

Papers on

➤ **New trends in professional formation and updating in occupations associated with adult learning**

CREA

New trends in professional formation and updating in occupations associated with adult learning

Supporting the development of New Learning Pathways for Adults

**CREA –Centre for Social and Educational Research
UNIVERSITAT DE BARCELONA**

**ERDI
Consortium of European Research and Development Institutes for Adult
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1. Introduction

The aim of this report is to be able to contribute from the point of view of Spanish and Catalan actual experiences, to a global European description of the different professional situations of those that work or aim to work in Adult Education.

It offers a vision in 7 different contexts: The legal framework of Adult Education in Spain; Fields of Adult Education; Professional training in Adult Education; Continuing Education of professionals; Completed or on-going research and New Perspectives in Adult Education; Qualification, Status and Accreditation and lastly, Final Considerations.

In these, the formal reality regulated by different administrations, -State, (Spanish National) and Autonomous (Catalonia) are contrasted with the increase of improved established proposals (and carried out in some cases) by different associations of the participants in Adult Education and a wide group of professors from different Spanish Universities.

2. Legal framework for adult education in Spain

2.1. General framework of Adult Education

At a national level, the government is in charge of establishing the general guidelines about the educational system. Later, the autonomous governments, like the government of Catalonia, define them, because in Spain the regional government is in charge of the educational competencies.

At present, the educational law that regulates Adult Education is LOCE (Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación), in which the third title (Del aprendizaje permanente: enseñanzas para las personas adultas)[Permenant education, teaching for adults] concerns Adult Education. This law replaces the LOGSE (Ley Orgánica 1/1990 de 3 de octubre, de Ordenación general del Sistema Educativo). [Organic Law for General Arrangement of the Education System]. Because of this, the law LOCE regulated the contribution and the responsibility of the authorities within the framework of adult learning. The third title of this law established that public administration centres, for example: youth education centres and primary and secondary education centres, would have responsibility to ensure that all people have the

opportunity for permanent education. Similarly, to establish the possibility of a test to give a graduate certificate in secondary education, and to therefore be able to access vocational training or university. Adults who have not graduated from Secondary Education and need to obtain a certificate, will be able to do a test to access.

As mentioned previously, different autonomous communities have different competencies within the field of Adult Education. In this sense we find, for example: la Ley Catalana de Formación de Personas Adultas (Ley 3/1991 de 18 de marzo), [The Catalonia Law for Adult Education] which was the first of its kind in Spain. One of the new introductions was the recognition of different fields of Adult Education, for example: instrumental and basic education, work training, and education for culture and free time.

In the most part of the six laws of Adult Education both autonomous as much as regional governments have established Interministerial Commissions. These have the objective of coordinating the proceedings of the different Departments that play a part in adult education training (Employment, Agriculture, Fishing, Education, Social Care, Justice, Interior, Health, Defence, etc.).

In Spain, APEL (Accreditation of Prior Experiential Learning), that is, recognition of previous experience of adults, is not legalised policy. For example, to access an educational level in the first place, you have to do an academic test, and you need a sufficient level of academic knowledge to do it.

On the other hand, without a formal framework, there are many institutions providing training like:

- Specific centres for adults
- Popular universities
- Social initiative centres
- Local corporation
- Schools of languages
- Popular Cultural Associations, NGOs, etc

This institutions and organisations ensure the existence of adult learning. Their accreditation's do not have a social validity (only a course certificate).

2.2. Spanish regulation concerning professionals that work in the field of adult education

The decree 72/1994 dated 6 April, written by the *Departament de Benestar i Família* de la Generalitat de Catalunya is to regulate adult training centres. The third article deals with the characteristics of the teachers, and literally, explains in 2 parts:

“3.1 the professional qualification of the teachers in adult training centres for **instrumental and basic education**, will be the same one as required by the corresponding general regulated teaching level. (to non-adults) 3.2 The non regulated training must be given by experts and specialists which have an adequate accredited education, shown by the corresponding qualification.”

This illustrates how in reference to Literacy Skills and Basic Education (Secondary school level) the professionals are determined by the currently prevailing law, LOCE. Because of the lack of specific training in Adult Education, we find ourselves before a functional body without adequate training.

3. Areas in adult education

Adult education responds to a model that guarantees the participants the possibility of acquiring, updating, and completing knowledge as varied as, for example, basic education, work training or social and cultural activities. Following this, it must be based on a organised and methodical model which permits flexibility for the rhythm and learning times of adults, allowing different training itineraries to be acquired in response to the needs and demands of adults. Equally always considering the individual psycho-pedagogical characteristics and social situations of adults. When we talk about fields in Adult Education we can refer to three different areas: Basic Education, Training for the labour market and Training in cultural or leisure activities.

3.1. Basic education

Within this area can be found jointly organised education and training processes in which participate adults with the following objectives. To develop cultural knowledge, competencies,

abilities, and basic social and cognitive strategies, which are based on and increase levels of self-esteem and personal autonomy, encourage a base for co-existence and the individuals participation and intervention in society. This would include:

- Instrumental dimension: basic literacy, intermediate literacy skills and certificates
- Itinerary to obtain GES (Secondary Education Certificate for Adults)
- Programmes to prepare access to professional training courses and University.
- Spanish and Catalan Oral.
- Other programmes.

3.1.1. Basic literacy and consolidation of knowledge and instrumental techniques (intermediate literacy skills and certificates)

Some of the objectives pursued are:

- Development of reading/writing skills. In the case of many immigrants, to reinforce in turn their learning of Spanish or Catalan.
- To facilitate access for adults to be able to continue successful professional training and place themselves in the world of work.
- To follow the corresponding studies of Secondary Education.

Although some professionals affirm that they are overcoming the functional literacy needs of some of the majority groups in society, we must not forget that there have emerged new groups, for example young people, women, immigrants, etc, who continue demanding literacy and improvement in their reading and writing skills. Therefore, this must be the priority programme in any Adult Education centre. Through this, people with the highest learning needs and those excluded by the information system can overcome their situation and have access to education.

3.1.2. Programmes to obtain the Secondary Education Certificate for Adults [Graduado en Educación Secundaria (GES):]

This is offered in two ways, either through distance learning or by attending classes. It is directed at people who wish to obtain the Secondary Education Certificate for Adults (GES).

The programmes are offered in modules, which can be adapted to the specific situation of the student and different pace of learning. Each module is made up of three fields of knowledge, in which are included different areas of Secondary Education: Mathematics and Science, Communication, Social Science and Participation, each with opportune adaptations for adult learners.

The objective of the programme is that the participants obtain the basic competencies and the qualification to accredit their training. This qualification in terms of Adult Education must also ensure training in personal development, awareness of one's setting and social participation.

3.1.3. Programmes aimed at accessing Professional Training Courses, intermediate and advanced levels

The tests to access Professional Training Courses (Intermediate and Advanced Levels) are an opportunity for all adults who want to obtain basic qualifications in Professional Training as regulated by Spanish Administration Authorities.

3.1.4. Programmes to access university through the route of "people over 25"

In the last few years there have been a series of demands and protests regarding University access for people over 25. This is because of a lack of criteria that does not discriminate against people trying to access university by this route.

Up until now, there have only existed a limited number of places to access University through this route. Consequently, many people who firstly, complete a difficult course and secondly, pass a two-day exam then do not obtain a University place.

3.1.5. Oral Spanish and Catalan

For many years now Catalonia has had a considerable immigrant population. In the early 1970's a wave of people arrived mainly from the autonomies in the South of Spain: Andalucía, Extremadura and Murcia. Since the 1990's, people from Latin America, Africa and Eastern Europe have been arriving. All these people have encountered a difficulty when settling in

Catalonia: the language. We live in an autonomy that has two official languages: Catalan and Spanish. Therefore they become two fundamental learning goals to offer as basic training to adult immigrants in Catalonia. Mainly because they are fundamental to be able to access with a minimum of guarantees, an access to the labour market.

3.2. Training for the labour market

Training for the labour market is understood as the joining of training actions and orientation directed towards improving possibilities for individuals and groups to place themselves with stability¹ in the labour market.

Or in the same way, to improve the situation of people who are already employed. Indirectly, occupational and continual training presents itself as an active policy to improve the competitiveness of businesses.

More and more the labour market is demanding higher quality and better competencies to meet the constant changes that are produced in today's society. This situation requires us to be always prepared to confront this, independent of our working situation. Nowadays, all adults are potential participants in the training processes for the labour market.

3.2.1. Training Courses in Professional Training

The Training Courses in Professional Training appeared in Spain at the same time as the LOGSE (1990) reforms in Primary and Secondary School Education. The courses cover types of Technical Training as regulated by the Spanish Education System. The system accredits training specifically for labour market.

It responds to the large number of adults that need a qualification to value their professional skills and knowledge. This is particularly relevant presently in Spain, where, as we have noted in the second part of this document, APEL policies to accredit work experience, do not currently exist.

¹ Insertion in low-skilled jobs is only justified temporarily, however, this professional field must promote not only the finding of work, but also maintaining it and feeling fulfilled at work.

The training courses in Professional Training are organised into different Groups of Professions, each of which leads to a different qualification. All training courses are given at 2 levels: intermediate level courses, which give access to the Technical Qualification, or advanced level courses which give an Advanced Technical Qualification.

3.2.2. Occupational Training

Occupational training is legalised by the *Plan FIP*. Its subsequent development and the continuous training into the factory workplace was set out by the tripartite agreement between the government, the trade union and management. This constituted a foundation for the planning of courses and established that the management of the fund would come from all the workers.

As regards Occupational training for unemployed people, guidelines arise from the EU, and are specified by the national government and the regional government at different levels. A tripartite commission between government, management, and trade unions defines the planning of most continuous training in the factory. Personal development and cultural training are main competencies of the different entities.

On the other hand, at the level of institutional agreements, it is important to throw the National Agreement of Continuing Training into relief again because it is a tripartite agreement between enterprises, trade unions and government. The agreement was signed for the first time in 1992, renewed in 1996 (II National Agreement of Professional Training) and again in 2000. This agreement represents the renovation of the agreement between social partners and the State for quality training; in line with the real needs of the productive field. It also maintains the social model and gives direct responsibility to the economic activity of these social agents.

In respect to Catalonia, in 1992, the Spanish state transferred the management of Occupational Training to the Generalitat of Catalunya, (the Regional Government of Catalonia) It therefore became the responsibility of the Direcció General de Ocupació del Departament de Treball. (the Regional Government Department of Work).

The Institutional management of Occupational Training materialises officially in the Innovacion and Professional Training Centres (CIFO), which aim to respond adequately to those people that are unemployed and claiming unemployment benefit, or that need a suitable “recycling” of the

demands of the work market. Also, these centres, aim to offer training related to “new” professional areas to their participants. These provide possibilities of working in areas such as: Social-cultural activities and Tourism, Nutrition, Hotel and Restaurant trade, the Environment, Publicity and Communications and jobs linked to the Internet.

3.2.3. Continuing Education

Within the subsystem of Continuing Education can be found training actions aimed at people who are working. The training measures are conveyed through the *Fundación para la Formación Continua (FORCEM)* [Foundation that provides training courses for employed people, funded by the State and in agreement with Trade Unions].

Therefore, there still exist Adult Education Centres which offer these type of courses, in agreement with some Trade Unions.

3.3. Education in leisure and culture

The type of training which is included in this field is wide and varied, the range of courses offered depends mainly on the centres where they take place. This type of training is offered in Civic Centres, Cultural centres, Associations, ,etc. They also depend on many different ways of financing, for example, local councils, local Governments, or the State; through the general direction of departments for example *Acció Cívica* de la Generalitat de Catalunya,[Catalonia Local Govenment] or *Serveis Personals* del Ajuntament de Barcelona.[Local Council of Barcelona] Leisure and cultural training is worked on also from other sectors, for example associations managed by an important contribution of private funds and different Catholic Institutions involved in the socio-educational field. The courses have a wide variety of contents: Ceramics, Languages, Cookery, Greek Mythology, Photography, Basic Information Technology, etc.

3.4. Professional profile in the three areas of adult education

3.4.1. Basic Education Area

In the last 5 decades there has been a continual progression in standards in Adult Education in Spain.

Towards the first half of the 1970's, from a most limited and compensatory basis of learning, inherited through the Franco Period and his *Camapañas de alfabetización*, (Literacy campaigns), there existed Adult Education. Although the only objective of the regime was to increase the number of people that could sign the conformity documents and therefore falsely credit their own literacy level, they created the first Adult Education Centres, (Schools). These schools at that time were totally linked to the infant school system, and were given to making important basic teaching methodological mistakes, which did not in any way consider the real learning needs of adults.

There now exists an open struggle to reduce possibilities of imposing a school system (educational model) on Adult Education. In spite of this, the paid-by-the-State *Funcionarios* (teachers with Civil Service status) working in the area of Basic Education, are still no more than Primary school teachers with inadequate training. Nowadays, the majority of schools still follow an educational model of training, maintained by the legislation that regulates them. However, the idea of adequate professionalism in the field of education is being increasingly extended as one linked to that which was demanded during the change to democracy at the end of the 1970's. At this time the social movements linked to Adult Education were already advocating for a *social model*, one that was defined by the demonstrated needs of the people involved in Adult Education, and not by a poor adaptation of infant school teaching.

The professional that works in the basic competencies field in Spain is, in the majority of cases, someone with a teaching qualification (diploma). This situation is found above all in centres and schools which offer this type of training and depends on different autonomous administrative bodies.

There is also another group of professionals that work in this area, in schools that are dependent on Local Councils or other organisations to offer this type of training. For example: associations, NGO's, etc. Some of these professionals come from social education, psychology, pedagogy,

etc. In this type of organisation there also exists a large number of people who collaborate as volunteers in this field of Basic Education. They are very important in the work that they develop.

3.4.2. Area of work training

The professional that works in the field of training for work, has a more varied profile than in the previous field. In this profile we find:

People who know their occupation and want to teach it in an uninteresting way.

People who have many years of experience in their occupation, and after years of working begin to teach it. These people need additional training to help them prepare for their new role, (building workers, labourers, mechanics, painters, hairdressers, dressmakers).

Orientators of work insertion. Usually carried out by educational psychologists or psychologists.

On the other hand, the management and co-ordination of projects aimed at preparing people for and/or facilitating access to the labour market, used to be carried out by social educators.

Regarding the projects of socio-work insertion², professionals from 3 or 4 academic categories used to carry out the work: Psychology, Social Work, Social Education, and in some cases, Pedagogy. In these cases, people contracted by private companies offered the service, and salaries varied depending on the possibilities and the duties of each company.

3.4.3. Culture and leisure education

Lastly, the professional profile of those that work in the area of leisure and culture education, is as varied as the type of training that can be found in this field. Amongst many others we find, social educators, anthropologists, teachers, technicians in social- cultural animation; people responsible for programmes and institutions who take on jobs in co-ordinating and management of projects of social-cultural animation.

² **Social-work insertion vs. Work insertion:** social-work insertion is aimed more at people who do not only need to enter the labour market, but also to access a training plan with identified training, for example, to become socially involved, for people who have experienced socially excluding experiences: are in prison, about to be freed from prison, or recently have been integrated in the society, or are drug-dependants, (illegal substances, alcohol, gambling) which also generate dynamics that make it doubly difficult to access possibilities of work-insertion because they do not have normalised dynamics. Work insertion is carried out with people who have normalised social relations and their only difficulty is that of finding a job.

The function of these professionals is to think up and co-ordinate projects which promote the socio-cultural activities on offer in the neighbourhood, city, or village in which they develop their professional activities. In Catalunya, especially in Barcelona, this is achieved mainly from Civic centres, Day centres for the elderly or some Adult Education centres, from which activities such as: Photography, Ballroom dancing, Cultural outings, Sevillanas (dance), Tailoring and dressmaking, Internet, and many others are offered, depending mainly on the demands of those that participate in the exact projects.

This leaves space for another group of professionals, those that are contracted to work in social work insertion, or to run workshops. They are called *Talleristas*. (*workshop co-ordinators*). These people offer (through their training) mini courses in Civic centres, Cultural associations, and Adult Training Centres. Their training is equally as diverse as the type of courses that are offered

4. Training for professionals in adult education

The training that those that choose to work in Adult Education (in the widest sense of the word) currently receive is very varied, and depends to a great extent on the specific work field of each professional.

There are currently many different degrees which in some way deal with subjects related to Adult Education, amongst these specifically Social Education, Pedagogy, Educational Psychology, and teaching.

In the course content of these degrees we find subjects related to the theory and history of Adult Education, Adult psychology, Basic Education for Adults, Permanent Education, Work Orientation and Training, etc. In spite of there being these subjects in the degrees, we find that there is a lack of training which recognises the specialities needed by those who aim to work in the field of Adult Education. This fact gives way to situations that may not benefit groups of adults in Catalina and Spain as a whole.

For example, the situation in which those professionals with teaching qualifications who work in Adult Education Training. The teaching qualification focuses basically on the teaching of children and primary school education, and does not give any training aimed at the needs of adults. Specifically, in this field, this has led to a reproduction of an educational model in Basic Adult

Education; instead of working from a model more in line with adult needs, for example, the *social model*.

An example of a space that has strongly developed the need for a specific professional training in place of the insufficient regulated training is given clearly in the Confederated associations and managed CONFAPEA, [Confederation of Associations of Participants in Adult Education] from the example of the la escuela de Personas Adultas de La Verneda - Sant Martí. [Adult Education Centre]

The school is managed by 2 associations of participants, (Ágora –Associació d'alumnes i exalumnes de La Verneda – Sant Martí- i Heura – Associació de Dones-). [Association of Students and Ex-students of the centre and the Women's Association]

Currently the majority of people that participate in the school are contracted by the associations, significantly those that work in the administration of the school. This ensures that the criteria's of those that work for the Association correspond to the model defined by its participants .This avoids the initial risk of encountering professionals who are more interested in corporate issues, than in the implication of the corresponding principles of a quality and democratic Adult Education. The quality is ensured by the evaluative follow-up of outlines of a *social model* for Adult Education.

The professional profile of those that work in the associations is outlined above all by their enthusiasm for the project and their conviction of the possibility of educational transformation in oppressive realities.. This has been because of the demands of the participating members of the contracted bodies. On the other hand, the degrees of the people who work in the associations vary between: teaching, social education, pedagogy, Educational psychology, sociology and Spanish philology.

All these people during their time working with the Associations, receive training designed by the participants of the participant Associations. The training is given through workshops on Literacy, Technology training, Methodology of dialogic learning and all areas that the different federated associations show marked interest in.

In addition to the before mentioned qualifications, there also exist post-graduate courses and masters offered by different Universities. They offer a more specific training, amongst others subjects we can find labour insertion, training for trainers, Adult Education etc.

Although explained up to this point, it would seem appropriate to give a clear example of how a grass-roots struggle for an adequate adult education is carried out. There exists another specific action aimed at making the necessary improvements in Adult Education. An education which considers the specific requirements of adult learners. Through observing the necessary adaptations to the regulated training for those professionals who aim to work in AE, above all, through the actions undertaken by different associations of participants like those seen previously, a group of Professors from different Spanish universities (I jornadas de trabajo interestatal. 2000) have joined together with people from FACEPA,³ with the intention of planning a profile for what would be a Bachelors degree in Adult Education, a qualification to provide the Spanish system of AE, with the necessary resources to develop the best possible *Social Model* in Adult Education.

At present, those people that work in AE have to be able to respond to very different needs from those that we can find in education in general (given that educational practice changes when we refer to adults).

The generic functions of this professional would be:

- The realisation of intentional activities and education systems, always with an understanding of the educational effects other possible activities have to promote adult learning, for example: experience, interpersonal communication and participation.
- To design training programmes to achieve learning from teaching, but without forgetting the need to promote, know and apply systems of accreditation for the learning which adults have been able to acquire by means of experience or through non-formal teaching.

³ Federació D'associacions Culturals i Educatives de Persones Adultes (Catalunya). [Federation of Cultural and Educational Associations of Adults] In the elaboration of the plan for a Bachelors degree FACEPA were the most important participating body in the design of the programme.

- To carry out education programmes to personally optimise adults, also programmed educational actions with the final aim to produce social changes, improvements in the social network and optimising the community.
- To respond through education, to the demands and social and educational needs to adults.

University training for adult education professionals

On one hand, keeping in mind the technical and scientific functions which they have to provide, and on the other, the tasks which go with these tasks and the level of personal commitment which they require, we begin from the starting point that a person who aims to work in AE needs a *Formación Universitaria Superior* [University Degree] which manages to articulate 2 essential axis: (Petrus, 1989)

1. The **social field** of educational activity. It deals with effectively an activity which operates in social fields, work and community: groups, territories, businesses, etc.
2. The **educational character** of adult inter-relation. At the same time we are not referring to a unassisted activity, but instead one that is strictly educational, formative, and optimising.

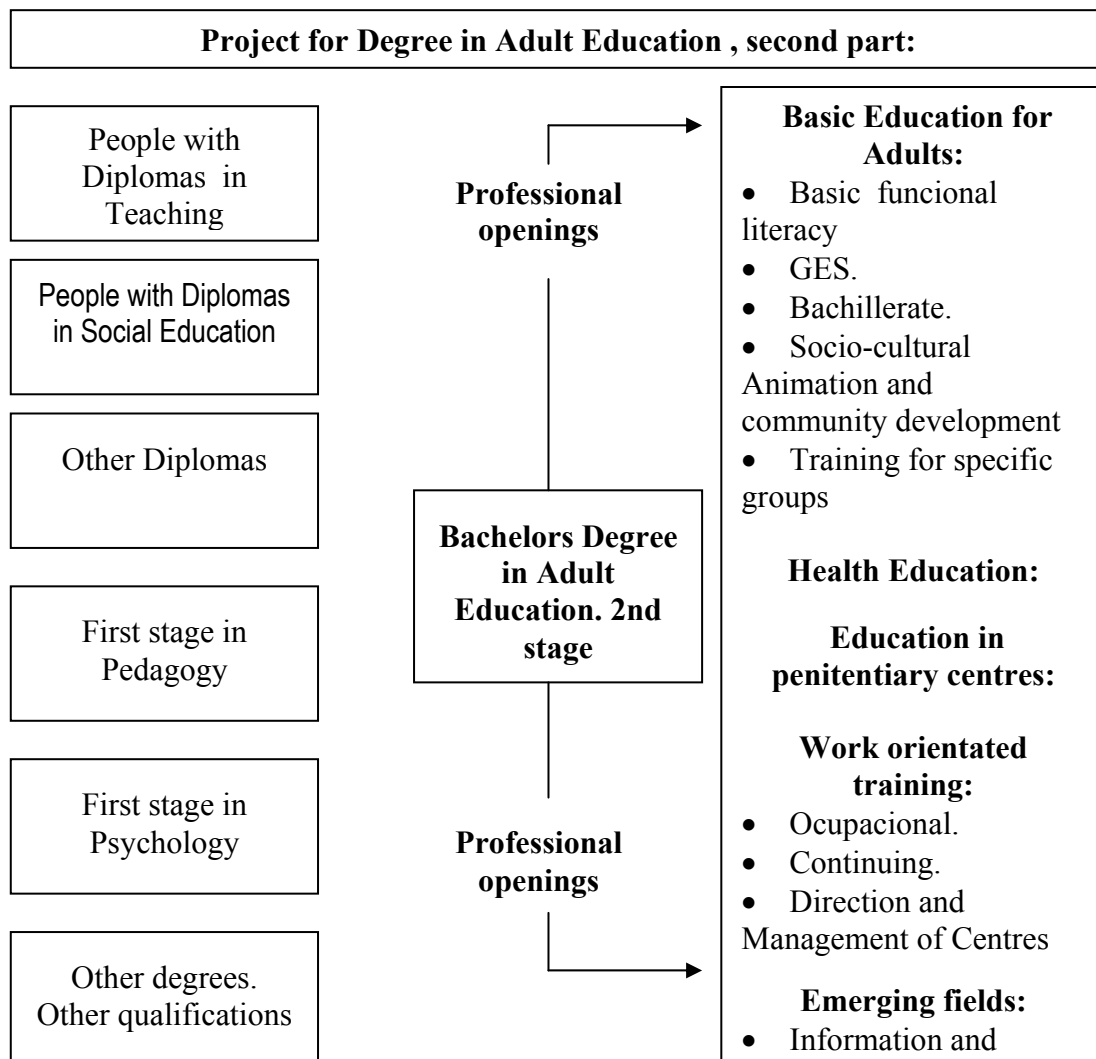
We also find it fundamentally important that a person training in Adult Education and training should develop and learn specific areas of knowledge in 4 main fields related to this educational sector, namely: Adult anthropology, sociology, psychology and pedagogy. It will also be necessary to study the “social organisation” of this learning sector (Scribner, 1973) and the social organisations which they promote and carry out.

From the perspective of these axis which define their profile, the University Bachelor degree in Adult education [*licenciatura en educación de personas adultas*] as based on the contributions of Petrus (1993:209), would have to cover the following objectives:

- a) Provide a sufficient **human and cultural education** given that this is a social profession that requires a stable and mature personality.

- b) Contribute to a **scientific and technical education**, that needs a professional who with the necessary accuracy, has to make interventions in different fields and also carry out research of different natures.
- c) Offer a **critical vision of the society** in which we live, which gives a sense of commitment (personal and social) to the work carried out by the professionals in Adult Education.
- d) Ensure a **social –comunitarian education**, given that the person must be capable of working with integrated groups and be able to act as a mediator to the needs of each individual and put into action the activities that each group agrees on.

The following diagram includes a scheme of not only the routes of access to the new Bachelors Degree but also the professional possibilities that it would provide:



In this diagram we can see certain basic aspects that it is necessary to develop:

- What functions and tasks have to be prepared by the professionals in AE?
- Approximation of different work areas which group together the possibilities of work insertion, by specific training requirements or specific group claimants.

Among the generic functions of this professional would be the following:

Teaching and accreditation

- Orientation and follow-up
- Socio-cultural animation
- Evaluation and Investigation
- Writing of materials
- Co-ordination and management
- Planning y supervision

The fields which could be developed by the professional through his/her activity would be:

- Training in basic competencies and key competencies, to form a base for personal and social development.
- Training for and in the workplace: which has the aim of finding and improving the job position
- Specialised education: aimed at specific groups for their specific educational needs
- Emerging fields: Information and Communication Technology, Health and Social Studies
- Socio-cultural field and leisure

Lastly, to indicate the importance of those professionals who work in Adult Education to develop their work round a series of principles and criterias of optimisation, for example: to promote social change, encourage and promote socio-cultural development, community and social work development, and strengthen relationships between individuals and groups.

5. Continuing training for professionals

Type of continual training offered by the Administration

The continuing education for people working in Adult Education is offered by the Autonomous Administration and from different associations linked to the Red in democratic adult education.

In the case of Catalina, la *Direcció General de Formació d'Adults*, - dependent on *Conselleria de Benestar i Família* de la Generalitat de Catalunya- has a training plan of Adult Education trainers established with 3 academic year courses, that cover the period 2001-2004 (Formació d'adults 2003). The objectives of the plan are the following:

- Widen the framework of the new ordination of the educational system in the educational-psychological aspects that orientate the training of adults, keeping in mind the different profiles of the participants.
- Facilitate tools that widen knowledge in terms of biological, psychological and socio-cultural factors that arise in Adult training.
- Present the course content of Basic training for Adults marking specifically the pedagogical orientation and organisation.
- Deepen the approach and organisation of each stage of training, and areas which structure the course content of the Basic Education course.
- Offer guidelines and orientation to elaborate documents for the management of centres, for example structuring elements and the planning and co-ordination of realised work.
- Contribute strategies and resources which potentate the level of autonomy of the participants using the systems of distance learning, self-study, and attending classes full and part time.
- Contribute strategies and resources to attend to the needs of and to train immigrants with the intention of promoting normalised integration into the society they choose.
- Train in New Technologies to be able to use them as learning tools and teaching support
- Establish mechanisms which allow improvements in activities in the Training Plan.

To develop these objectives, the administration has divided the training plan in to 4 blocks of activities:

- Information and Communication Technologies
- Basic Education in Adults

- Immigration Training.
- Strategies and Learning systems.

The length of time for these activities ranges between 15 and 30 hours

There also exists an offer of training for the trainers that work in the relevant fields of Occupational training. For these professionals, we find the following courses managed by el *Departament de Treball, Indústria, Comerç i Turisme*: (the department of Work, Industry , Commerce and Tourism)

a) **Training in teaching skills**, a training programme for trainers, developed in a collaborative agreement with Universidad Politècnica de Catalunya.

The programme has three levels:

The first, suitable for people who still have to develop specific technical skills, and the necessary skills to plan and transmit the training content, also considering areas of specialised training following the characteristics of each group.

The second, gives a response to the detected needs, the design, and evaluation of training actions, orientation, work insertion and the suitable methodologies for different training proposals.

The third, is aimed at those responsible for training and also at centre directors .It is planned in response to the need to talk with training professionals, so that they might give efficient responses to the increasingly more important requirements in terms of occupational and professional training.

a) **Training in teaching skills**, through the technical improvement plan of trainers of the Plan FIP, in collaboration with INEM Instituto Nacional de Empleo). [National Institute of Employment]. It aims to respond to the needs for improvement, and technical up-dating of the implicated groups in training tasks, to improve the occupational training processes.

b) **Training in information and communication technology skills** for trainers of Plan FIP, in collaboration with INEM.

It has as the objective of introducing into the world of Information technology and Internet more than 3000 trainers in occupational professional training.

- c) **Quality training**, in collaboration with Centro Catalán de Calidad y el LGAI Technological Centre. This programme defines the development of a post-graduate inter-university programme of Quality in Occupational training. It is aimed at the directors and people responsible to collaborating centres in occupational professional training.

Type of Continuing training offered by REDA

On the other hand, another type of training stands out, offered by the movement striving for a social model in Adult Education, represented by REDA (*Red de Educación Democrática de Personas Adultas*).

This Red is in continual contact through the co-ordination of CONFAPEA (Confederación de Asociaciones Culturales y Educativas de Personas Adultas), which interconnects different initiatives and projects which are being carried out throughout Spain from the paradigm of Social model in Adults. This feedback by the movement establishes a continuing mutual training through the new experiences and challenges which are produced.

In any case, there exist 2 activities at state level which convoke all those people linked with the REDA: the Summer School and Trijornadas [three-day workshops,] both organised by the CONFAPEA, la REDA y el Grupo 90.

- **Summer School.** They are yearly seminars in which, through work groups, round tables and open house conferences, the most relevant issues affecting Adult Education are discussed.
- **Trijornadas. [three-day workshop]** In July of 2000 the First Conference on Research in Adult Education was organised by REDA (Associations of Educators for Democratic Adult Education), CONFAPEA (Confederation of Associations of Participants in Adult Education) and Grupo 90, in which numerous members of CREA participated. The *Trijornadas* was a forum for the promotion of Democratic Adult Education and the promotion of the participants' associacionism. To define this effort in practical terms, CONFAPEA have incorporated within their objectives the following: the recuperation of a leading role by participants on a national, European and international level in a process where education is understood as an emancipatory instrument to make possible the overcoming of social inequalities and relations of power. The next Trijornadas will take place in Basque Country in June 2003. This will

create a privileged training space in terms of one in which the participants can participate with the intention of evaluating the social actions of the social model in Adult Education. Similarly to outline the common lines of progress, always based on the decisions and contributions of the participants.

Types of continuing training offered by private bodies or organisations

We can find offers of continuing training for those people who work in Adult Education provided by different autonomic administrations, associations, foundations and private bodies both at a national level and in Catalina. Within the private bodies we find:

- **Fundación Pere Tarrés.** [Pere Tarrés Foundation] Offer a postgraduate course in “Experto/a en inserción laboral” [expert in labour insertion].Also ,they offer different courses and seminars throughout the year, orientated at providing a better training for those that work in Adult Education, or feel the training relevant to any of the three areas of adult education. For example, the course “social and educational work with immigrants” stands out as relevant.
- **Rosa Sensat.** A Catalan Organisatio of teachers and educators, that have a common objective of working for quality teaching and education in general ,(including sometimes subjects related to Adult Education).

They define themselves as el Movimiento de Renovación Pedagógica de Barcelona.[A movement for the renewal of teaching in Barcelona.] Their activities are based on offering renewed continuing training proposals for teachers, and educators, publishing materials to reflect on educational practice and technical teaching and human assessment, and other resources to improve educational tasks. The training activities that were offered in relation to Adult Education in courses in 2001-2002 were:

1. Autumn 2001: “Perdamos el miedo a los ordenadores”[“Losing our fear of computers”.]
2. Winter 2002: “Información y documentación para montar una cooperativa” [Information and documentation for setting up a co-operative] y “Perdamos al miedo a los ordenadores”.[Losing our fear of computers]
3. Catalan courses for teachers.

4. Summer School (1-12 July 2002): “Cómo aprende una persona adulta. Herramientas para la orientación en la educación de las personas adultas”,[How adults learn. Tools for orientation in Adult education] “El Graduado en Educación Secundaria para personas adultas”,[Secondary Education Certificate for Adults] “Introducción al ámbito de la educación de las personas adultas”,[Introduction to Adult Education] “Enseñar la lengua catalana a personas inmigradas adultas” [Teaching Catalan to immigrants]y “Materiales y metodología de la formación básica. El trabajo en el aula”. [materials and methodology of basic training. Work in the classroom]
5. Virtual course: “Herramientas Telemáticas para la educación de las Personas Adultas”. [Telematic Tools in Adult Education]
6. Also there existed throughout the course 2001-2002 a work group on “La orientación en Educación de Personas Adultas”. [Orientation in Adult Education]

6. Completed or on-going research and new perspectives in adult education

When we talk about research in Adult education, it is important to identify the progression which has been made in the field of educational research since the early 1980's. For example, the implication of distinct university departments, research groups, post-graduate courses, masters or PhDs and the contributions given by inter-institutional and international co-operation. The consolidation of research groups made up of members of different Spanish Universities, as well as the representation by some of these Universities in international teams has been of great importance.

Since the 1990's, the field of research has grown in Spain, an important part of this research being developed by CREA⁴ (Centre de Recerca Social y Educativa) [Centre for educational and Social research] a centre which initiated its work in the field of social and educational research, which has later been developed in other fields.

At the beginning of this decade, “The **Group 90: University and Adult Education**” was created. It was formed by people linked with different universities. Members of CREA co-participated as founders in its creation, and actually teachers linked with our research centre participate directly

⁴ CREA, Centre of Educational and Social research, is constantly widening its area of research and developing its practices in the field of social and educational progress. The name comes from the abbreviated title: Centre de Recerca en Educació de persones Adultes

in the activities of Group 90, where research into the field of adult education is developed in with very diverse thematic areas.

The guidelines of Group 90 have developed dialogic proposals with theoretic rigor and with exemplary empirical applications, while promoting the extension of that perspective through the social sciences, in an effort for the scientific community in this field to get out of its “ghetto” and get in touch with transformative and dialogic proposals in permanent education.

The research carried out by CREA and the Group 90 is defined through the 2 agreed principles in the Triornadas [three-day workshops] in 2000 by the Spanish Scientific Community. In these what will be based the research activities in AE in Spain are agreed:

1. The academic curriculums which we get from our dedication to teaching and research through AE are the products of the efforts of many participants. We use the open possibilities of these curriculums to create new possibilities for participation by these people, and never the other way round, for example by using them as instruments to improve our curriculums.
2. It is vitally important to make the processes and results of the research democratic, in which the participants can participate in the research and they can be recognised as authors.

In the field of Adult Education important changes have been carried out, for example, the progressive centrality of the participants in the training processes traditionally led by institutions, private agencies or by professionals in education. The development and improvement of quality Adult Education is an objective for Group 90 (Grupo 90 2002), incising for that reason in the constitution of a Research World-wide Scientific Community in Adult Education, the elaboration of quality contributions and the collaboration with the leading role of participants.

The Group 90 revealed their implication in the research through a report about the achievements and challenges of research into AE in Spain, where lines of research are developed from the points listed earlier.

The main areas of developed research in Spain can be defined as the following areas:

- The information Society and its relation to exclusion and/or transformation.

- The education framework in AE.
- Continuing training in employment and the labour market.
- The diverse public groups in AE.
- The curriculum and training of the professionals in Basic Education.
- Methodology of research in AE.

Concerning the fifth written line of the before mentioned report, “*El currículum y la formación de los y las profesionales en el ámbito de la formación básica*”, [the currículum and training of the professionals that work in basic education] some important aspects stand out, that are relevant to this report. Among others, it points out that initial and specific training for those who want to orientate themselves in the direction of working in the field of Adult Education does not exist, although it appears as an area of interest. The only training which is actually available that is slightly or partially related is the proportional training covered in the *la Diplomatura de Educación Social*. [Diploma in Social Education].

Concerning the training needs of those people who access professional practices in Adult Education, without specific training, the research picks up on the following: an accumulation of problems and concerns presented because of the need to respond to the responsibilities and the work that has to be taken on and developed daily. Because of this, research has been done frequently into finding a specific response to introduce professionalism initially and permanently in this educational field.

In the process of incorporating professional life in AE, those people that work in the centre, fundamentally those most experimental, play a very important role in supporting to those who are being introduced to this field of work. In spite of the initial uncertainty and uneasiness that they may experience, there emerges a great motivation to work in this field. Also, feelings of excitement and satisfaction are shown because they are entering a professional world in which they feel stimulated and valued, for contributing as much to personally enriching experiences as enriching work experiences and ultimately an enriched quality of life. In this sense, the research has also been concerned with collecting and interpreting those feelings, the experiences, and training needs of the trainers.

On the other hand, the need for training to be able to work with knowledge in this field is recognised. In this sense, some of the specific training necessities listed are: to understand

deeply the nature of adults, their way of processing, learning and gaining knowledge, to understand all dimensions of Adult Education in the context of work, to have orientation about the use of materials and the need to make available more resources to be able to work, to discuss with sufficient time and in appropriate spaces the analysis and contrasts with class-peers; to work from a structure of an interdisciplinary team; to create a pleasant institutional climate and to have sufficient time to prepare both personally and professionally for the tasks.

The process of incorporation has to be considered from a perspective of permanent training and professional development. Furthermore, the orientation training has to be established through a connection between planned training activities for this period and the actual work that is carried out in an educational institution and a defined territory.

Considering the training process that the teaching professionals consider suitable, they advocate for a training understood not only as information, but also a form of educational communication, articulated in a way which provokes interrogation, dialogue with reality and ways of collaborative working. The theoretical training for those that are incorporated in and continue to be in AE must be solid, as they have to provide key areas to make and establish lines of investigation. Because of this, the training becomes an extremely valuable factor in professional, personal and institutional learning.

In respect to the responsibility of training and the way in which we intervene with it, it can be seen that the Administration should be more seriously involved in respect to the planning and organising of a training plan, which covers different training aimed at the groups of professionals in AE and that contemplates both shown and latent needs. Within this general training plan, it will be necessary to conceive a definite training proposal for the moment of incorporation, that contemplates both the preparation for the moment of acceptance and the need for a pertinent process of individual follow-up as essential aspects of the same example.

Regarding the methodology of teaching, it is important to assess to what extent the production of knowledge in the educational field of AE is being based on exclusionary and transformative models. The exclusionary model being the before-mentioned school model, and the transformative model being the social model. It means to establish which options the institutions, professional groups and citizens are adopting, in terms of the educational work and the production and development of knowledge in each case.

7. Qualification, status and recognition

Currently, the teaching professionals that work as *Funcionarios* [teachers with civil-service status] in AE, have the same status as any other professor in the state school system.

The teachers that work in Basic Education are qualified as Adult teachers, while those that teach GES (*Graduado de Educación Secundaria*) [Secondary School Education Certificate] are qualified in the materials which must be given in this level of teaching. Their catalogisation is the same as the Primary school education, and of Secondary school education.

Regarding the formal possibilities of progression in a *Funcionario* post, there is the possibility of technical promotion, within the job scale systems that exist in AE administration or in different syndicates of AE teachers. Concerning personal or individual progress, and in intellectual terms, the progress is measured by the implications of the research in AE and the personal repercussions in the university- related field.

8. Final considerations

On the other hand, from the perspective of CREA and the people and movements that defend the Social Model of Adult Education in Spain, we do not understand progress as merely professional promotion or pay rises for teachers or researchers. We understand that these demands are not a priority for improvements in Adult Education, but instead, currently, there exist other priorities within AE. For those of us who are fully dedicated to Adult Education, we have the obligation to commit ourselves to attaining these priorities.

We understand that this struggle requires an altruistic enthusiasm and dedication to the profession. Involvement in this professional field means a dedication to the project of social change .

According to the *social model* of Adult Education, progress means that which shows improvement for all, above all in the quality of the training offered for adults. This starts with recognising basic course contents (curriculums), for example those developed in the proposal for a Bachelors degree as explained earlier. These address specifically the needs of adult learners and currently

do not exist for people who work or want to work in Adult Education. This deficiency is experienced above all by those adult learners who participate in Adult Education presently.

For those professionals that work from a *social model*⁵ progress signifies the recognition of the need for the existence of an adequate accreditation system for the specific needs of adults. On the other hand, it signifies that more and more, the neighbourhood community, the village community etc, makes itself a learning community, and this signifies that citizens are implicated increasingly more in the processes of a continuing education, a life long learning process.

The corporate attitude of some professionals: to fight for pay-rises, reduce working hours, etc. does not consider the adults that participate in the training. It is usual that through these dynamics the teaching professionals are concerned only with their own self-promotion, which hinder progresses in Adult Education. This occurs in various parts of Spain, for example: schools that only open in the afternoon, that close on Fridays, that offer a timetable that is not accessible for many people, that have already made up structures only to benefit the professionals, and not the users.

The attitude of the teaching staff that we believe makes progress, is one that facilitates change at all levels. From the person over 60 years old that can access University to the teacher who does not have Information Technology and Communication skills, but understanding their importance, does not hesitate to start learning alongside the same adult participants, to be able later to teach basic user skills in Information and Communication Technologies. (ICT's).

⁵ This paradigm, with the intention of consolidating the progress of Democratic education for adults in the Trijornadas(three-day workshops) in 2000 they established a code of ethics, attached to this document which highlights the lines which must give the framework for the action of movements for democratic AE. The code of ethics was established by all the parties involved in the improvements of AE, participants, teachers and researchers.

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