

# PROFESSIONAL TRAINING OF ADULT EDUCATORS AT THE SLOVENIAN INSTITUTE FOR ADULT EDUCATION



REPUBLIC OF SLOVENIA  
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Andragoški center Republike Slovenije  
Slovenian Institute for Adult Education



Erasmus+ SHAPE

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# PROFESSIONAL TRAINING OF ADULT EDUCATORS AT THE SLOVENIAN INSTITUTE FOR ADULT EDUCATION



## THE MAIN PURPOSE OF THE PROFESSIONAL TRAINING OF ADULT EDUCATORS

The basic and further non-formal training of adult educators, developed and carried out by the Slovenian Institute for Adult Education, aims at the **professional development of adult educators** when:

- they already work in the field of adult education,
- or they work in other fields, but also deal with adult education.



THE ACTIVITY COMPLEMENTS THE BASIC AND FURTHER  
FORMAL EDUCATION OF ADULT EDUCATORS.



## ADULT EDUCATORS IN THE PROFESSIONAL TRAINING PROGRAMMES:

- **acquire new knowledge and skills** in order to perform quality work,
- **share their experience with others and evaluate their own practices** under expert guidance in order to improve them,
- **rethink and develop their own and common professional identity of an adult educator** by professionally connecting with others.



Programmes of basic and further training of adult educators



# TYPES OF PROFESSIONAL TRAINING OF ADULT EDUCATORS

Adult educators can participate in the following **types of the professional training programmes**:

## 1 GENERAL BASIC AND FURTHER TRAINING OF ADULT EDUCATORS

Participants acquire and further develop the knowledge of the discipline of adult education, defined in the andragogical cycle.

## 2 BASIC TRAINING FOR SPECIAL ROLES OF ADULT EDUCATORS

Participants acquire basic andragogical knowledge **for performing special roles** in adult education, for example to perform roles, such as head and mentor in study circles, teacher in literacy programmes, counsellor in adult education guidance centres, counsellor and mentor in organised self-directed learning, quality counsellor, etc.

## 3 FURTHER TRAINING OF ADULT EDUCATORS

Participants **upgrade their knowledge**, reflect on their practice, share it with others and strengthen their own professional identity.



## WEB-BASED CATALOGUE OF BASIC AND FURTHER TRAINING PROGRAMMES FOR ADULT EDUCATORS

The web-based catalogue of training programmes for adult educators is a collection of programmes developed and implemented at the Slovenian Institute for Adult Education.

It is intended for those who want to learn about our offer and consider participating in our training programmes.

The screenshot shows the homepage of the 'WEB BASED CATALOGUE OF TRAINING PROGRAMMES FOR ADULT EDUCATORS'. The page features a navigation menu with categories: EDU, SIAE, COMPETENCE APPROACH, TRAINING PROGRAMMES, RECOGNITION OF PRIOR LEARNING, and LEARNING CORNER. A central banner displays the title 'WEB BASED CATALOGUE OF TRAINING PROGRAMMES FOR ADULT EDUCATORS' above a photograph of two men reviewing a document. To the right, there is a section for 'Training events' and a 'Learning & life' section. The page is designed with a clean, professional layout using blue and white colors.

More information:

<http://izobrazevanje.acs.si/programmes>



## RECOGNITION OF PRIOR LEARNING

The Slovenian Institute for Adult Education allows those who intend to take part in one of the basic or further training programmes, which last more than 24 hours or less, if the programme allows it, to request for the **recognition of prior learning**.

The procedure begins with the request of an individual who submits the application and encloses relevant supporting documents.



Recognition of prior learning

Possible supporting documents are:

- public and other certificates,
- products, services, publications and other copyright works,
- relevant references of knowledge, acquired through work and other life experience.

More information:

<http://izobrazevanje.acs.si/recognition>.







## SPECIALIZED LITERATURE IN SUPPORT OF BASIC AND FURTHER TRAINING OF ADULT EDUCATORS

The development of specialized literature and learning materials is an important part of basic and further training of adult educators at the Slovenian Institute for Adult Education.

### PUBLICATIONS:

<http://izobrazevanje.acs.si/bookshelf>.



Basics of e-learning



General and andragogical characteristics of career development



Volunteering in guidance activity in adult education



# ADULT EDUCATORS' TRAINING WEBSITE

The **website** obtains updated information on the activities of the professional training of adult educators at the Slovenian Institute for Adult Education.

**TRAINING OF ADULT EDUCATORS**

EDU SIAE COMPETENCE APPROACH TRAINING PROGRAMME RECOGNITION OF PRIOR LEARNING LEARNING CORNER

**TRAINING OF ADULT EDUCATORS**

Adult education is an increasingly important topic in the European education policy. Likewise, the field of training of adult educators is becoming more and more important, and one that the Slovenian Institute for Adult Education (SIAE) has dedicated particular attention to ever since the Institute's founding.

We are constantly aware that we can only work effectively when the knowledge we develop is successfully transferred into practice, which is why we make sure that adult educators participate in ongoing training.

**Training events (Slovenian only)**  
We have successfully carried out a workshop Preparation of e-learning materials and looking odd.

Training events archive

Our website is available through a global network of servers in 26 EU countries.

Website:

<http://izobrazevanje.acs.si/home>





# COMPETENCE SCHEME OF THE PROFESSIONAL TRAINING OF ADULT EDUCATORS



## COMPETENCE SCHEME OF THE PROFESSIONAL TRAINING OF ADULT EDUCATORS

The training programmes for adult educators, which we have developed and are being carried out at the Slovenian Institute for Adult Education, are based on a learning-targeted approach.

However, in order to follow the development of the profession, we are gradually upgrading the learning-targeted planning with the **competence approach**.



Competence scheme of the professional training of adult educators

**Competencies**, as we define them in our approach, which are necessary for adult educators' work performance, therefore become the **guidelines for the planning of the programmes**.

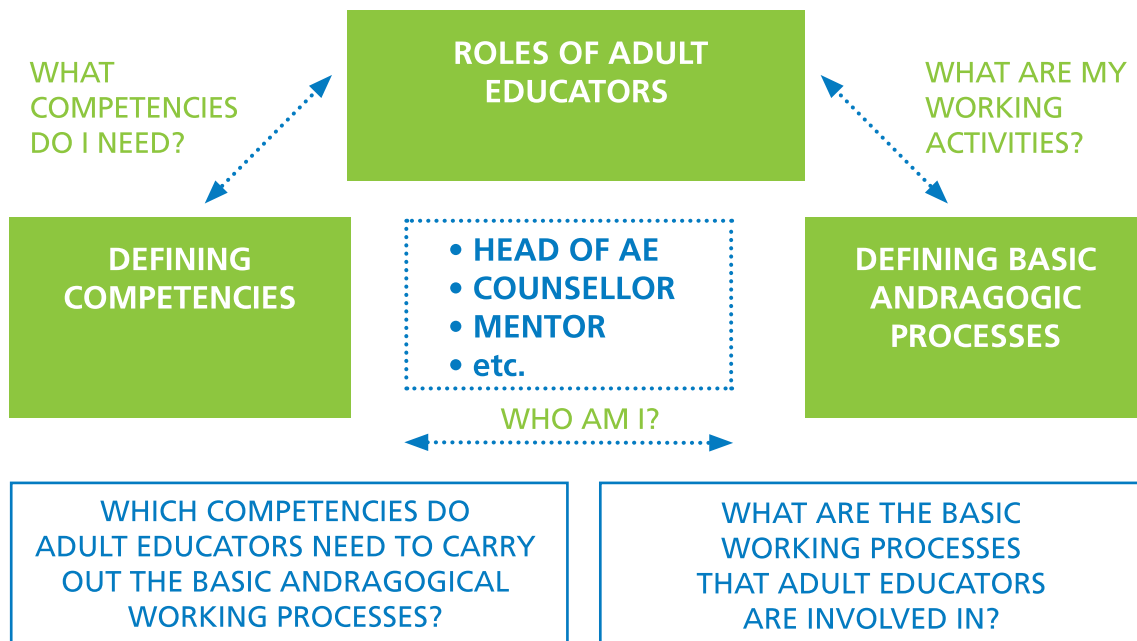
For this purpose, we have created a **competence-based scheme for training of adult educators** at the Slovenian Institute for Adult Education.



## What does the competence scheme consist of?

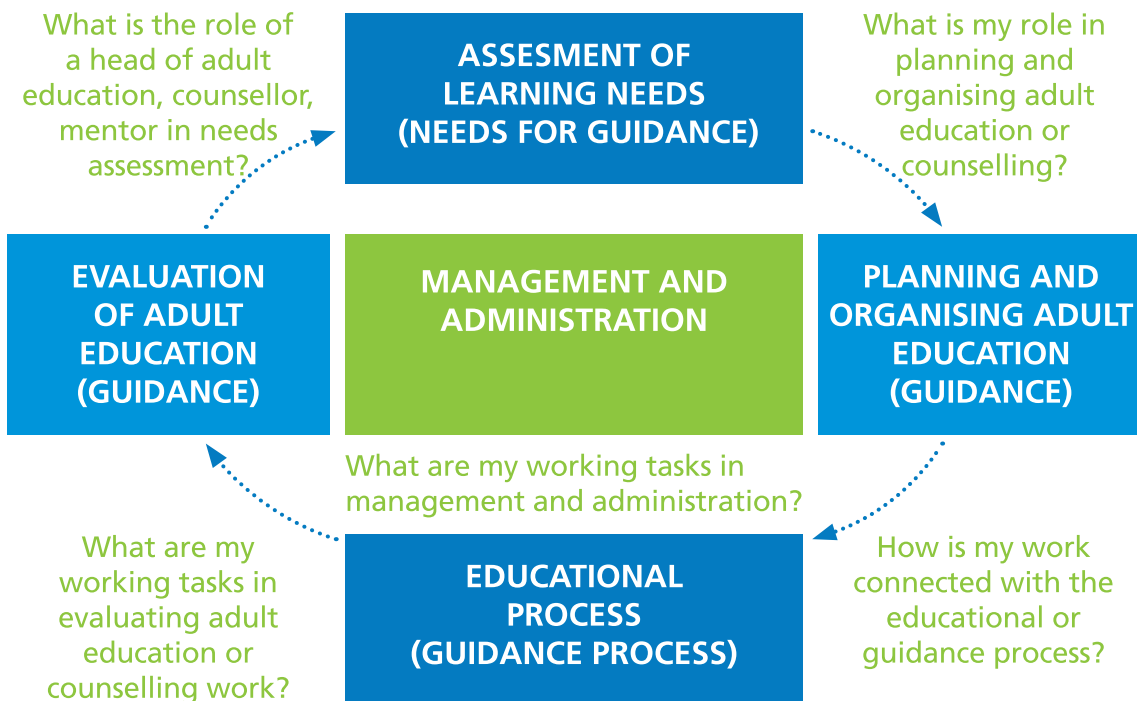
The competence scheme consists of the following elements:

- basic adult education processes,
- competencies,
- adult education professions/jobs.



## How adult education processes are defined in a competence scheme?

A competence scheme derives from a reflection on basic adult education processes that take place in various working positions in which adult educators operate.





The competence scheme refers to **processes associated with adult education in the strict sense of the word**, while it does not involve processes of research in adult education, in-depth development work, strategic planning, etc. It includes those processes that are the most common in adult education.

**As a starting point** in defining the basic adult education processes, **we have used the andragogical cycle** – an established process model that defines the phases of adult education work.

In doing this, **we have also added two accompanying or “transverse processes”** in the andragogical cycle that cannot be avoided when thinking about planning and implementation of education in practice – we call them management and administration of adult education.



## How competencies are defined in a competence scheme?

The concept of **competence** is in our case understood as variety of dimensions that are mutually intertwined:

### COGNITIVE DIMENSION

Understanding **principles, theories and concepts** as well as the development of higher cognitive level – a systematic integrated knowledge, comprehension of various mental operations, development of critical and creative thinking, etc.

### FUNCTIONAL ACTION DIMENSION

Competence and readiness to be engaged, do something, **make use of knowledge in a meaningful and useful way in life and at work**; develop skills needed to solve difficulties in everyday circumstances and to perform specific activities.

### PERSONAL SOCIAL DIMENSION

**Understanding of social space**, entering into specific relations, which covers also the ethical dimension of personal and social values, attitudes towards own professional role and personal growth.

In training programmes different dimensions of competencies are achieved through interaction of different types of educational aims.





## What types of competencies are included in a competence scheme?

We have positioned different types of competencies in the competence scheme, namely:

### KEY COMPETENCIES

- Transferable between occupations.
- Irrespective of specific circumstances, provide a functional response and performance in a variety of activities.

### GENERIC (GENERAL) PROFESSIONAL COMPETENCIES

- Are common in related professions, working tasks or groups of occupations in a professional field.

### SPECIFIC PROFESSIONAL COMPETENCIES

- Are specific to individual jobs, roles and tasks.



## ADULT EDUCATION PROFESSIONS/JOBS

Classification of occupations in the field of adult education in Slovenia contains only basic occupation of “andragog” (an expert for adult education) and organizer of adult education, but in practice there is a wide range of other tasks that have not been systematically described.

This area is also developing very fast; new roles of adult educators are emerging. We can identify the following professions/jobs/roles, existing in today’s practice of adult education:

- head of adult education,
- organizer of adult education,
- lecturer or teacher in adult education,
- mentor in adult education,
- didactics’ specialist in adult education,
- instructor in adult education,
- animator in adult education,
- mentor/tutor in e-learning,
- head of adult education guidance centre and counsellor in a guidance centre,
- counsellor in adult education,
- informant in adult education,
- head of the centres for self-directed learning, mentor and counsellor in centres for self-directed learning,
- head and mentor of a study circle,
- quality counsellor in adult education and other.



## For which roles of adult educators have the descriptions of activities and competencies been prepared so far?

Considering the key elements of the competence scheme, we have prepared descriptions of activities and tasks carried out by adult educators in different roles and defined competencies they need for quality performance of this work.

So far, we have prepared such a competence scheme for the following roles of adult educators:

HEAD OF ADULT  
EDUCATION

TEACHER IN  
ADULT EDUCATION

COUNSELLOR IN  
ADULT EDUCATION

MENTOR IN ADULT  
EDUCATION

Website:

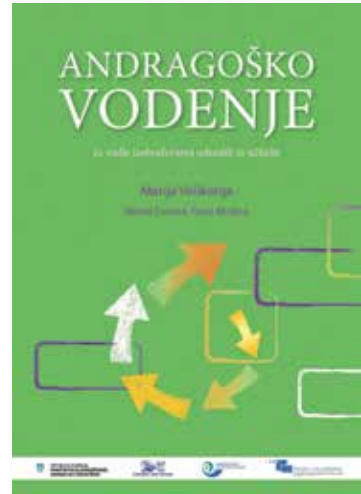
[http://izobrazevanje.acs.si/competence\\_approach/description\\_of\\_activities](http://izobrazevanje.acs.si/competence_approach/description_of_activities).



## HEAD OF ADULT EDUCATION

In the practice of adult education, we face various situations; some educational organisations have a systemized job position for **head of adult education** or **adult education organiser**. Others do not have such a systemized job position, but they have a person(s) engaged in the management or organisation of adult education.

In the competence scheme, we have therefore included duties and tasks related to the entire andragogical cycle.



Andragogical management for heads of adult education and teachers

A range of tasks and competencies related to the management and organization of adult education can be used by an institution that has independent job positions of adult education manager and organiser. It can also be used by an institution where various jobs are united in a single job position.

Description of activities and tasks as well as competencies for **the head of adult education** is available on the website:

<http://izobrazevanje.acs.si/competences/head-AE>.





## TEACHER IN ADULT EDUCATION

For the profession of **lecturer/teacher** in adult education, we use a single term: **adult education teacher**.

By this we have in mind professionals in formal and non-formal programmes for adults, who perform the following roles: learning guide, motivator, informer, evaluator, trainer in companies etc.



Description of activities and tasks as well as competencies for **the adult education teacher** is available on the website:

<http://izobrazevanje.acs.si/competences/teacher-AE>.



## COUNSELLOR IN ADULT EDUCATION

**Adult education counsellor** provides assistance to adults in education and learning – he/she **helps the participants**, for example, **to decide for education**, **advises them in planning, organisation and implementation of learning**, **assists them in overcoming learning and other barriers** that are related to education, **counsels the participants in planning their future educational path** and similar. Adult educator who performs counselling work may have two roles:

- **the role of independent counsellor in adult education** (e.g. counsellor in the adult education guidance centres - ISIO centres),
- **the role of adult educator, who performs a part of his/her tasks as a counsellor** (e.g. counsellor in adult educational organisation).

Lately, another specific role of counsellors in adult education has been introduced: **quality counsellor in adult education**.

So far, we have developed competence schemes for the following **roles of counsellors in adult education**:

- **COUNSELLOR IN ADULT EDUCATION GUIDANCE CENTRE,**
- **QUALITY COUNSELLOR IN ADULT EDUCATION,**
- **COUNSELLOR FOR SELF-DIRECTED LEARNING.**



## COUNSELLOR IN ADULT EDUCATION GUIDANCE CENTRE

In Slovenia, there are 14 regional guidance centres for adult education (ISIO centres). Guidance centres provide confidential, free of charge, high-quality, professional and comprehensive information and guidance to adults in the form of support in education and learning.



Simultaneously with the development of the concept of guidance centres, the roles of both **heads** and **counsellors in guidance centre** have also developed.

Description of activities and tasks as well as competencies for **the head and the counsellor in the adult education guidance centre**

is available on the website:

[http://izobrazevanje.acs.si/competences/counsellor-ISIO.](http://izobrazevanje.acs.si/competences/counsellor-ISIO)



## QUALITY COUNSELLOR IN ADULT EDUCATION

A **quality counsellor in adult education** is a person with appropriate professional competencies who **counsels** all those included in processes of defining, assessing and developing quality of adult education in an organisation.

A quality counsellor acts as a **coordinator of different activities for adult education quality development** and also carries out some of the activities.



Description of activities and tasks as well as competencies for **the quality counsellor in adult education** is available on the website:

<http://izobrazevanje.acs.si/competences/counsellor-quality>.







## COUNSELLOR FOR SELF-DIRECTED LEARNING

In Slovenia, the activity of organised self-directed learning has developed in different ways. Within adult education, there are different forms of organised self-directed learning: the first is organised self-directed learning, namely **Centres for self-directed learning**. The second form is represented by **Points of lifelong learning**. The third form is **organised self-directed learning in adult education organization** etc.



In preparing the description of activities and tasks as well as competencies, we have included the roles of **head, counsellor** and **mentor** for organised self-directed learning.

Description of activities and tasks as well as competencies for **the head, counsellor and mentor for organised self-directed learning** is available on the website:

<http://izobrazevanje.acs.si/competences/counsellor-SDL>



## MENTOR IN ADULT EDUCATION

The role of the **mentor in adult education** must always be considered in the context of the educational process in which he/she is included as a mentor.

According to different types of adult education in which mentors participate, there are differences among them regarding forms of assistance they provide to adult participants.

The mentor **guides, monitors, encourages, motivates and creates opportunities for learning.**

The participant takes an active role for his/her own learning and development, while the mentor is his/her **stimulator, companion, motivator**, etc.

So far, we have developed competence schemes for the following roles of **mentors in adult education**:

- **MENTOR IN STUDY CIRCLES,**
- **MENTOR IN E- LEARNING,**
- **MENTOR IN PROJECT LEARNING FOR YOUNG ADULTS PROGRAMME.**



## MENTOR IN STUDY CIRCLES

A **study circle** is a form of a non-formal adult learning that takes place through a democratic exchange of knowledge, skills and experiences among the participants of the group and ends up with some action.



For carrying out study circles, two roles have been developed:

- **head of study circles** and
- **mentor in study circles.**

Description of activities and tasks as well as competencies for **the head of study circles and mentor in study circles**

is available on the website:

<http://izobrazevanje.acs.si/competences/mentor-SC>.



## MENTOR IN E-LEARNING

The role of the **mentor in e-learning** is one of the latest roles in the Slovenian area, although its manifestations can vary widely depending on the e-learning model implemented by the organisation.



While preparing the description of activities and tasks as well as competencies for the **mentor in e-learning**, we have focused on the e-mentor as a person who is either the lecturer or assists the lecturer as a mentor in the e-learning process.

Description of activities and tasks as well as competencies for **the mentor in e-learning** is available on the website:

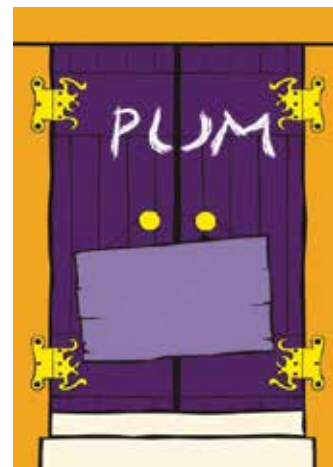
<http://izobrazevanje.acs.si/competences/e-mentor>.





## MENTOR IN THE PROJECT LEARNING FOR YOUNG ADULTS PROGRAMME

The basic aim of the educational programme **Project Learning for Young Adults (PLYA)** is to help young adults with no education, profession or employment to overcome social exclusion and encourage them to continue their schooling, or to acquire skills that will facilitate their path towards employment.



The basic condition to implement the PLYA programme is an appropriate **mentoring group** composed of at least three mentors and a leader mentor. Description of activities and tasks in a competence scheme focuses on an individual mentor i.e. his/her participation in a particular work process. Some of the described tasks are carried out by the mentoring group, in which they are distributed among mentors.

Description of activities and tasks as well as competencies for **the mentor in a PLYA programme** is available on the website:

<http://izobrazevanje.acs.si/competences/mentor-PLYA>.





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