

Needs for Professionalisation in ALE

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ASEM: Learning Unlimited,
Copenhagen May 2012

Questions

- Why is professionalisation of the people working in ALE important? (1)
- How can professionalisation be achieved? (2)
- What is common, what different in Asia and Europe in this respect? (3)

Motto

Teachers for adults should be as professional as teachers for children at school

or:

Adult education is only as good as teachers are (Raymond Setiawan, RN3)

Characteristics of ALE

- ALE = educational sector closest to society
- ALE = longest individual part in LLL
- ALE = almost everywhere
- ALE = little institutionalised
- ALE = heterogeneous
- ALE = formal, non-formal, informal
- ALE = Learning vs. Education

1. Teaching/Learning in ALE (1)

- Goals need people for achievement
- In Europe mid 90's : shift of paradigm, from teaching to learning (the learner learns, not the teacher)
- Self directed learning, informal learning
- And back: online learning, blended learning, learning environments etc: “teaching” is needed

Fields of work in ALE (1)

- Teaching (virtual, on campus, material, outreach, grassroots etc.)
 - Concepts, Curricula development
 - Managing and organising
 - Public relation and marketing
 - Evaluation, Validation
 - Counseling and guidance
 - Self learning
 - Policy making, community work
 - Needs analysis
 - Enhancing motivation
- Etc.

Access to work in ALE (1)

- In general: free access (exception: schools second chance, partly vocational training)
- Advantages and Disadvantages!
- Regulating the access: consequences to achieve, to avoid
- Advantage: potential, diversity, motivation, without barriers
- Disadvantages: Identity, competence unclear, potential less, motivation?, career prospects, status?
- Career? Steps, levels...

“Competences” (1)

- Term: Omnibus “Competence”
- Dimension of Application, being capable to do
- Difference to “Qualification”
- Level of competences (e.g. in languages)
- Combination of competences
- Development of competences
- Need of frameworks and their problems
- EQF and ALE

Appropriate Competences in ALE (1)

- Difficult to define the needed competences (broad variety of societal sectors, large heterogeneity of activities, level of occupation)
- Ways of defining competences (methodological challenge)
 - a) Transfer from work
 - b) Delphi
 - c) Assessment and Validation (Validpack)
 - d) Normative Regulations (law etc.).

Transfer from work (1)

- Description of work
- Analysing of activities
- Step to competences
- Building up a system of concrete and general competences (EQF)
- Open questions
- In Europe: Q-act (2007), ALPINE (2008), Key competences for adult learning professionals (2010)

Delphi – Studies (1)

- Prognostic of future tasks and challenges
- Based on expertise
- Defining clusters of competences
- Difference presence/future
- In Europe f.e. Qf2Teach (for Teachers), now extended to some

Acquirement of Competences in ALE (2)

- Learning by doing
- Academic qualification (fields, relevance)
 - a) Consecutive
 - b) Beside work
 - c) Experience based
- Further education, continuing education, vocational training
- Validation

Implementation (2)

Interests of actors!

- State
- Institutions
- Workers/teachers/staff (trainers, moderators, facilitators, guides, docents, mentors etc.)
- Learners
- Labour market

Means of implementation!

Conceptual approaches (2)

- Master-Program (Copenhagen):
Acknowledgement of experience
- EMAE (Germany u.a.): international dimension
- Cascade-Model (India): Combination of Levels
- Academic courses (Kaiserslautern): blended learning beside work
- ALE – Organisations (amongst many: Indonesia): training programs for teachers
- Labour market relevance (Austria, Switzerland, UK): eduqua, certificates

Level of Expertise (2)

- Switzerland: three levels: SVEB, federal certificate, advanced diploma in HR management and training: modular system
- Estonia : five levels (starting from the 2nd), based on professional standards, equivalence to EQF (2nd = $\frac{3}{4}$, 3rd = 5), description of competences for each level
- UK: credit based system, accumulation, compulsory yearly further education
- India: “Cascade”-Model, grassroots (prerequisite class ten), cumulative upgrade, further qualification and certification system
- Indonesia: four categories (novice, intermediate, advanced, expert), training courses (time, subjects), steps up cumulative

Open debates (2)

- Relation to existing frameworks, which model to adapt to national situations
- Relation to the existing educational system (f.e. teachers at school!)
- Status and career! Perspectives?
- Cultural traditions and habits (e.g. open, dominated etc.)
- Who is qualifying the educational workers outside formal system? How they are qualified? Degree of regulation?
- Improvement of system, relation to institutions.

ALE in Europe (3)

- Political frame: EU
- Common main goal: Lisbon
- Diversity, Autonomy: SMOC (Benchmarks, Projects, Discussion)
- Aiming at: economy, citizenship, personal fulfillment, social inclusion
- Aging society
- Number and structure of people

ALE in Asia (3)

- Autonomous countries
- National concepts
- Diversity of traditions, cultures etc.
- Aiming at coherent development strategies, focused on literacy, vocational skills
- Young population
- Number of people

In common (3):

- Need for ALE (society/ALE)
- Learners Success
- Enhancing Learning activities
- Facilitating Learning
- Quality of Teaching
- Development of Provisions
- Need for Strategies, evidence base

Perspectives

Still a lot of research, development and discussion needed!

- Research, comparative research on competences
- Policy making
- Building up a system of teaching and training
- Learning from each other in finding solutions and best practice