often engaged to train in courses aimed at the development of basic, social and cultural skills. Information on continuous professional development is not available, due to their varied provenance.

The recent reform of adult education (Decree of the President of the Republic – DPR 263/2012), in course of implementation, foresees that the new system introduces national initiatives of professional development for CPIA staff (provincial centres for adult education). To this end, in February 2015 the Ministry of education has issued Guidelines for the activity plan for innovation in adult education: P.A.I.D.E.I.A. At the moment⁷ Italian regions (Lombardy, Veneto, Friuli-Venezia Giulia, Emilia Romagna, Tuscany, Umbria and Puglia), where CPIAs have already been activated.

4. Activities

The term “adult education” indicates all the activities organized by public system and private system, addressed to education, cultural growth, in-service training for adults.

Referring to Researcher voor Beleid (2010) the activities carried out in adult education centers are:

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- needs-assessment activities (identification of needs, possibilities, potential and capacities of adult learners; identification and assessment of entry levels, prior learning and experience of the adult learners);
- preparation of course activities (identification of learning resources and methods; planning and organising the learning process; setting, negotiating and communicating the objectives of the course and informing adult learners of the structure of the learning process);
- facilitation of learning activities (relating the learning process to the living world and practice of the adult learner; empowering, activating, motivating and encouraging the adult learner; creating a positive learning environment; making content accessible; managing group process and dynamics etc.);
- monitoring and evaluation activities (providing support and feedback to the learners; evaluating the context, the process and the outcomes);
- counselling and guidance activities (offering career information and other information on work environments; obtaining information on careers for adults; offering guidance and counselling);
- financial management activities (managing resources and budgets; preparing applications for funding; determining and elucidating benefits);
- overall management activities (working in accordance with existing procedures; monitoring and evaluating programmes; building relationships with other organisations; lobbying and negotiating etc.);
- marketing and public relations activities (marketing of programmes; assessment of demand for existing provision and for new programmes, establishing relationships with external communities);
- administrative support activities (dealing with administrative issues; informing staff and learners of administrative issues);
- ICT support activities (supporting the design of ICT-based and mixed-mode programmes; delivering ICT-based programmes; conducting and facilitating assessment within on-line environments; etc.);
- overarching activities (working with others; linking to social contexts, networks, stakeholders, and the wider community; coaching new staff, reaching target groups).

5. Adult educators' competences

A regulation on “training of trainers” does not exist in Italy, including standards and a univocal adult educator profile. Several studies trying to list which competences ideal adult educator has to possess have been carried out.

In his study, Franco Bochicchio focuses on adult educator and work-based features, which are:

- Identifying, recognising and understanding needs;
- Relating, know how to carry out own tasks in relation to others;
- Problem solving skills.

De Nicolò identifies adult educator's competences among control and self-control skills, relational skills, professional communication skills.

ICT competences are not compulsory for trainers, therefore trainings on ICT tools depends on the trainers' personal motivation and initiative.



6. ICT tools used

With the National Plan for Digital Schools (PNSD), the Italian education system foresees to introduce digital innovation in schools and provide them the necessary tools, mainly interactive whiteboard, projector, moodle, e-learning platform. The use of ICT tools is not compulsory, and for this reason it is rarely used, so MIUR is trying to defeat the spread resistance to the use of ICT tools providing guide lines and promoting interactivity between trainers and trainees. In this regard, the profile of “**digital animator**” has been established: a teacher who, together with the headmaster and the managing director, will have a strategic role in innovation diffusion in schools, aimed at facilitating the digitalization process, as well as spread policies linked to educational innovation through actions of entourage and support on the PNSD.

It is not the same situation for training and adult education centres, in which the use of ICT depends on the specific centre and the individual educator’s choice. Not all trainers have the same level of ICT skills and knowledge, and that affects their training methodology and the attractiveness of the course.

On the other hand, e-learning courses is spreading more and more.

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ADULT EDUCATION IN LITHUANIA

1. General framework of adult education

Adult education in Lithuania has one of the lowest rankings among EU countries: according to the study carried out in 2014 – only 5% of adults were involved in learning activities (the European average in 2014 – 10,7%). On the other hand, there are quite good opportunities for adult education development in Lithuania as, comparing to other EU countries, there are only 6.6% of adults not having secondary education (EU average – 24,8%). Unfortunately, so far it is hard to include into organized learning activities adults from socially vulnerable groups. Nowadays, the key factors influencing adult education and lifelong learning development in Lithuania are: the established legal basis, defined area of andragogue's activities and network of various adult education institutions.

Since Lithuania became a member of the European Union, the development of adult education has become one of the key priorities of the Lithuanian Educational Policy. The strategic documents are setting out three basic types of adult education and training activities: formal, non-formal and informal (self-education). Formal adult education includes general education, vocational education and training, and higher education. All these activities are carried out in the relevant institutions: gymnasiums for adults, special departments of vocational schools, specialized departments of the universities when learning ends with the granting of a diploma. The focus of non-formal adult education is to provide an individual with conditions for lifelong learning, meet the needs of cognition, upgrade already acquired qualifications and obtain additional ones. Self-education (informal learning) is a natural daily self-directed process of learning which may not necessarily be pre planned; it is less organised and structured and may be driven by personal motives or by professional or family circumstances. Along the formal and informal adult education, there should be mentioned a new possibility of recognition of prior informally gained knowledge and skills. The procedure of informally gained skills formalization is quite popular in some universities that use their own methodologies. During the past several years, the Third Age University has gained popularity. It is a non-governmental organisation, whose activities facilitate greater social integration of elderly people, help them to improve the quality of their life, enhance their working efficiency, broaden their knowledge and raise their cultural level.

2. Legal documents

There were several recent documents accepted in order to activate and regulate the basic adult education conditions in Lithuania:

- *The Law on Non-formal Adult Education and Continuing Education* (2014). It ensures qualitatively important preconditions for development of adult education. The most important



of them: to strengthen coordination of adult education at the level of the state and municipalities, to appoint adult education coordinators in municipalities, to consolidate the profession of andragogy, to introduce new models of adult education financing, to define the monitoring and evaluation of non-formal adult education and continuing education implementation.

- *The Action Plan for the Development of Non-formal Adult Education for 2014-2016.* It includes measures for the development of three main directions in non-formal adult education: 1) to acquire general competences and to formulate positive attitude towards lifelong learning; 2) to expand opportunities for lifelong learning in vocational education institutions and higher education institutions, 3) to create a system of financial and organizational incentives for lifelong learning participants.
- *The Descriptor of Andragogue's Professional Activities (2013)* formalizes the profession of adult educators defining the purpose, objectives, tasks and competences of andragogue's activities. This Descriptor contributes to the development of andragogical competencies in various types of education institutions ensuring quality of services provided to adult learners.

3. Institutions in charge

As a rule, most of adult educators in Lithuania work without any special preparation on working with adults. The first courses to prepare adult educators started after the Lithuanian Adult Education Association (LAEA) was established in 1992. LAEA - an umbrella organization uniting both personal and institutional members. With the help of German, Danish, Swedish adult education organizations, there were a number of courses organized locally as well as internships abroad provided. Up to now, the idea of an “andragogical minimum” provision for adult educators is a very important part of the association activities mostly implemented via Social Funds, Erasmus+, Nordplus projects.

There are some formal study programs for preparing andragogues—professionals in the higher education level: Bachelor and Master study programs in Andragogy in Klaipeda University and Bachelor program in Vytautas Magnus University (Kaunas).

In-service training for adult educators also take place within the mainstream of teachers' in-service training activities of various teachers' training providers.

4. Activities

In Lithuania, there are approximately 150 state or public adult education providers and more than a thousand of private ones offering adult education services.

The Ministry of Education and Science, the Ministry of Social Security and Labour, local municipalities directly perform the functions of forming, implementing and coordinating life-long learning policies. In 2014 there was established the Lithuanian Adult Non-formal Education Board, now functioning as an expert body considering main prospects and strategic directions of lifelong learning and non-formal adult education development.

Non-formal vocational education and training is organised by labour market vocational training institutions and/or other private enterprises, associations that have included such



activities in their regulations, or who have licences issued by the Ministry of Education and Science to provide such training.

Vocational training centres offer training to persons who so far have not acquired any qualifications or have acquired qualifications that are not in demand at present anymore. Practical training focuses on the work activity of the trainees and their skills. Such training may be fully or in part provided at enterprises, organisations, and special vocational training centres.

At the most of the higher education institutions, there are established departments for the continuing studies that are in charge of organizing and implementing various courses and lifelong learning activities. The most popular non-formal courses provided in higher education institutions are: foreign languages, IT courses, preparation courses for further studies, in-service training for various specialities (civil servants, teachers, social workers, coaches, careers, lecturers), summer schools for foreign students and lecturers. In the context of higher education, there should be mentioned the possibility to go through a procedure of recognition of prior informally gained knowledge and skills. During this procedure, adults can be credited a part of studies, thus shortening their way for gaining a diploma.

Enhancing the regional accessibility, there were Regional Adult Education Information Centres established for better information dissemination and inclusion the regions into national/international projects. The Centres also play significant role in organizing the annual Adult Education Weeks in the regions all over Lithuania. The Lithuanian Adult Education Association coordinates all the activities during Adult Education Week that is finalized by the general conference nominating and awarding The Best Adult Educator of The Year.

5. Adult educators' competences

In the documents of the Ministry of Education and Science an andragogue is defined as a person that acquires relevant competences allowing leading an educational process for adults. The mission of adult educator is to develop learning ability, thereby increasing the employability of adults, promoting entrepreneurship, constantly striving for knowledge of their own and society's welfare, and developing cultural competences.

In 2013, there was approved *The Descriptor of Andragogue's Professional Activities* where andragogue's professional competences are attributed to the three activity areas: education, management and research. In the Descriptor, there are also defined the necessary general competences.

Education area competences are defined as ability to evoke, organize adult learning activities, training; management competences - analysis of adult learning assumptions in a particular situation, planning of new learning situations, assessment of teaching / learning outcomes; research competences - as a study of the theory of lifelong learning and analysis of theoretical feasibility and practical work.

The necessary general competence is named as a set of abilities such as: ability to initiate, creativeness, ability to cooperate, communicate, work in team, ability to reflect an experience, learn and develop own capacities, update information and skills, etc. The ability to use ICT is also attributed to the general competence, especially for such capacities as information management, communication via IT tools, networking in national and international level.



6. ICT tools used

ICT tools for teaching-learning process of adults is mostly understood as a possibility to learn in distance or online. It is rather effective when seeking to return drop outs from schools (usually they work abroad) or involve in learning people busy with their career and families matters. It is considered as a more flexible way to provide people with wider learning opportunities seeking for a certain education or qualification. Nowadays, the main tools for distance or online learning organization – virtual learning environment, video conferences or seminars, open educational resources. The obvious tendency is that the most of distance or online learning takes place in higher education institutions. The rest part of adult education system is not that advanced in ICT tools use – partly because of poor basis of teaching tools at institutions, partly – because of poor ICT skills of andragogues and their adult learners. The activities and participation in EPALE is becoming more and more popular for both adult educators and adult education organizations.

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ADULT EDUCATION IN PORTUGAL

1. General framework of adult education

The public adult education and training system in Portugal incorporates an educational agenda (basic and secondary education) and a vocational education and training agenda. Portugal's education and training system beyond a person's school years primarily comprises a publicly funded education and training, including forms of basic and secondary education and training such as recognition of prior learning (for those aged 23 or older), adult education and training courses providing a school education diploma and/or a professional qualification to those achieving education and training paths, modular training (for those aged 18 or older) and formal second-chance education (for those aged 16 or older)¹. These forms of provision are provided by a wide set of providers, most of them State dependant schools (basic and secondary), as well State dependant vocational education and training centres for provision including a vocational component. Apart from these providers, civil society organisations and private-profit making enterprises can also provide the referred provision.

Apart from these but not being a clear part of the existing adult education and training policy, higher education sectors provide specific entrance paths for adults - such as *Programa Maiores* (the Older than 23 programme)² and *reconhecimento de aprendizagens não formais e informais* (the recognition of non-formal and informal learning). Higher education institutions also offer short cycle tertiary education such as professional technical courses³ directed at adults that have achieved secondary education, in general older than 18 years old.

Therefore, public provision can be categorised as follows:

- Adult basic and secondary education (in forms of provision such as recognition of prior learning and adult education and training courses) allowing a school education diploma (ISCED 1, 2 and 3);
- Higher education institutions allow specific entrance paths to adults such as the Older than programme. Additionally, validation of non-formal and informal learning can also be obtained by learners when enrolled in higher education degrees⁴. When enrolled in higher education institutions, adult students follow the same academic paths as other students (ISCED 5 and 6). Professional technical courses⁵, a short cycle tertiary education allowing a

¹ In Portuguese it is called *ensino recorrente*.

² In Portuguese *Maiores de 23* (Decreto-lei n.º 107/2008, 26/06). For more information see <http://www.dges.mctes.pt/DGES/pt/Estudantes/Acesso/ConcursosEspeciais/Legislacao/>, accessed on 29.09.2017.

³ In Portuguese *Curso Técnico Superior Profissional*.

⁴ Decreto-lei n.º 115/2013, 07/08.

⁵ Decreto-Lei n.º 74/2006, 24/03; Decreto-Lei n.º 63/2016, 13/09.



professional technician diploma (level 5 of the national qualification framework), are also available.

- In formal education, most adult learners can be found in upper secondary education both aged 20-24 and older than 25 (58,792 adult learners) and in lower secondary education (16,178 adult learners). These learners are joining adult basic and secondary education forms of provision such as recognition of prior learning and adult education and training courses. The number of adult learners in primary education is lower than the previous ones (8,442 adult learners). In higher education, most learners older than 25 are enrolled in bachelor's (50,159 adult learners); however from these, only a smaller number includes the learners who are included in the Older than 23 programme⁶. In master's 41,139 adult learners and in doctoral studies 18,697 adult learners can be found. The numbers of adult learners in post-secondary non-tertiary education and short-cycle tertiary education are the lowest.
- Vocational education and training/professional qualification according to the national qualification framework (in forms of provision such as recognition of prior learning and adult education and training courses allowing a professional qualification diploma; additionally, people can join modular training, short term vocational education and training courses). Learners need to be older than 18 years old to attend such provision, to be unemployed or employed;
- Apart from these forms of provision, people can join professional and continuing education courses funded by State-funded programmes in the workforce or re-entering the workforce. Literacy courses (adult basic skills courses on literacy, numeracy and ICT)⁷ have also been provided by several institutions such as public institutions. Learners need to be older than 18 years old to attend such courses.
- Community and liberal (non formal) adult education undertaken by adults in a large variety of settings both non-formal and informal that can be funded by State funding programmes, although not directly from public policy. There are no specific rules to attend such provision, as long as adults are older than 18 years old.

2. Legal documents

The general law of the education system from 1986 refers to formal second-chance education (basic and secondary education) that leads to a school certification (of 9th or 12th years of school education). This provision can be found in regular schools and vocational education and training schools and centres. Adult basic and secondary education is provided by State-funded (public or private) schools. Compulsory education (basic and secondary education)⁸ comprises 12 years of school education. In formal second-chance education traditional school subjects are approached, based on modular units in adult secondary education. Specific legislation published since 2000 regulates other forms of provision such as recognition of prior learning, and adult education and training courses that lead to a formal

⁶ According to data from 2015-2016, 6.1% (2,827 adult learners) attend public higher education institutions and 14% (1,675 adult learners) attend private higher education institutions as students of the 1st bachelor's degree year after applying to the Older than 23 programme (data accessed on 9/10/2017 in <http://infocursos.mec.pt>).

⁷ These courses are based on short term duration modules – in Portuguese *Unidades de Formação de Curta Duração* (Portaria n.º 1100/2010, 22/10; Portaria n.º 216-C/2012, 18/07).

⁸ Decreto-lei n.º 85/2009, 27/08.



school certification and/or professional qualification⁹. These forms of provision can be developed by the ‘centres qualify’ (in what refers to the recognition of prior learning) and also by other organisations (concerning adult education and training courses and modular training). Qualify centres are part of larger organisations (public, profit-making or civil society). These centres may integrate quite different organisations: in September 2017, 300 centres were operational, of which most of these operated in public schools and in vocational education and training centres under the institute of employment and vocational education and training. A few centres were in very diverse institutions, including in civil society organisations such as third sector, social solidarity and local development associations. The existing centres can carry out recognition of prior learning leading to school certification. Some of these are allowed to develop recognition of prior learning leading to professional qualification¹⁰.

A specific law rules continuing vocational and education and training, namely for those learners already working¹¹.

Non-formal and informal education are not ruled by specific legislation.

3. Institutions in charge

In Portugal, the term “andragogue” is not used and it is even a term under serious critics, owing to the fact that the term suggests that andragogy carries a more humanistic approach than pedagogy and it is more appropriate to adult education. In fact, several authors have argued that adult pedagogy is no longer a traditional approach, directed at formal education and based on the asymmetry between teacher and student, linear complexity content approach, etc. Pedagogy has to be considered a humanist and critical educational method, appropriate for both formal and non-formal education (Canário, 1999; Cavaco, 2009). For this purpose, the term andragogy does not seem of having a real use. Therefore, in academia the term most used is “adult educator” (Guimarães & Alves, 2017). In the field of adult education practices, staff involved in adult education can be called teacher; trainer; guidance, recognition and validation technician; educational mediator; social educator; education and training manager; etc. The use of one of the referred terms is very much connected to the major professional activities achieved by adult educators in specific work context.

There are no specific institutions in charge for initial or continuing education and training of adult educators in Portugal. For several decades, people could have achieved formal compulsory education and possess specific skills and knowledge (even if developed through informal learning) and work as adult educators.

However, since 2000, owing to adult education and training policy under development, adult educators hired to work in local adult education centres (providing recognition of prior learning, adult education and training courses, short duration courses directed at adult learners, etc.) and in vocational education and training centres (namely these involved in general education and training) do need to possess a higher education degree. This adult

⁹ Recognition of prior learning (in Portuguese *Reconhecimento, Validação e Certificação de Competências*) - Portaria n.º 211/2011, 26/05; Portaria n.º 232/2016, 29/08, and adult education and training courses (in Portuguese *Cursos de Educação e Formação de Adultos*) (Portaria n.º 817/2007, 27/07; Portaria n.º 230/2008, 7/03; Portaria n.º 710/2010, 17/08; Portaria n.º 1100/2010, 22/10; Portaria n.º 283/2011, 24/10; Despacho n.º 334/2012, 11/01).

¹⁰ According to official numbers from <http://www.portaldasqualificacoes.pt/Pesquisa/pesquisarCQEP.jsp>, accessed on 20/09/2017.

¹¹ According to Lei n.º 7/2009, 12/02.



education and training policy allowed the establishment of a specific and ruled labour market for staff involved in adult education (Guimarães & Alves, 2017). Therefore, for a large number of adult educators, a higher degree is a central requirement to become an adult educator, although there is no specific bachelors' degree in adult education.

There are several higher education institutions in Portugal that provide formal education paths attended by people who further may become an adult educator. From these institutions (both universities and polytechnics) and bachelors' degrees existing, these degrees in Education, Sciences Education, Education and Training and Social Education, etc. include in general courses centered in adult education philosophy, education and pedagogic methods, as well as main areas of the field of practice.

Apart from these, some higher education institutions provide Master courses concerning directly adult education, such as the Masters on Adult Education, on Education and Training, on Adult Education and Local Development, Adult Education and Social and Cultural Animation.

Only one higher education institution in Portugal provide a Ph.D. course on Education – specialization on Adult Education (the Institute of Education of the University of Lisbon).

Existing adult educators may attend continuing education programmes of short duration, provided by organisations they are working in, continuing education/vocational education and training centres, private providers, etc. These programmes might approach very different contents and be based on a large variety of educational/pedagogic and evaluation approaches. These programmes are not formally certified, although adult learners may get a certificate of attendance after concluding the programme.

4. Activities

Researcher voor Beleid (2010) presents thirteen clusters of activities, such as

needs-assessment activities (identification of needs, possibilities, potential and capacities of adult learners; identification and assessment of entry levels, prior learning and experience of the adult learners);

- preparation of course activities (identification of learning resources and methods; planning and organising the learning process; setting, negotiating and communicating the objectives of the course and informing adult learners of the structure of the learning process);
- facilitation of learning activities (relating the learning process to the living world and practice of the adult learner; empowering, activating, motivating and encouraging the adult learner; creating a positive learning environment; making content accessible; managing group process and dynamics etc.);
- monitoring and evaluation activities (providing support and feedback to the learners; evaluating the context, the process and the outcomes);
- counselling and guidance activities (offering career information and other information on work environments; obtaining information on careers for adults; offering guidance and counselling);
- programme development activities (curriculum design; development of programmes);
- financial management activities (managing resources and budgets; preparing applications for funding; determining and elucidating benefits);
- human resources management activities (managing staff, staff professional development; recruitment of staff; monitoring and evaluating staff performance);



- overall management activities (working in accordance with existing procedures; monitoring and evaluating programmes; building relationships with other organisations; lobbying and negotiating etc.);
- marketing and public relations activities (marketing of programmes; assessment of demand for existing provision and for new programmes, establishing relationships with external communities);
- administrative support activities (dealing with administrative issues; informing staff and learners of administrative issues);
- ICT support activities (supporting the design of ICT-based and mixed-mode programmes; delivering ICT-based programmes; conducting and facilitating assessment within on-line environments; etc.);
- overarching activities (working with others; linking to social contexts, networks, stakeholders, and the wider community; coaching new staff, reaching target groups).

From these clusters of activities, the ones that are mainly provided by adult educators in Portugal are:

- needs-assessment activities in adult education and training forms of provision, such as staff involved in recognition of prior learning and teachers/trainers in adult vocational education and training;
- preparation of course activities concerning planning and development of adult education and training activities developed by teachers/trainers;
- programme development activities developed by teachers/trainers;
- monitoring and evaluation activities developed by teachers/trainers;
- facilitation of learning activities in specific when it comes to adult educators such as recognition of prior learning staff and educational mediators in adult education and training courses;
- counselling and guidance activities in specific for adults unemployed who will have to attend some existing form of provision or in the case of adult educators supporting recognition of prior learning;
- ICT support activities when it comes to developed by teachers/trainers, adult education planners and managers.

5. Adult educators' competences

According to what has been described previously, in Portugal there are several types of adult educators, that is, adult educators with different profiles, depending on the training context in which they work, with different characteristics in terms of teaching-learning process.

Thus, there is no globally accepted selection or definition of what competencies an adult educator has to possess, or an qualification descriptor for adult educators.

In general, it is considered relevant that adult educators demonstrate competences in the following areas: technical knowledge (related to the training area), pedagogical knowledge (related to teaching-learning process, adjusted to each training context and appropriate to the specific group of adults with whom they work) and technological knowledge (or related to the field of digital literacy). In this last area, it is not so much knowledge that comes from the area of computing, but especially the ability to use digital technologies fluently and in a way adjusted to the purposes and contexts of its use.



In this sense, focusing on digital skills, it is expected that any adult educator can create the necessary conditions and circumstances, in the context of training in which he works, so that the adults with whom he works can develop transversal digital skills, learning and innovation. The training course of trainers that any adult educator needs to get to work in the field of vocational training, which confers him / her a diploma / certificate of trainer, includes only one module related to educational technologies, which seems to be insufficient with regard to training needs existing in Portugal and in other countries in the field of digital literacy.

6. ICT tools used

In Portugal, in most formal contexts of adult education, adult educators predominantly use digital tools for exposure, for teaching (such as digital presentation tools) or training support platforms used especially as a content repository, where are placed the materials and resources used in training.

One of the challenges to be overcome in adult education in Portugal is that most of the ICT training in recent decades has been directed towards learning how to use software, namely document creation, digital presentations, databases, among others (such as Office tools).

We do refer mainly to the development of those digital literacy skills that will allow adults to know how to use digital technologies in a safe way and ensuring their privacy, in order to: i) access information and know how to manage and organize it; ii) communicate with others through different means and tools (one-to-one and one-to-many, synchronously and asynchronously); iii) create digital content and resources, in different formats and for different purposes; iv) deal with daily affairs and v) carry out leisure activities, enjoying free time.

Reference:

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ADULT EDUCATION IN SPAIN

1. General framework of adult education

Lifelong learning and adult education in Spain is developed through three main routes:

Adult education within the Educational Administration framework:

A curricular option that allows all adults to receive training in all official levels and programmes of the education system (formal). For instance, distance mode VET.

A powerful extracurricular option that includes heterogeneous training programmes (non-formal). E.g. popular universities or mentor classrooms which cover topics such as IT, health, education, business administration, languages, etc.

Specific tests or extraordinary assessments that allows adults to obtain academic and professional qualifications so they can access to certain training programs (formal). For example via entrance exams for students over 25 years old.

1.2. Occupational Vocational Training addressed to unemployed within the Labour Administration. It aims the job placement. The training provided is related to the demands of the productive system.

1.3. In-service training addressed to employed workers within the Labour Administration framework, with a tripartite nature: business organizations, main unions and public administration are involved. It aims to enhance professional qualifications/ skills.

Training plans (non-formal).

Complementary actions to employment training actions (non-formal).

Individual training leave (formal training and/ or regulated training).

The condition to access to the adult education system in Spain is to be over 18 years old or, exceptionally being over 16, for those who are working (parental permission is needed).

2. Legal documents

There is not a specific Law on Adult Education. Adult Education in Spain is regulated under:

- Educational Administration: mainly through the general Education Organic Law: LOE (2006) & LOMCE (2013) – the last one modifies its predecessor in some articles.

- Labour Administration: through its active employment policies.

The Ministry of Education, Culture and Sport makes no distinction between collectives regarding entry requirements for the adult training offer, while the Ministry of Employment and Social Security does, according to the annual employment policies plan. Generally, they tend to give priority to those who are at risk of social/ labour exclusion.



3. Institutions in charge

Preparation for adult educators relies upon two different ministries, as referred above. In all cases adult educators need to have:

1. Appropriate specific knowledge in the instruction field, acquired through official qualifications. Institution in charge: Ministry of Education, Culture and Sport.
2. Pedagogical knowledge and skills acquired through the official university curriculums, postgraduate courses and masters (all related to the pedagogical/ educational field). Institution in charge: Ministry of Education, Culture and Sport. Another way to obtain pedagogical skills is through certificates of professional competence, regulated by the Royal Decree 1697/2011, 18th of November. Institution in charge: Ministry of Employment.

Could be taken into consideration some exceptions, cases where the adult educator does not have certified the requirements 1 and /or 2 but has proven experience in the field to be taught. It only works for certain professions or trades and if validated previously.

In resume, institutions in charge of the initial preparation of adult educators are mainly universities, VET bodies and accredited training centers which issue certificates of professionalism to teach adults. Regarding ongoing training for adult educators it is important to point out that it is a common practice that public administrations in charge (employment and education ministries) sign conventions with different public or private institutions for lifelong adult educators training. In this sense we can find involved unions, foundations and local corporations, among others.

4. Activities

Activities provided by the services are mainly training and in some cases also work experience, mentoring, academic and professional guidance, organizational and study skills.

5. Adult educators' competences

There is not an existing official professional portrait for adult educators. Competences needed are defined (by default) by the qualification/ degree needed to perform as an adult educator, which varies according to the nature of the training. In relation to the ICT competencies, regardless of the contents of the training (could have a certain level of technological approach based on its nature), the Spanish Organic Law of Education includes in its article 102, that the educational administrations will promote the use of ICT by the educators, regardless of their speciality by establishing training programs in this area for that purpose. It does exist a National Institute of Educative Technologies and for Teachers Training for the integration of ICT (excluded university levels). Other example of this action measure is the existence of national reference centers which contribute training teachers on innovation for VET. Generally, the offer is made mainly for teachers within the official educational system, being not specific for adult trainers/ educators. Also the Ministry of Employment and Social Security provides courses for ICT improvement for adults, but not necessarily addressed to adult educators.

6. ICT tools used

It does not exist a normative to certify/ regulate the digital competence for either, teachers and adult educators. So their competencies in ICT are conditioned by their attitude and own



commitment to improve their skills in this field, for a better performance at work. I will reflect some of the challenges existing according to a recent report made by the Spanish Ministry of Education: it is needed to provide self-assessment tools to educators for a needs analysis. The results intend to be the basis for a formative itinerary -well structured by levels- that educators must follow to learn the digital competence autonomously. It is also important to increase the offer on ICT training given by the public administration and it should be level clearly and personalized (responding to educators needs). Please note that is referred to the official educational system-up to university levels-where students could be or not adults.

ADULT EDUCATION IN SWITZERLAND

1. General framework of adult education

When speaking about lifelong learning, a typical distinction is among:

- **Formal education**, which includes all compulsory education, upper secondary level and tertiary level;
- **Non-formal learning**, which takes place outside formal learning environments but within some kind of organisational framework. It include for instance course organized by sports clubs, on-the-job training, seminars, etc.;
- **Informal learning**, which takes place outside of a teaching context and arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind, it is not intentional.

In Switzerland adult education can take place in any of these contexts, even if informal learning activities are more difficult to "capture".

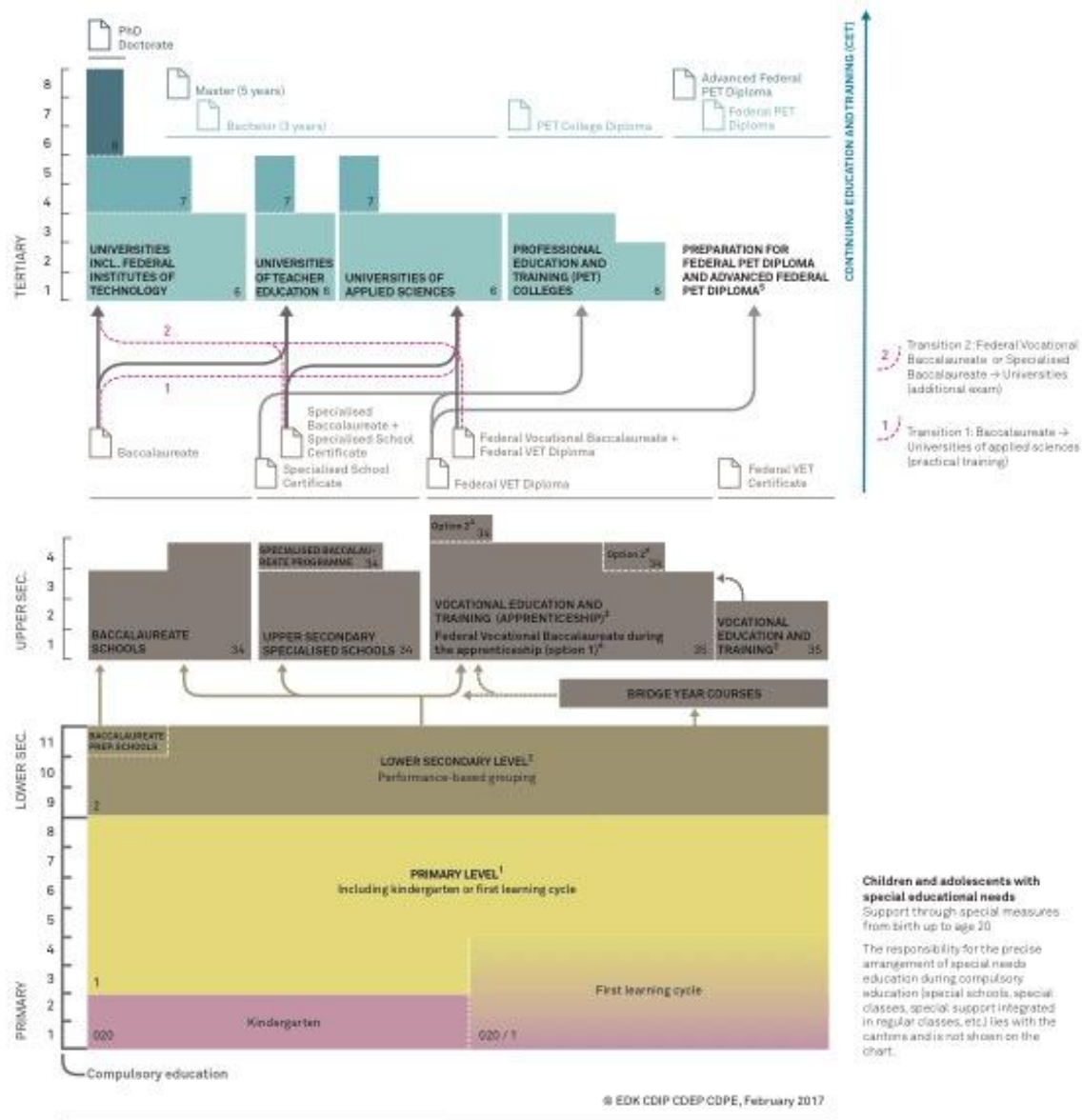
With respect to **formal education** the diagram below summarizes the Swiss educational system. One of the peculiar features is the large proportion of students channelled into vocational training, in the form of apprenticeships.

Vocational and Professional Education and Training (VET/PET) plays an important role in the Swiss education system. The entire education system has various pathways enabling people to shift from one part of the system to another. In addition, though they are not seen as part of Switzerland's VET/PET system, universities of applied sciences (Fachhochschulen) offer vocational type education at tertiary level. VET programmes (upper-secondary level) are mainly provided in what is often referred to as the Swiss "dual-track approach to learning", which combines part-time studies at a vocational school and part-time apprenticeships at a host company.

In Switzerland, all vocational teachers/trainers/instructors must meet certain standards. Most of them are trained and certified centrally at the Swiss Federal Institute for Vocational Education (SFIVET), a tertiary level institution that also offers an MSc in VET for staff involved in steering Switzerland's VET/PET system. SFIVET mainly provides basic and continuing training to VET professionals [1].



THE SWISS EDUCATION SYSTEM



ISCED | International Standard
Classification of Education 2011

- ISCED 8
- ISCED 7
- ISCED 6
- ISCED 4
- ISCED 34 + 35
- ISCED 2
- ISCED 1
- ISCED 020

- ¹ Two years of kindergarten or the first two years of a first learning cycle; included in compulsory education in the majority of cantons
- ² Lower secondary level; 4-year scuola media in the Canton of Ticino (pursuant to exception clause in Art. 6 HarmoS Agreement)
- ³ Vocational education and training (apprenticeship): training company + VET school + intercompany courses; full-time school education possible
- ⁴ Federal Vocational Baccalaureate combined with an apprenticeship (option 1) or after an apprenticeship (option 2); duration option 2: full-time 1 year, part-time 1.5 – 2 years
- ⁵ Federal PET examination / Federal PET diploma = ISCED 6
Advanced federal PET examination / Advanced federal PET diploma = ISCED 7

the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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(<http://www.edk.ch/dyn/16833.php>)

Non-formal education is also important in the Swiss society to enable people to remain competitive in the labour market but also for personal growth and fulfilment.

An interesting study conducted in 2011 (“ Swiss Adult Education Survey 2011”) provides information on the behaviour of the population aged 25 to 64 in the field of education and training, specifically focused on non-formal education activities. Different results are presented for the categories of sex, age, educational level, labour-market status, status in employment and work- time percentage.

This population group has in principle completed initial training and education and is qualified to practise a profession.

2. Legal documents

Since 1997 the Swiss Confederation started to undertake acts concerning adult education, especially regarding continuing education. With respect to the above distinction among formal, informal and non-formal education, continuing education generally refers to non-formal education.

Quality of adult education is one the main principles of the National Law of Adult Continuing Education voted in 2006 (LFCo), entered into force in 2017 [3].

This law takes into account the growing number of careers and introduces new qualification procedures, which contribute to the openness of the educational system. This law defines general guidelines but it does not regulate specific aspects.

Each canton has to create its own cantonal law on the basis of the national guidelines.

According to the law, basic competences for adults are reading/writing in national language, basic maths, use of ICT technologies.

3. Institutions in charge

In addition to primary, secondary and tertiary schools of the Swiss education system responsible for formal learning, there are a number of associations and umbrella organisations, which provide a solid structure to the Swiss adult education system.

They include:

- The *Swiss Federation for Adult Learning* SVEB/FSEA, an umbrella organization for continuing education (<https://alice.ch/it/>);
- The *Swiss Association of Popular Universities* VHS (<http://www.lesenlireleggere.ch/IT/vhs.cfm>); it runs diploma courses for teaching staff and work as a link between many other universities in Switzerland and abroad;
- *CFC* – Conference of the Italian speaking part of Switzerland for continuing adult learning (Conferenza della Svizzera italiana per la formazione continua degli adulti, <http://www.conferenzacfc.ch/>), that promotes and coordinates continuing adult training in the Italian speaking part of Switzerland;
- *educa.ch* (www.educa.ch), a Swiss Specialist Agency for ICT in Education;
- *SFIVET*, Swiss Federal Institute for Vocational Education and Training, which forms VET practitioners and provides VET research.



4. Activities

There is a wide range of providers of adult education. An example is the Adult Learning Centers Migros (Klubschule Migros), one of the largest providers of continuing education in Switzerland. These learning centres are supported by the Federation of Migros Cooperatives (Migros Genossenschafts-Bund), which is one of the largest supermarket chains in the country (<https://www.scuola-club.ch/English>).

In the Tessin area the Canton Ticino DECS (Vocational Training Division) is also active in organizing courses for adults (<https://www4.ti.ch/decs/dfp/cpa/corsi-per-adulti/corsi/home/>).

5. Adult educators' competences

In Switzerland there are specific training paths for adult educators based on a three-level modular system that starts from basic competences to management competences in continuing learning; different titles correspond to the different levels: FSEA certificate for adult educator,..... The basic one, the FSEA certificate for adult educator, provides the operative competences to animate a course: they include for instance objective formulation, didactic unit planning, providing feedback, managing relations, etc. [4].

To get this certificate the educator has to follow a course offered by a recognised Swiss institutions of continuing learning and demonstrate the acquired experience.

6. ICT tools used

The potential of training programmes to promote educators' ICT capability and proficiency is clearly recognized in Switzerland. Some initiatives in this direction have been taken by Swiss institutes that operate in adult education. An example is Educa.ch (www.educa.ch) with its specific role of Swiss Specialist Agency for ICT in Education since 1st January 2017. Educa.ch proposes several opportunities for the development of ICT skills, providing information, courses and services for quality development in the field of ICT and education as well as for collaboration on a national level.

Since 2009, educa.ch edits the national report on ICT in education (Country Report on ICT in Education). The last report has been published in 2015. "There are no assessment schemes at national level for teachers using ICT in teaching ... Teacher training in ICT topics comes under the responsibility of the cantons and is organised by cantonal ICT competence centres. These are usually affiliated to the Universities of Teacher Education or to the cantonal education departments" [5].

However, Switzerland recognizes the importance of teaching Information and Communication Technologies (ICT) and is defining an action plan and measures to promote it (<http://www.educa.ch/en/digitization-and-education>).

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Continuing education in Switzerland 2011

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<http://www.eun.org/resources/country-reports>



ADULT EDUCATOR'S PROFILE DEFINITION

Introduction

The content of this report is based on the information collected through a questionnaire developed within the AAA-StepUp-ICT project, in order to gather data about the use that adult learners make of ICT.

The main objective of the questionnaire was to collect information in order to understand the practices of ICT in the field of adult education in Partner countries. This information will allow the project consortium to develop different activities, in particular to prepare a training program for adult educators especially dedicated to encouraging the use of digital technologies in their pedagogical practices with adults.

The participation request was sent by email on February 15, 2018 to different institutions and organisations with provision in adult education. The questionnaire was also available online through social networks between February 16 and 26, 2018 (<https://goo.gl/forms/3eq0oOoXmGR1Yi633>).

Valid answers were obtained from which the analysis is now summarized. Given the very expressive volume of responses and because the answers to the open questions contain rich data that cannot be ignored, it is expected that further analysis will be carried out later.



BELGIUM (FLANDERS)

1. Adult educator's profile

The questionnaire was designed to get a basic understanding of Adult Educator's profiles related to the UCE of ICT. To avoid the ICT-savvy bias, the data were collected using a printed version of the survey, which of course had some logistic consequences. Surveys were distributed during staff meetings in a 2 centres, one providing formal primary education for adults, the other formal secondary education for adults.

31 respondents answered the survey. 75,2% were female, 25,8% male. This is a slight overrepresentation of the female staff. 19,4% were 30 or younger, 29% from 31 through 40, 35,5% from 41 through 50 and 16,1% were 51 or older. 22,6% had less than 5 years experience as an adult educator, 35,5% between 5 and 10 years, and 41,9% had more than 10 years experience.

41,9% work with socially disadvantaged groups, 29% teach Dutch as a second language, and 41,9% teach in Second-Chance to Learn programs. This is mainly due to the geographical location of the centres and to the rather inflexible profiles of the centres: they are not allowed to change add or drop programs at their own discretion. Other centres may have very different profiles – as centres, but therefore also as far as the profiles of their educators is concerned. 10% work with older learners. 32,3% teach languages, although it is unclear whether teachers of Dutch as a second language included themselves in that category.

After thematic clustering of the answers to this open question, respondents list 5 professional concerns.

1. 16,1% : Language of instruction not being the native language of the adult learners (this obviously does not include the teachers of Dutch as a second language as for them this 'issue' is a given)
2. 19,4% : Intercultural issues (it is unclear whether they refer to issues among the learners, issues between themselves and the learners, or both)
3. 16,1% : Use of the digital learning environment
4. 22,6% : working with Smartboard (the interactive whiteboard)
5. 9,7% : intergenerational issues

100% of respondents list social competences and instructional competences as important. Andragogical competences are listed as important by 41,9% and ICT competences by 45,2%. Cognitive competences (25,8%) and personal competences (22,6%) are perceived as (relatively) less important.

Use and importance of ICT

48,4% of respondents indicate they would like to improve their ICT skills. Not unexpectedly there exists a strong correlation with the group who indicated ICT competences to be important. Next on the wish list are instructional competences (41,9%) and andragogical competences (35,5%). The latter may be the effect of very little teacher training for adult educators being available. Most adult educators fulfilled their didactic training requirements at the level of traditional secondary education.

But the importance of ICT for adult education goes, for most respondents, without saying: 54,8% believe ICT is important in Adult Education, 41,9% even believe it is very important.



We find the exact same percentages when respondents are asked if they feel ICT may enhance the effectiveness of adult education: 54,8% agree and 41,9% totally agree.

Nevertheless, 22,6% indicate they seldom use ICT in the teaching/learning of adults, but that might be an effect of the wording of the question and/or the possible answers. 58,1% sometimes use ICT, 12,9% always does.

ICT is used for the following activities:

• Use of internet to collect information to prepare learning materials	77,4%
• Use of internet to collect learning materials	54,8%
• Use of applications to prepare learning materials/presentations	71,0%
• Creating digital learning materials	32,3%
• Preparing exercises and tasks	71,0%
• Posting home assignments	41,9%
• Use of ICT to assess and give feedback	32,3%
• Evaluate digital learning resources	25,8%
• Communicate online with learners	58,1%
• Download/upload from virtual learning environments/learning platforms	74,2%
• Use ICT tools to assess learning outcomes	35,5%
• Use ICT tools to assess the quality of the learning process	77,4%
• Look for online professional development opportunities	67,7%

Asked about important ICT skills, 61,3% of respondents list using de the internet during the learning process, 41,9% refer to using specific equipment, 61,3% refer to using ICT in learning (although some jotted a question mark next to this item), and 64,5% list multimedia as important. Participating in (online) professional Communities of Practice or Peer Learning Communities lags behind: only 25,8% of respondents tick that box.

2. ICT use in the 6 domains

When asked about in which domain (phase) of the teaching process they actually use ICT, respondents indicate the following

- 64,5% SOMETIMES use ICT in the planning of the training content. They refer to templates.
- 64,5% SELDOM use ICT in the assessment of needs of their learners but 51,1% would like more training in this domain
- 32,3% SOMETIMES use ICT in designing training content
- 71% OFTEN Use ICT in developing training manuals and handout... They refer mainly to a MS WORD and MS Powerpoint. Only 25,8% is interested in more training in this domain.



- 77,4% OFTEN use ICT in the delivery of course, probably facilitated by the availability of an online learning platform available to all students (including, in the Open Learning Centres each adult education institute is required by law to offer to students) to those who do not own a computer). Also, most classrooms in the centres for adult education have beamers and interactive whiteboards. The latter are an important candidate for further training (64,5%)
- 77,4% ALWAYS use ICT in the assessment of the quality of the training course.

3. Conclusions and Recommendations

While the survey was definitely too limited in scope to assess all aspects of the use of ICT in the context of adult education and while the sample was too small to even scratch the surface of the diversity and magnitude of the sector (especially since no respondents from the non-formal sector, the vocational training sector.... were included), it is clear that

- ICT is considered important by adult educator
- Adult educators are not equally familiar with the use of ICT in all domains (phases) of the teaching and learning process.
- The number of tools (websites, apps, platforms...) used by adults educators is fairly limited. Only very few actively explore ‘what’s out there’
- Even of ICT-tools that are being used, only a small part of the potential is actively used.

We recommend to repeat this survey at a larger scale (more respondents, more subdomains of the adult education field). We also recommend to implement a training based on the “deep” use of a fairly limited set of tools appropriate in the different domains and phases of the teaching and learning process. As (at least in Flanders) the need for training in andragogic principles is also evident from the results of this survey, the link between those principles and the ICT tools should be made clear along the way.



ITALY

1. Adult educator's profile

The questionnaire aimed to understand people's perception about the importance of the use of ICT in adult education settings. Twenty eight respondents filled in the questionnaire, most of them were female 67,86% and 32,14% were male. 39,29% of them had an age between 31 and 40, 35,71% between 41 and 50, and 25% exceed 50 years old. Almost half of the respondents have an experience of more than ten years as adult educator (42,86%) and just over half have been working in formal adult education at the level of secondary education (53,57%) with young adults (50%) and socially disadvantaged adults (46,43%).

Most of the respondents are teachers, members of training centers, university professors, operators of job placement offices, job experts, business experts etc. The Italian adult educators, respondents of the survey, carry out the following activities: teaching Italian language and literature, teaching history, teaching ICT technology, teaching English language and business English, research in networking field, counselling, guidance, social economic project management, counselling on innovation, guidance and active search on the labour market, laboratory tasks, teaching tourism laws, training planning, apprenticeship training, training in civil protection, training on start-ups, enterprise, canvas business models, business planning.

The main difficulty they meet in their working experience consist of trainees' shortage of interest and motivation; they acknowledged also inappropriate technology tools and innovation policies which prevent the growth and the competitiveness increase of Italian enterprises and the educational sector in general; difficulty to find a job for who has lost one; the disinterest of public administrations for adult education; shortage of ICT skills; difficult communication with foreign people; trainees' different starting point; difficulty in planning courses linked to the labour market trends. Only few respondents did not find problems or challenges in their working experience.

Regarding the most important competences to successfully work with adults, almost all respondents indicated social competences (96,43%) and instructional (85,71%) competences as the most important, following ICT competences (67,86%), personal competences (64,29%), cognitive competences (53,57%) and andragogical competences (46,43%).

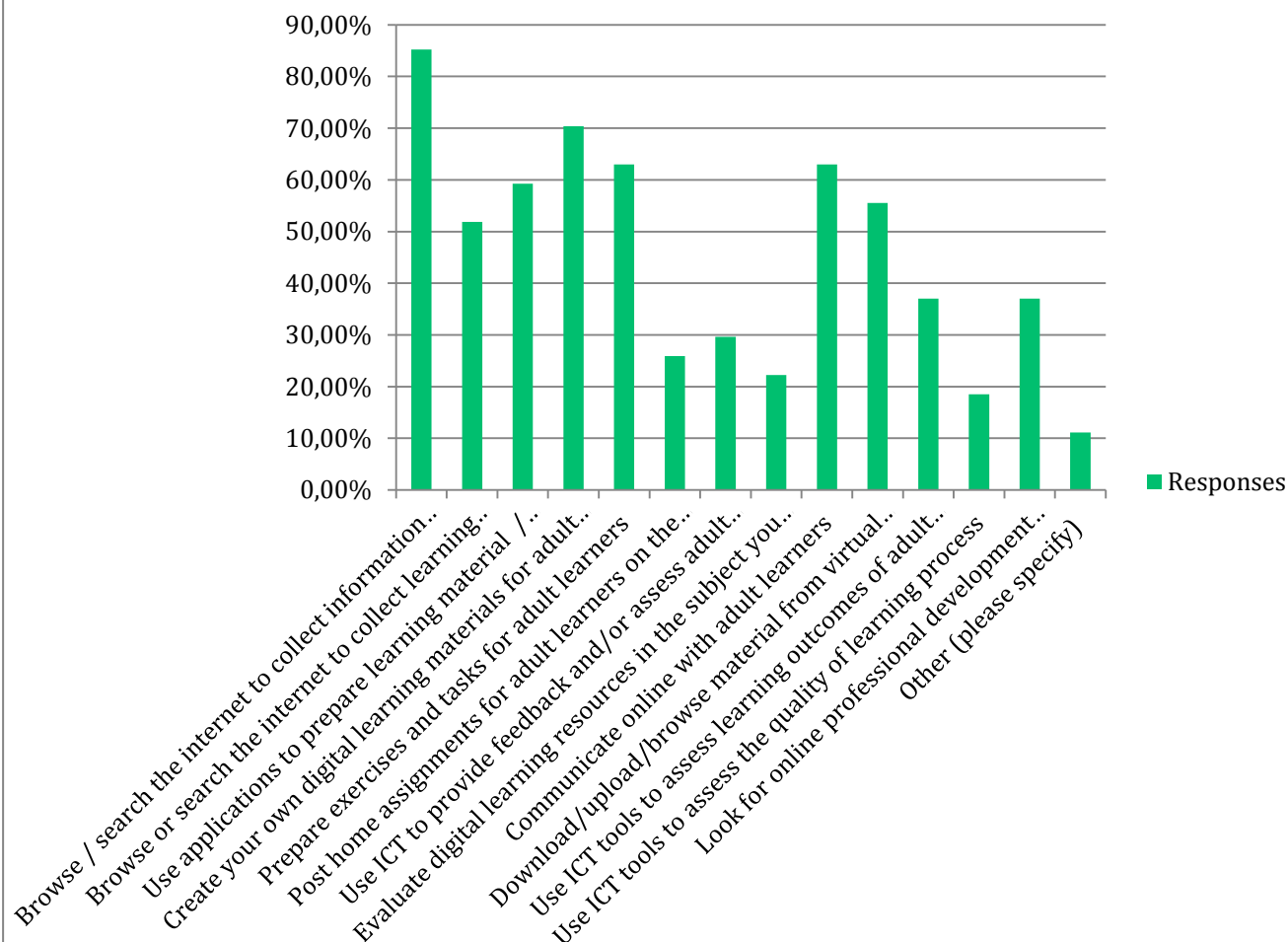
2. ICT use and importance

Half of respondents affirmed that they would improve their ICT competences (50%), as well as cultural, social, instructional and cognitive competences. Almost all of the respondents believe that the role of ICT in adult education is important - just 7,14% of the respondents believe it is not so important – and almost all agreed that ICT enhance the effectiveness of the adult learning (50% agreed, 46,43% totally agreed, 3,57% more disagree than agree). Concerning the implementation of ICT competences and tools half of the respondents always use ICT in their job (50%), 35,71% of the respondents sometimes use ICT and 14,29% seldom use ICT.

In the following chart we can see in which kind of activities respondents use ICT:



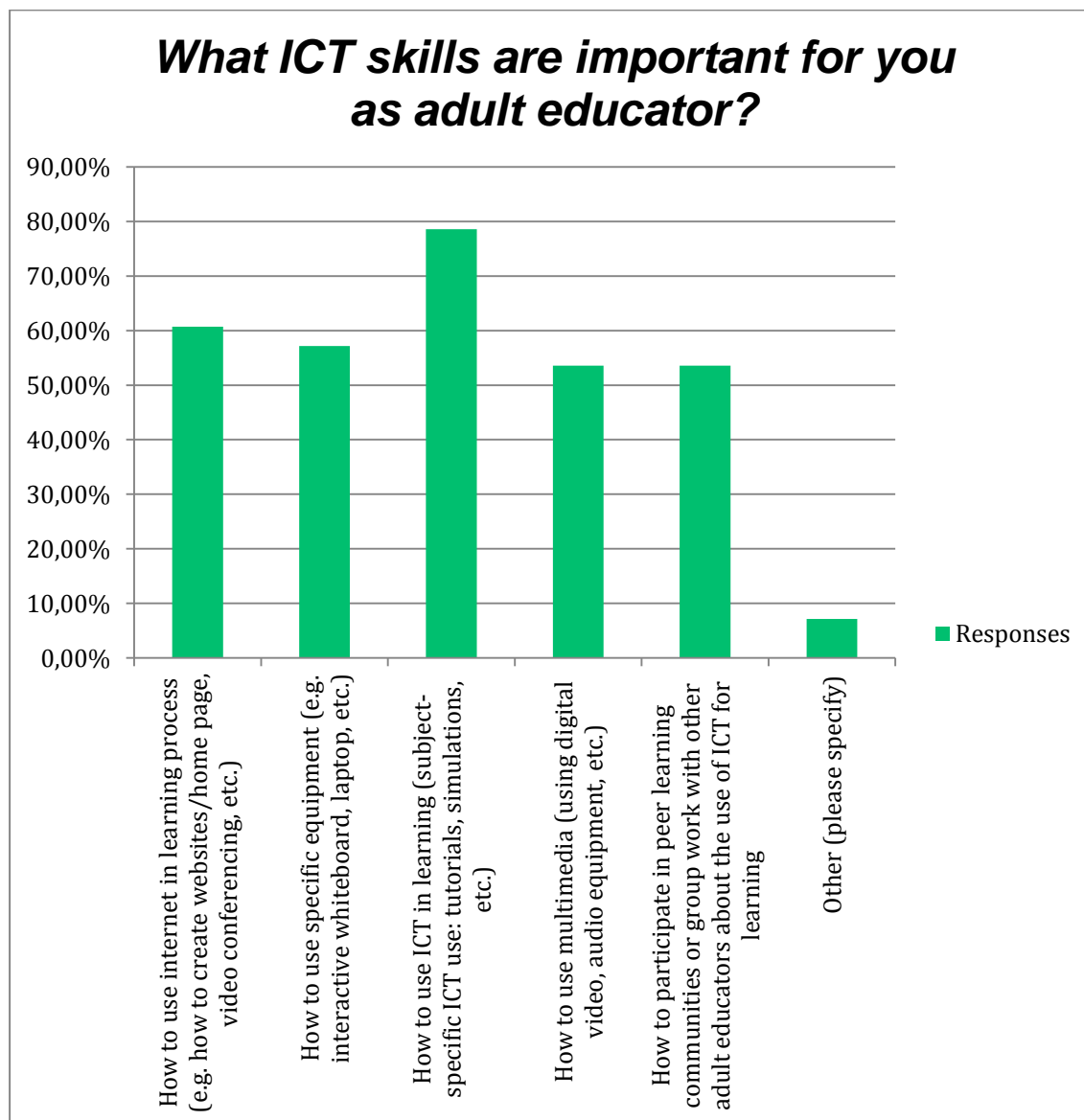
If yes, in which kind of activity (you can choose several options)



The main activity is related to browsing /searching the internet to collect information to prepare learning material, followed by creating own digital learning material for adult learners, communication online with adult learners, preparing exercises and tasks for adult learners.

3. ICT use in the 6 domains

Each respondent indicated which ICT skills are important in his/her work:



Almost all respondents considered using ICT in learning (subject-specific ICT use: tutorials, simulations, etc.) important, followed by using internet in the learning process (e.g. how to create websites/home page, video conferencing, etc.) Over half of the respondents considered important also using specific equipment (e.g. interactive whiteboard, laptop, etc.), using multimedia (digital video, audio equipment, etc.) and participating in peer learning communities or group work with other adult educators about the use of ICT for learning. Someone specified the importance of creating attractive power point presentation.

Regarding the use in the six competence areas of an adult educator, the percentage of “often using ICT” in each area is of: 64,29% in designing of training content; 60,71% planning of the training content; 57,14% using ICT in delivery of the course; 50% developing training



manuals, handouts, and exercises; 39,29% using ICT in the evaluation of the training results and assessment of the quality of the training course. Half of the respondents, on the other hand, indicated that they sometimes use ICT in needs assessment (46,25%).

The areas in which the respondents would like to get more training are: 59,26% ICT use in the evaluation of the training results and assessment of the quality of the training course; 51,85% ICT use in the delivery of the courses; 48,15% ICT use in the planning of training content; 48,15% ICT use in the assessment of adult learners' needs; 44,44% ICT use in the designing of the training content; 37,04% ICT use in the development of training manuals, handouts, and exercises. 7,41% of the respondents answered that they would like to get more training in ICT use in communication processes.

The most used ICT tools are internet, PC, e-learning platforms and interactive whiteboard. They also use social network, Whatsapp, Microsoft Office, videos and various software.

4. Conclusions and Recommendations

It results by the survey that the shortage of ICT skills is not considered as a big issue, but it is considered however an important issue to enhance trainers' and trainees' competences. Respondents, identify the following elements as big problems in Italy: lack of good conditions for innovation growth in Italy, disinterest of public institutions which don't intervene efficaciously, and the trainees' too little motivation to learn and collaborate in classroom. Furthermore, the respondents recognize that they lack ICT skills and indicate that they would enhance their competences, mainly in improving their understanding of the use of ICT in the evaluation of the training results and assessment of the quality of the training course.

Adult educators can try to solve the low motivation of learners aspects through arising the use of ICT tools in the different domains identified within the STEPUP project. This would allow to fill in the skills gaps related to ICT of educators.



LITHUANIA

1. Adult educator's profile in Lithuania

21 respondents took part in the survey. Most of them are women (81% - women, 19% - men), this tendency describes the population of adult educators in Lithuania, which is typically feminine. The major part of survey participants belongs to the age group between “41-50 years old” (42.9%). The distribution among the age groups (“31-40 years old” and “50 and more”) is almost equal (19% and 22% respectively). It is important to mention that the sample is represented at least by younger adult educators (age group “20-30 years” – 9%). However, the tendency again reflects the situation in adult educators’ population in Lithuania, which is typically represented by elder persons. This fact testifies the presumption that adult educator’s profession in Lithuania is aging – younger people should be attracted to it. Respectfully, the major part of respondents (81%) has experience of more than 10 years in adult education.

Survey participants are distributed almost equally between the sectors of adult education they are involved in: 61% of respondents - involved in non-formal education; 52% - in formal education; 38% subsequently in informal adult learning. As respondents were able to choose several answers, it could be presupposed that some of them are involved as in formal as in non-formal or informal education sectors. This is a true fact – in Lithuania it is usual for adult educators to work in both or even in all three sectors.

The sample of respondents is mostly represented by those working in continuing adult education (38,1%) and non-formal adult education (33,3%). The majority of survey participants (76,2%) pointed that the target group they work with are adults between 25-60 years old. One third of the respondents (42,9%) is involved in the work with young adults (less than 25 years old); one fourth – in the work with older learners (25,3%). The statistical distribution can be explained by the fact that the main part of the respondents belongs to formal or non-formal education sectors. The sample is occasionally represented by adult educators working with other target groups. To sum up, it could be said that most of the Lithuanian respondents are teachers from adult schools, vocational training centres, university professors, etc.

The Lithuanian survey participants carry out the following activities in their sector: lecturing and training, individual counselling, tutoring and coaching, preparation of learning materials, career guidance, teaching a subject, planning and organising a non-formal adult education, attracting new learners, marketing activities, coordinating non-formal adult education activities in a district, research on the quality of adult education, organizing adult education events (seminars, job-shadowing, peer-learning etc.), working with a community, informing on adult education opportunities management and dissemination, cooperating with stakeholders (labour market office) and developing adult education programmes, developing and implementing projects in adult education, creating a learning environment etc.

Talking about the main challenges of the professional activity, Lithuanian survey participants emphasized that the main challenge is the need for continuous learning and professional development. To their mind, adult educators should possess the life-long learning competence and be motivated to learn in each situation. This challenge, according to participants, is



presupposed by constantly changing practice of adult education in general and by the rapid development of ICT technologies in particular. Another challenge identified by the informants is the ability to manage information. In the opinion of Lithuanian adult educators, there is an overflow of the information and it is very difficult to sort it out and use purposefully.

When identifying the major problems in their professional activity, the Lithuanian survey participants recognized the lack of skills to work with digital devices (such as smart board and tables) and to apply them in the learning process. They complained that the learning environment is not usually adapted to the needs of learners, computer devices are out of date, and on the whole, learning environment is not a motivating factor itself – it should be more attractive and learner's friendly. Besides, the informants stressed the need for IT competence in order to apply technologies in planning and assessment of the learning process, working with learners, developing learning resources. Another mentioned problems are: low motivation of adult learners to take part in the learning process; resistance for changes, no clear goals, different learning styles. Some problems identified by survey participants relate to their job relations and collaboration with colleagues: lack of teamwork skills, poor management, unclear professional goals, lack of cooperation between colleagues, etc.

Regarding the most important competences for successful work with adults, almost all respondents indicated ICT competences (85,7%), social competences (81%), andragogical competences (81%) as the most important, following by personal competences (71,4%), instructional competences (61,9%) and cognitive competences (47,6%).

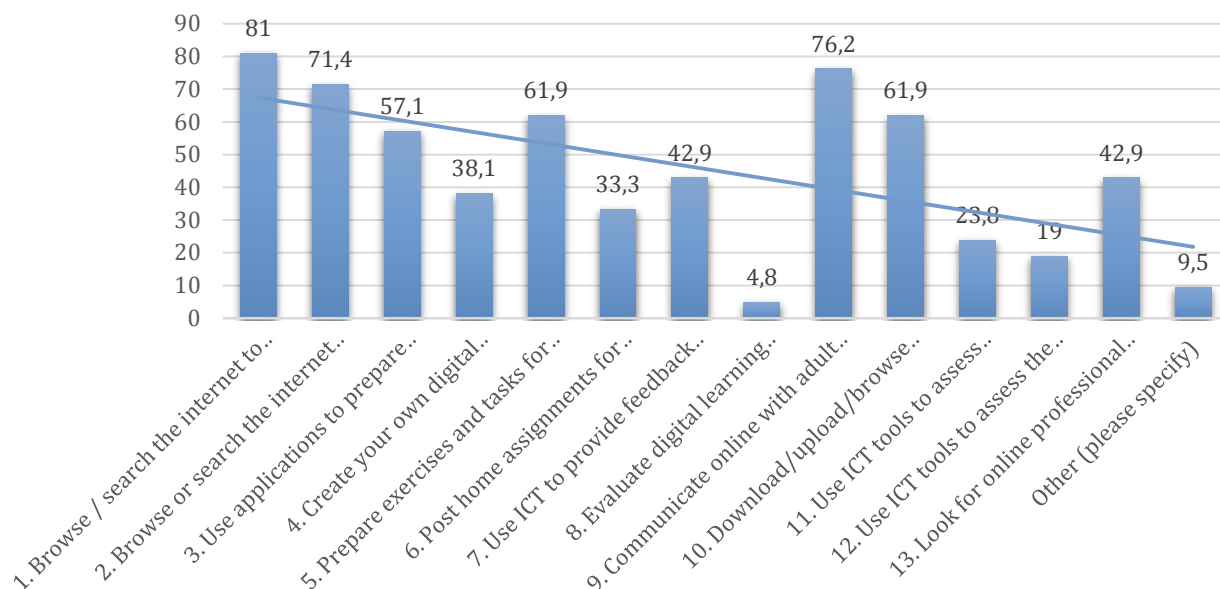
The most part of the respondents affirmed that they would improve their ICT competences as well as andragogical competences. Some of the respondents mentioned, however, that all the competences are important for a successful professional activity and should be continuously developed.

2. ICT use and importance

Almost all of the respondents believe that the role of ICT in adult education is important (94,4%) - just 6,6% of the respondents believe it is not so important – and almost all of them have agreed that ICT enhance the effectiveness of the adult learning (47,6% agreed, 47,6% totally agreed). Concerning the implementation of ICT competences and tools, the two thirds of the respondents always use ICT in their job (61,9%), one third of the respondents sometimes use ICT (28,6%) and 9,5% seldom use ICT.

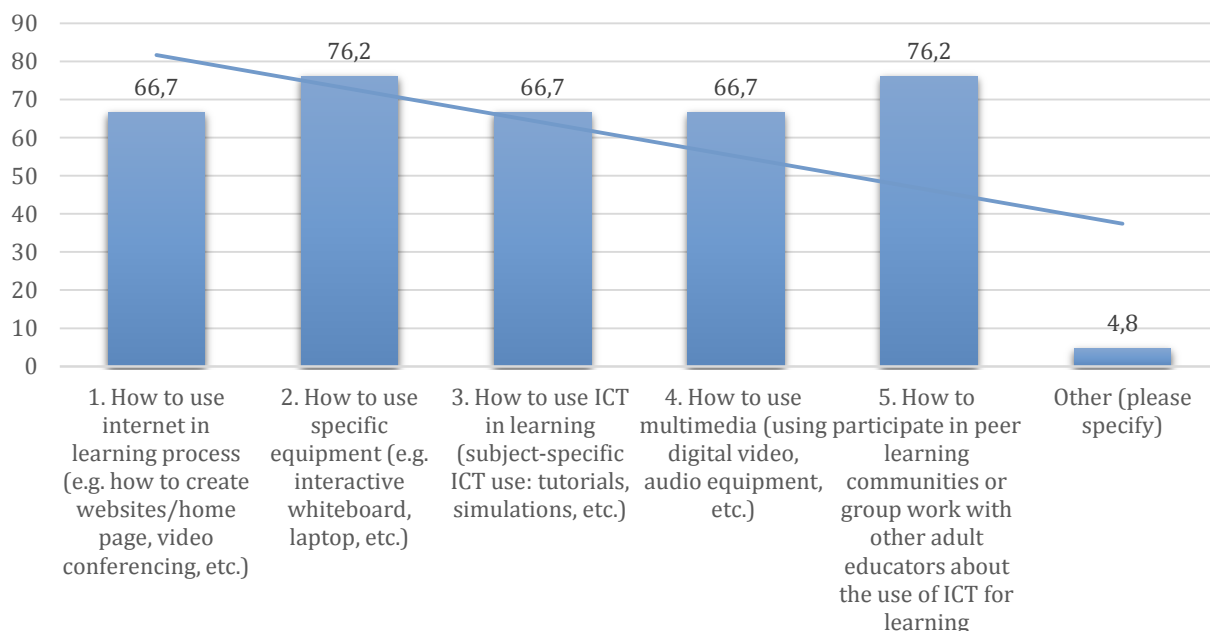
In the following chart we can see in which kind of activities respondents use ICT. The major part of the respondents (81%) uses ICT for browsing / searching the internet to collect information to prepare learning materials; three fourth of respondents (76,2%) use ICT to communicate online with adult learners; 71,4% of participants use ICT for browsing or searching the internet to collect learning material or resources to be used by adult learners during the study process. Other main activities relate to downloading / uploading /browsing material from virtual learning environments / learning platforms; preparing exercises and tasks for adult learners; using applications to prepare learning material / presentations for educational process, etc. Between “other answers” respondents mentioned “use of certain training programmes or applications for learning purposes”, “home assignments with certain programmes” etc.

In which kind of activity respondents use ICT



Each respondent indicated which ICT skills are important in his/her work.

What ICT skills are important for adult educators



Major part of the respondents considered important using ICT in peer learning communities or group work (76,2%) and also using specific equipment (e.g. interactive whiteboard, laptop,



etc.) (76,2%). More than half of the respondents (66,7%) considered important using ICT in learning (how to create websites/home page, video conferencing, etc.); subject-specific ICT use: tutorials, simulations, etc.; multimedia (digital video, audio equipment, etc.). Someone specified the importance of creating attractive power point presentation.

3. ICT use in the 6 domains

Regarding the use in the six competence areas of an adult educator, the percentage of “often using ICT” in each area is of: 74,9% in designing of training content; 63,16% - planning of the training content; 57,21% - using ICT in delivery of the course; 49,4% - developing training manuals, handouts, and exercises; 39,89% - using ICT in the evaluation of the training results and assessment of the quality of the training course. Half of the respondents, on the other hand, indicated that they sometimes use ICT in needs assessment (37,25%).

In planning of the training content, Lithuanian participants would like to be able to use various virtual environments (as Moodle), open educational resources, digital learning platforms, special learning applications, Google Apps, etc. In the needs assessments, survey participants would like to be able to use digital questionnaires, digital needs assessment tools, Google Apps, etc. In designing training content, adult educators from Lithuania would like to be able to use open educational resources, Moodle, Google Apps. In developing of training materials, informants would like to be able to use Moodle, various graphical-textual tools. In delivery of courses respondents would like to use digital devices, applications for learning, virtual learning environments. In evaluating of the learning process, they would like to be able to use special digital tools. In general, respondents mentioned that they lack knowledge and skills about modern digital opportunities, so they would like to acquire new competence. The most used ICT tools are internet, PC, e-learning platforms and interactive whiteboard.

The areas in which the respondents would like to get more training are: 66,7% ICT use in the evaluation of the training results and assessment of the quality of the training course; 61,5% ICT use in the delivery of the courses; 47,6% ICT use in the planning of training content; 52,4% ICT use in the assessment of adult learners’ needs; 66,7% ICT use in the designing of the training content; 57,1% ICT use in the development of training manuals, handouts, and exercises.

4. Conclusions and recommendations

In summary, the sample of respondents in Lithuania in fact represented the population of adult educators in general - mostly female, aged over 40, with an experience of more than ten years as adult educator, mainly at formal or non-formal education sector; the target group - 25-60 year old adult learners who mainly need professional development.

Survey results show that almost all of the participants in Lithuania recognize the role of ICT in adult education and make a wide use of ICT in their professional activity. In particular, among the main activities they indicated browsing/searching the Internet to collect information and use specific applications to produce learning material.

Regarding the ICT use in the six competence areas of an adult educator, all respondents use ICT to deliver the course, and most of them use it to plan, design training content, and to develop training material. Major part of them would like to enhance their competences in the



delivery of the course and assessing adult learners' needs, and some of them would like to improve their understanding of the use of ICT in the evaluation of the training results and assessment of the course quality.

Adult educators can try to solve the aspects of low motivation of learners' through better use of ICT tools in the different domains identified within the StepUp2-ICT project. This would allow to fill in the skills gaps related to ICT of educators.



PORTUGAL

1. Adult educator's profile

Most respondents were women (62.2%), while 37.8% were men. The majority of respondents (37.8%) were 41 to 50 years old; while 28.9% were older than 50 years old and 27.8% were between 31 and 40 years old. Only 5.5% were between 20 and 30 years old. Additionally, the majority of respondents were very experienced as they have been working for more than 10 years in adult education. Moreover, 23.7% had between 5 to 10 years of professional experience in this field and only 18.8% had less than 5 years of professional experience.

The majority of respondents (41.6%) stressed that his/her work in adult education was on formal education, while 36.3% was developing professional activity in different contexts (understood as formal education contexts, in specific in what refers to provision allowing a school education diploma and/or vocational education and training – both initial or continuing education). The non-formal education (13.9%) and informal education (8.2%) were less stressed.

A significant percentage (43.0%) claimed to be working in continuing education/vocational education, while 27.2% were involved in training and learning in the workplace and 27.2% in initial vocational education and training.

On the other hand, 33.1% were involved in education offers allowing a school education diploma in secondary education, while 26.5% in basic education. Additionally, 22.9% were engaged in recognition of prior learning (both leading to a school education diploma or a professional qualification).

Less relevant rates included respondents in non-formal education in non-governmental organisations, associations, third age universities (16.1%); others were involved in informal education, developing quite different education events, directed at diverse social groups (15.5%); also some respondents were engaged in higher education (15%).

Most respondents worked with employed adult learners (70%), while 50.3% with young adults, not inserted in the labour market, and 49.9% with unemployed adults. Some respondents were working with socially excluded adult learners (15.9%), older adult learners (11.3%), adult learners with special needs (9.6%) and in vulnerable social situations (7.2%).

In what refers to adult education domains in which respondents were working in, the large majority (62.3%) mentioned vocational education and training – initial and continuing education – and education provision aimed at a school diploma and/or a professional qualification. About one-third (27.9%) claimed to be developing professional activities in quite different domains, such as the conception, development and evaluation of adult education programs, as well as coordination of adult education programs and the implementation of social and cultural animation activities. At last, 9.7% referred professional activities in teaching, namely in teaching within several forms of school-based education provision.

Most respondents (63.2%) pointed at problems and challenges related to adult learners. Among these, the lack of motivation of adult learners was the most referred, followed by the learning difficulties of learners (some connected to learning of school based contents such as Maths, Portuguese or English as a foreign language, others of a technical kind, when contents



were mostly linked to specific workplaces). Resistance to learning by adult learners was also referred, in specific when learners were affected by unemployment, and the fact that adult learners groups in several forms of provision were quite heterogeneous. The lack of use of ICT was also pointed at.

Another expressive group (28.9%) mentioned problems and difficulties concerning the lack of resources and equipment (such as computers, other ICT equipment, internet connection, etc.) for the development of adult education programs. Didactic resources that would foster adults' learning were also referred. The delayed funding for existing forms of provision, the low social recognition of adult education as a public policy and resistance shown by several institutions supposed to support adult education programs, such as town councils, were also mentioned.

Some answers concerned problems and challenges that adult educators were facing in their daily professional lives, including difficulties in the development of new contents and new pedagogical and didactical approaches, owing to social characteristics of adult learners. Some challenges also referred to the use of distance education and the use of ICT.

A smaller group (7.9%) mentioned problems and challenges involving precarious work conditions and labour contracts not favouring adequate working conditions of adult educators.

ICT use and importance

Most of the respondents considered that social competences (82.2%), teaching competences (68%) and digital competences (58.9%) are decisive for being successful as an adult educator. Less valued were competences related with the learning process (36%), the personal competences (38.2%) and the competences related to the specificity of working with adults (41.1%). Furthermore, we can observe that digital competences were chosen by 36.9% of respondents (Q7; N=436) as being competences they would like to improve, as adult educators, followed by social competences (23.7%) and teaching competences (15.8%). Accordingly, the vast majority of respondents agreed that digital technologies facilitates adult learning (96.4%) and consider that digital technologies have played a very important or significant role in adult education in Portugal (85.3%). Only 12% of respondents considered that digital technologies have played a minor role in adult education. Overall, the data reveals that digital competences are considered of upmost relevance by adult educators.

According to the use of digital technologies in adult education, the vast majority of respondents indicated that they often used digital technologies (79.5%), while 16.8% referred to use them sometimes. The percentage of respondents who said never or almost never use digital technologies was only 2.9%.

Regarding the type of activities in which digital technologies are used regularly, respondents said they did it more expressively to prepare training materials (e.g. presentations) (86.1%), to prepare exercises and practical activities (74.5%), to create learning materials for adult learners (74.7%), to search the Internet for adult learning materials or resources to use in education and training (72.5%), to communicate online with adult learners (59.5%), and to create materials to support the independent study of adult learners (50.7%). The activities with the lowest percentage of respondents relates to the usual use of digital technologies for evaluation, either to evaluate digital resources (24.1%), to evaluate the quality of the education and training process itself (33.9%) or to assess learning (43.2%).



Regarding digital competences, respondents considered important to know how to use the Internet to support the learning process (86.1%) and to know how to use multimedia resources, e.g. digital video, audio, etc. (84.9%). With smaller but still expressive percentages, respondents considered that it is important to know how to use specific equipment for education and training, e.g. interactive whiteboard (67.5%), how to participate in online workgroups or communities (61.9%), and how to use simulations, tutorials, etc. (49.7%).

To the open question about what digital tools trainers regularly used (in Q14, we asked each respondent to give some examples of tools used), 697 participants answered (72.3%) which resulted in 2,094 references. This is a result that should be highlighted, due to the high number of tools they said they use in their practice. However, by looking in more detail at the list of tools mentioned, we can conclude that responses concentrate in a relatively limited number of tools. In fact, most references made (85.6%) are concentrated in the group of “>20 respondents” (see Table 1). The remaining 301 references (14.4%) are made by fewer adult educators, that is, by less than 20 adult educators.

In a more detailed manner, it can be concluded from the observation of the Table 1, that there are three types of references that stand out clearly, once they have higher percentages than all the others. Those are the use of PowerPoint, with 17.0%, and other Office tools (word, excel, etc.), with 16.1%, and Internet use, with 16.3%. Although not surprising, the high concentration of references in a limited number of technologies suggests that in the development of the training program we can explore the pedagogical potential of the wide range of digital tools available today.

When focusing the analysis according to the essence of its use (Information tools, Communication tools, Production tools), it is clear a predominance of the Production tools with 35% (PowerPoint, Microsoft Office, Prezi), and of the Information tools with 27.6% (Internet, Video, Multimedia), if compared to the Communication tools (Email, Social networks, Skype) with only 7.9%. Less references to the communication tools may suggest that we should pay attention to the tools that enable communication, interaction and collaboration, both as a way to encourage communication between trainer and trainees and as a stimulus to interaction and collaboration in virtual context among trainees.

The mention of Platforms (Moodle and other similar tools), with 8.6%, although it isn't one of the most salient results, can be understood as reflecting the increasing incentive to the use of online platforms to support training in recent years, especially when it comes to education and training that is carried out through a distance or even a blended model. Also, the incentive to use platforms to support education and training may be a valuable aspect to take in consideration in the design of the education and training program.

Finally, it is worth mentioning that in spite of representing only 14.4%, the content analysis of the answers given by the group with the lowest number of references (tools referred up to 20 respondents), shows a surprising diversity of tools.



Table 1. Tools mentioned by 20 or more respondents (Q14)

Tools	fr.	%
PowerPoint	355	17.0
Internet	341	16.3
Office	337	16.1
Platforms	180	8.6
Video	150	7.2
Multimedia	86	4.1
Questionnaires	76	3.6
Email	75	3.6
Social networks	63	3.0
Training tools	42	2.0
Prezi	40	1.9
Skype	27	1.3
Audio	21	1.0
Total of references	1793	85.6

As can be seen in Figure 1, this is indeed a wide range of tools, mainly online tools, most of which we can identify as Web 2.0 tools and that somehow fit perfectly into the goals of the AAA-StepUP Project.



Figure 1. Tools mentioned by from 1-20 respondents (Q14)



Although far from covering the majority of adult educators who answered to the questionnaire, since they were mentioned by less than 1% of the respondents, it is indeed a remarkable diversity of tools that will undoubtedly constitute a pool of tools to explore in the design and development of the training program for trainers provided by the Project.

2. ICT use in the 6 domains

Regarding the use of the ICT in the six competence domains of the adult educators' work, it is possible to observe that the use of digital technologies is quite high, if considering the sum of the answers "often" and "sometimes" together: 93.5% for planning education and training contents; 82.2% for assessing adult learners needs; 94.2% for designing education and training content; 94.8% for developing education and training manuals, handouts, and exercises; 97.5% for delivering courses; and 82.5% for evaluating and assessing purposes. The use of ICT for the assessment of adult learners needs (82.2%) and for evaluation and assessment purposes (82.5%) are the lowest results, so these may be two areas that may merit particular attention in terms of concrete proposals on what can be done with ICT in the education and training course to be developed.

When asked to specify the areas in which respondents would like to obtain further training in digital technologies (Question 16), the answers show three areas that stand out. Firstly, with 67.0% of the answers, it is mentioned the use in the development of activities and practical exercises, secondly, the use in the design of training contents (58.6%), and, finally, the use during the implementation of the training (50.4%). With lower values, just over one-third of



the answers each, the remaining domains, e.g. use in planning (40.0%), use in evaluation (36.3%) and use in needs analysis (34.8%).

Comparing these results with those presented above, it seems that the lower use of technologies, particularly in the analysis of education and training needs and in the evaluation of education and training does not correspond, as one might expect, to a greater desire to deepen knowledge and competence in these two areas. In other words, from the standpoint of whom has to take responsibility for the design of the training program for adult educators, it seems that this result reinforces the idea that these two areas should deserve a particular attention.

3. Conclusions and Recommendations

Globally the results obtained in Portugal indicate that ICT competences are considered very important to adult educators participating in this study (N=964). In fact, a large majority of respondents agreed that digital technologies facilitate adult learning and indicated that they often used ICT in their practices of education and training. Only 2.9% of respondents say that never or almost never used them. With respect to the other competences stated, the digital competences is ranked in the third position with more than an half of the answers. However, when asked about the role that digital technologies have play in adult education in Portugal, the vast majority perceives that ICT are very important or just important.

Considering the type of activities in which ICT are commonly used, respondents said they did it more expressively to prepare education and training materials (e.g. presentations), to prepare exercises and practical activities and learning materials for adult learners and to do online searches of materials for adult learning or resources for use in education and training sessions. They also referred the use of online tools to communicate with adult learners, and to create materials to support the independent study of adult learners.

With regard to the 6 domains considered in our study, it is possible to conclude that the use of ICT tools in the different domains of adult educators activity is quite high. It is nevertheless important to note the less use of digital tools in two of them, in particular the domain of assessment of adult learners needs and evaluation activities, including, in the latter case, activities of pedagogical assessment (in a formative or summative way), as well as in the evaluation of the education and training process itself (its quality and its impact).

In general, and since digital competencies were the most mentioned option by adult educators who answered the question about which competences they would like to improve, these results seems to support and reinforce the pertinence of the training program of trainers that is proposed to be developed in the context of the Project.

In summary, for the design of the training program for adult educators and for the open activities (OER) to be developed, the main findings suggest that:

1. The pedagogical potential of the wide range of digital tools available should be explored if an adult educator wishes to improve its use in his/her professional and pedagogical practice.
2. The assessment of adult learning needs and the evaluation of education and training itself are two areas that may deserve particular attention in terms of concrete proposals on what can be done, and how, with ICT tools.



3. The diversity of digital technologies referred by the adult educators and its strong linkage with online and Web 2.0 tools suggest that we can concentrate on creating a diversification of proposals of activities with this type of tools.
4. This diversification should depend not only on the different domains of action of the adult educator, but also on specific needs identified among the adult educators that will be candidates for the education and training courses.
5. The implementation of a prior diagnostic activity about the knowledge and skills of the adult educators before starting a training program may be a strategy to be included in the design of the training program itself, in order to allow the necessary adjustments in each case.
6. The lesser percentage of references of digital communication tools suggests that in the design of training of trainers, special attention should be given to digital technologies that allow communication and interaction, either as a way of encouraging communication between trainer and trainees, or as stimulus to interaction and collaboration in virtual and online context among trainees.
7. With the same justification, also the incentive to use online platforms as support for training may be an element to take into consideration in the design of the training program of trainers to be created within the project.



SPAIN

1. Adult educator's profile

The surveys collected show that 50% of the respondents work in non-formal adult learning, and 40% of them work across formal, informal and/or non-formal adult learning. Only a 10% work exclusively in formal adult learning. The detailed analysis by categories, gives additional information: 9 participants work in non-formal adult education (in training centers, professional associations, trade unions, freelancer, etc.); 8 do in requalification for labour market needs; 7 work in non-formal adult education (NGO, community, voluntary organizations, individual volunteering, etc.); 4 do in continuing professional education and another 4 perform in formal adult education at the level of higher education; next ranking is for vocational education and training, and informal adult education (3 participants each); only 2 participants work in formal adult education at the level of secondary education and another 2 people selected the option "other" referring in their specifications the following: mentor project (which depends on the Ministry of Education); preparatory exams for entering university, certificates of professional competence (issued by Ministry of Employment). Last ranking is occupied by those who work in formal adult education at the level of primary education (1 respondent).

At the end of this document (annex section), can be found 2 charts: one with a description of the main activities of the sectors whereby the participants work at, and the second one collects the answers given about their professional problems/ challenges.

With regard to the target groups that the respondents perform with, a 30% work with young adults (< 25 years old); a 24% work with older learners (>60 years old); a 16% work with other collectives not specified in the options stated within the survey, namely: unemployed (4 respondents), adult workers/ companies (3 respondents), people interested on their own personal growth, adults over 25 and under 60 years old, women victims of gender-based violence. 12% of the participants work with socially disadvantaged adults; a 8% do with adults with special physical/ cognitive needs; a 6% educate immigrants/ refugees/ asylum seekers; and only 4% of them train inmates.

On the subject of the age group of the respondents participating at this study, a 35% are between 31-40 years old, another 35% are between 41-50 years old, a 20% are 50 years old and more, and only 10% are between 20-30 years old.

In relation to the gender of the respondents, it is worth mentioning that a 70% are women and 30% men.

Regarding respondents experience, a 37% have more than 10 years of experience within the field, another 37% have less than 5 years of working experience, and a 26% have between 5-10 years of expertise.

2. ICT use and importance

The competencies that are important for an adult educator are ranked by participants as follows: 1st social competences, 2nd instructional competences, 3rd ICT competences, 4th personal competences, 5th cognitive competences and 6th the andragogical ones. Of those



skills mentioned, respondents would be interested in improving them, as follows: ICT competences (34.1%), cognitive ones (18.2%), social and instructional competences (13.6% each), andragogical ones (11.4%), and personal competences (9.1%).

Relative to the importance of ICT in Adult Education in Spain, 60% of the respondents consider that it is very important, a 35% think it is important, and a 5% opine that is not so important.

About the impact of the ICT on the effectiveness of the adult learning, a 65% totally agree that ICT enhance the adult learning, and 35% of the respondents just agree on that statement.

In relation to the frequency of use of ICT in the learning/ teaching process, 55% of the participants answered that they do sometimes, and 45% of them do it always.

Hereafter we can find the most frequent use that the participants make of the ICT as adult educators, across their professional performance: 19 of the respondents use browsers to collect information to prepare leaning materials; 18 educators use ICT to prepare exercises and tasks for adult learners; 17 participants use browsers to collect resources to be used by adult learners during their study; 16 interviewees download/upload/browse material from virtual learning environment; 15 adult trainers use the ICT to create their own digital learning materials. ICT are used in a lower percentage for: using applications to prepare learning materials/ presentations (12 people); looking for professional development opportunities (11); communicating online with adult learners (10), providing feedback/ assess to the learners (6); posting home assignments on the website (5); assessing learning outcomes (5); assessing the quality of the learning process (5); evaluating digital learning resources (3).

These are the most important ICT skills for the interviewees, as adult educators: 1st how to use specific equipment (23.3%), 2nd -3rd how to use ICT in learning an also how to use multimedia (20.5% each), 4th how to participate in peer learning or group work with other adult educators about the use of ICT (17.8%), 5th how to use the internet in learning process (16.45%). The last ranking goes for the category “other” (1.5% -respondent specified “use of whatsapp”).

3. ICT use in the 6 domains

Regarding the use of the ICT in the 6 domains stated, not all the participants answered about all the domains. The percentages described hereafter are based on the total of the answers given, which vary from domain to domain (more detailed information is showed on the correspondent graphic in the annex section). The most significant data in this regard are: 94.7% of participants use the ICT often for planning the training contents; a 37.5% use the ICT sometimes for assessment of adult learners’ needs, and a 25% never use them for that purpose; a 72.2% use the ICT often for designing of the training content; 83.3% of the participants use the ICT often for development of training manuals, handouts, and exercises; a 53% use these technologies often for the delivery of the courses, and a 47% use them sometimes; a 40% use sometimes the ICT for evaluation and assessment purposes, while a 26.7% do it often. “Seldom” and “never use” classifications appear in the following activities, and in that order of importance: assessment of learners needs, and evaluation of results/ assessment of the quality. “Seldom” frequency of use is also pointed in “designing of the training content”, with a low percentage though (11.1%).

Relative to the ICT domains that are of interest for the participants to be trained at, the results show that there is not a big difference among the 6 different domains stated, as they are



interested in all of them in a similar way, being the preferred domain “designing of the training content”, followed very closely by “delivery of the courses” and “development of training manual/handouts/exercises”. The lowest figure appears associated to the domain “planning of training content”, followed very closely by “assessment of adults learners needs” and “evaluation of results/ assessment of quality” (both with the same representativeness).

4. Conclusions and Recommendations

In summary, we can say that the results obtained reveal that ICT competences are considered important to interviewees in different ways/senses: ICT competencies were ranked in the third position with respect to the other competences stated; a 95% perceive that ICT are very important or just important in Spanish adult education.; 100% of the respondents totally agree or agree with the affirmation that “ICT enhance the effectiveness of the adult learning”; 45% of the trainers use always ICT in teaching/ learning process, while the other 55% use them sometimes.

The adult educators participating in this study, use ICT with higher frequency in these three following activities: browse/ search the internet to collect information to prepare learning materials; prepare exercises and tasks for adult learners; browse or search the internet to collect learning material or resources to be used by adult learners during the study process. The statistics show that they seldom use ICT for evaluating digital learning resources in the subject they teach.

Regarding the use of ICT in the 6 domains stated, these technologies are most often used for: planning of training content; development of training manuals/ handouts/ exercises; and designing of training content (in this order of frequency). There are two domains where “seldom” and “never” frequency, were pointed considerably, although with a lower rate than “sometimes” and “often” frequency: assessment of adult learners’ needs, and evaluation of the training results/ assessment of the quality of the training.

It is worth mentioning that respondents stated that the three most important skills for an adult educator are: how to use specific equipment, how to use ICT in learning, and how to use multimedia. This information, together with their preferences to be trained in ICT (relative to the 6 domains), should be taken into consideration for the development of the next outcomes of the project, especially in the preparation and delivery of the modularized training program. Participants affirmed that they are willing to be trained in all the ICT domains with a very similar interest, but most notably in: designing of the training content, delivery of the courses, and development of training manuals/ handouts/ exercises - in that order.



SWITZERLAND

1. Adult educator's profile

Seventeen respondents filled in the questionnaire, most of them were male 64,71% and 35,29% were female. 29,41% of them had an age between 31 and 40, 35,29% between 41 and 50, and 35,29% exceed 50 years old. The majority of the respondents have an experience of more than ten years as adult educator (70,59%). Most of the respondents have been working in formal adult education at higher education level (76,47%) with different adult categories, mainly professionals, who follow specialization or refresher courses for retraining, and young adults.

Most of the respondents are teachers, university professors, members of training centers, etc. The Swiss adult educators who answered the survey, carry out various activities: most of them teach ICT technologies, others teach Italian language, pedagogy, communication skills, stress and conflict management, human-computer interaction, etc. Among other activities they mentioned curriculum definition, training planning, distance training, etc.

One difficulty they meet in their working experience is to keep students involved, motivated and engaged. Another challenge is the need to adapt the teaching modalities and the working load to those students who also have a working activity. Other respondents complain that students do not fulfill the basic requirements to participate in the course or the lack of time for know-how and competence transfer. Only few respondents do not find any problems or challenges in their working experience.

Regarding the most important competences to successfully work with adults, all respondents indicated instructional competences (100%) and most of them selected social competences (88,24%) as the most important, followed by ICT competences (70,59%), personal competences (64,71%), andragogical competences (52,94%) and cognitive competences (29,41%).

Among the competences they would like to further develop, one third of the respondents indicated instructional competences, followed by ICT, andragogical, cognitive and social competences.

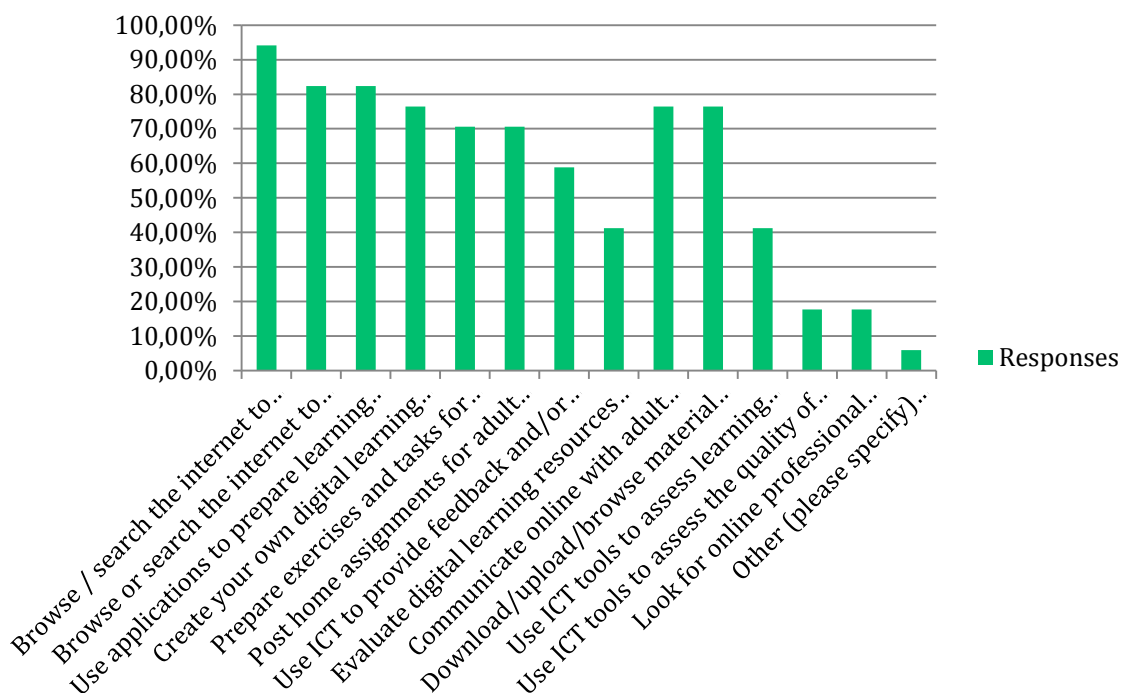
2. ICT use and importance

Almost all of the respondents recognize the important role of ICT in adult education - just 5,88% of them believe it is not so important – and almost all agree that ICT enhances the effectiveness of the adult learning (70,59% agreed, 17,65% totally agreed, 5,88% more disagree than agree and 5,88% do not know). Concerning the use of ICT for teaching, most of the respondents always use ICT in their job (82,35%) and 17,65% of them sometimes use ICT.

In the following chart we can see in which kind of activities respondents use ICT:



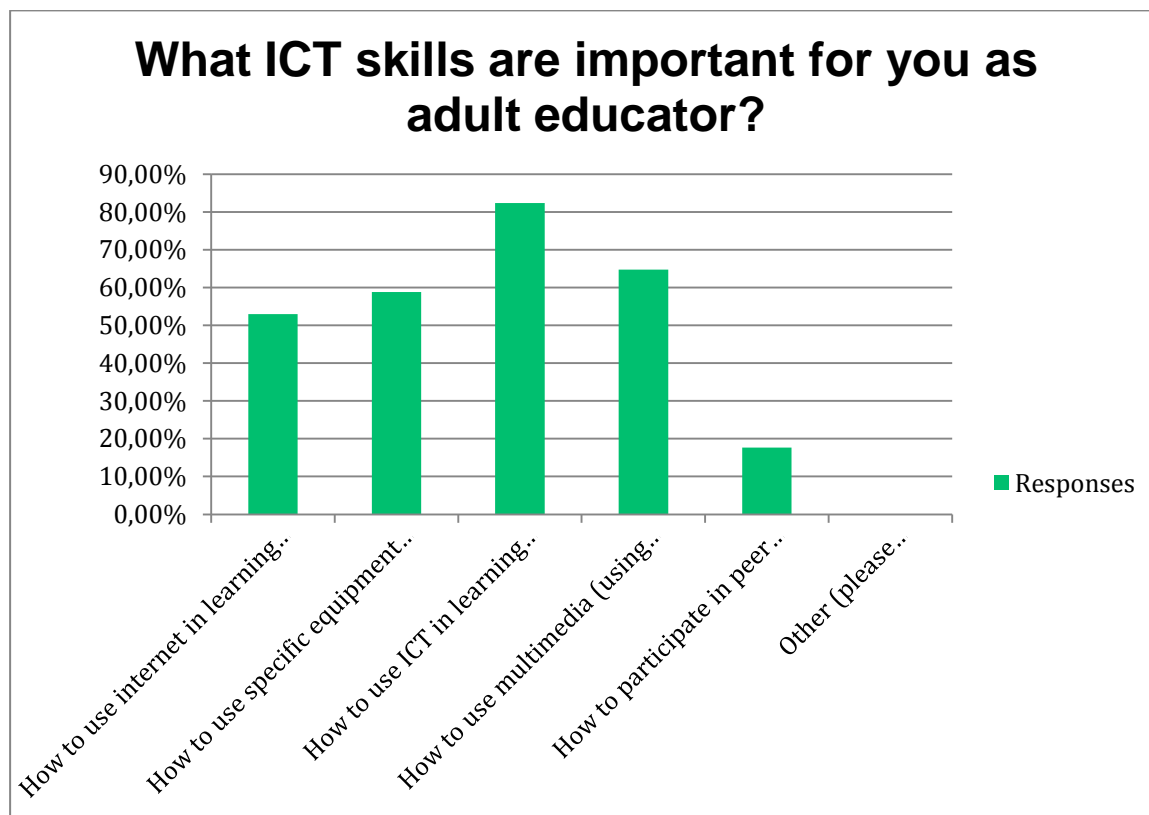
If yes, in which kind of activity (you can choose several options):



The main activity is related to “browsing /searching the internet to collect information to prepare learning material”, followed by “browsing /searching the internet to collect material to be used by students” and “use of applications to prepare learning material”; a third position is occupied by “creating own digital learning material for adult learners”, “communicating online with adult learners”, “loading/uploading/browsing material from virtual learning environments”.

3. ICT use in the 6 domains

Each respondent indicated which ICT skills are important in his/her work:



Most of the respondents consider “how to use ICT in learning (subject-specific ICT use: tutorials, simulations, etc.)” as the most important ICT skill, followed by “how to use multimedia tools (digital video, audio equipment, etc.)”, “how to use specific equipment (e.g. interactive whiteboard, laptop, etc.)”, “how to use internet in the learning process (e.g. how to create websites, video conferencing, etc.)”; “how to participate in peer learning communities or group work with other adult educators” is judged less important.

Regarding the ICT use in the six competence areas of an adult educator, ICT are often used in: “delivering the course” (100%), followed by “planning the training content” (82,35%), “designing training content” (70,59%), “developing training manuals, handouts, and exercises” (70,59%) and “evaluating the training results and assessing the quality of the training course” (52,94%). On the other hand, ICT are little used for “needs assessment”.

Regarding the most widely used ICT tools, respondents indicated both *HW technologies*, such as computer, tablet, network, beamer, interactive whiteboard, and *SW technologies* such as e-learning platforms (Moodle), applications to create and delivery training content (Powerpoint, Video editor, Microsoft Word, YouTube, Web site, databases, MOOC etc) and social networks (Whatsapp, ResearchGate, etc.)

In the future some respondents would like to use ICT to promote interaction and real-time feedback in the classroom, and Augmented and Virtual Reality tools.



The areas in which the respondents would like to get more training are: ICT use in the delivery of the courses (47,06%), ICT use in the assessment of adult learners' needs (47,06%), ICT use in the evaluation of the training results and assessment of the quality of the training course (41,18%); ICT use in the designing of the training content (23,53%), ICT use in the planning of training content (17,65%); ICT use in the development of training manuals, handouts, and exercises (17,65%); 5,88% of the respondents answered that they would like to get more training in integrating innovative ICT tools in education.

4. Conclusions and Recommendations

In summary, seventeen respondents answered the questionnaire in Switzerland, mostly male, aged over 40, with an experience of more than ten years as adult educator, mainly at formal higher education level; the target students are mainly professionals who need retraining.

It results from the survey that almost all of the participants recognize the role of ICT in adult education and make a large use of ICT in their job. In particular among the main activities they indicated browsing/searching the Internet to collect information and using specific applications to produce learning material.

Regarding the ICT use in the six competence areas of an adult educator, all respondents use ICT to deliver the course, and most of them use it to plan, design training content, and to develop training material.

About half of them would like to enhance their competences in the delivery of the course and assessing adult learners' needs, and some of them would like to improve their understanding of the use of ICT in the evaluation of the training results and assessment of the course quality.