

1.	<p>Mutual responsibilities in adult learning (in English)</p> <p>Prof. Dr. Dr. h.c Ekkehard Nuisl University of Duisburg-Essen, Director of German Institute for Adult Education, Bonn, Germany</p> <p>Abstract: This article deals with the topic of "responsibility" in the teaching and learning process of adults. Since there is a big shift from teaching to learning, almost change of paradime, there has to be seen a new division of responsibility between teachers and learners. In the article there are described the fields of responsibility mainly on the microdidactic level and the needs and problems of defining new roles between teachers and learners.</p> <p>Key words: Responsibility; Teaching – learning – process; Learning of adults; Teaching of adults; Self-organised learning; Competences</p>
2.	<p>Teachers' Authenticity in Adult and Continuing Education. An existentialist approach to Professionalism (in English)</p> <p>PD Dr . Dirk Koob German Institute for Adult Education, Bonn, Germany</p> <p>Abstract: In this contribution I ask if there is something like a "professional" authenticity for teachers in adult and continuing education. By means of focussing on existentialist philosophy, it will be discussed how this form of authenticity might look like and why it should be considered as a crucial "higher order" competence for teachers. The discussion shows that "authenticity" can be defined as a perfect congruence among the way one acts, thinks and feels while relating to one's own possibilities as a unique human being. Professional authenticity indicates a self-reflectional way of dealing with the complex and ever-changing balance between the person as a role player and that part of the self which is transcending this limitation.</p> <p>Key words: Professionalization, Competence, Authenticity, Existentialism, Non-Directive Pedagogy</p>
3.	<p>Professional competence of trainers in lifelong learning contexts: the role of tacit – knowledge (in English)</p> <p>Dr. Theo van Dellen University of Groningen, Netherlands</p> <p>Abstract: The professionalism of trainers in lifelong learning contexts is under issue. Lifelong learning is since 2000 the core strategy of the European Union to cope with the knowledge society and the global economy. With this strategy the focus in lifelong learning is on competitiveness and employability as well as on social inclusion, active citizenship and personal development. Looking at these goals the major role of trainers in lifelong learning contexts is neither simple nor free of obligation. The question is which competences do trainers in lifelong learning contexts use and need in this respect? In this article a tentative answer to this question is formulated based on work of the former European Research Group on Competences in the Field of Adult and Continuing Education and besides through benchmarking with European and American international comparative research results in the lifelong learning context of corporate (and functional) education. The outcome is that the important role of tacitknowledge in adult learning makes that the professional competence of trainers in lifelong learning in particular is given by the competences of communication, interpersonal relation (interaction), analysis (observe, analyze, diagnose and judge the trainee in respect to his / her learning process) and last but not least 'the trainer as a person'.</p>
4.	<p>Adult Educator's activity: Guidelines for professionalism (in English)</p> <p>Prof. Vaiva Zuzeviciute& prof. Margarita Tereseviciene Vytautas Magnus University, Kaunas, Lithuania</p> <p>Abstract: The paper is aimed at presenting theoretical and empirical data of the study that was aimed at identifying the pathways and methods of professionalization of an adult educator's activities. The spheres of the profession are identified. When analysing the sphere of professional competence, two</p>

	<p>opposite situations are distinguished. At a certain stage in life, every person has helped someone to learn something. In this paper focus is on professional adult educators, the domain, which integrates such spheres of competence as didactic, subject, and managerial spheres. The conclusions that the professionalisation of an adult educator is a complex process, as the profession of an adult educator is complex: an adult educator is expected to perform a number of roles, including those of a teacher, facilitator and manager, are provided.</p> <p>Keywords: Professionalization, spheres of activity, framework for description of competencies; manager of services for learning.</p>
5.	<p>Professionals in Adult Education: The omnipotent Profile Adult Educators – The role of Universities in improving the professionalisation of Educational Corporations (in English)</p> <p>Maria Kondratjuk Manager for Continuing Education at the Centre of Continuing Education and Career Services, Otto-von-Guericke-University Magdeburg, Germany,</p> <p>Abstract: The relevance of adult education is rising due to high requirements on the labour market, accelerated technologies, the rising importance of knowledge, etc. Educational corporations play a decisive role by being responsible for the vocational and continuing education of the personnel of several organisations, especially small and medium-sized businesses (SMB). Their main task is to provide learning services. To perform this task very well they need adequately qualified staff – the adult educators. <i>Their profile is not imprecisely differentiated but omnipotent.</i> Universities are able to promote the achievement of high qualification requirements, support through scientific approaches and inspire by the use of methods. The paper summarises the results and recommendations of an analysis based on a survey of the strategic situation of educational corporations and their staff in Saxony-Anhalt (Germany) and a discussion about various theories of professionalism in adult education.</p> <p>Keywords: adult education / continuing education / professionalism / educational corporations / profile of competencies</p>
6.	<p>The Assessment Culture in Higher Education: Perceptions and Experiences of the University Staff (in English)</p> <p>Prof. dr. Dan Potolea, prof. dr. Ioan Neacșu, dr. Cornelia Novak, lect. Dr. Fîruța Tacea, asis. univ. Olimpiu Istrate, asis. univ. Oana Moșoiu University of Bucharest, Centre for Management and Evaluation in Education, Romania</p> <p>Abstract: This paper excerpts a segment of the image about the students' professional competences assessment system. Presented aspects focus on the way in which the actual assessment system is perceived and on the evaluative culture of the university staff, capitalising on some of the outcomes of the project „Developments and Innovations in Students' Competences Assessment – Strategies for a Reform of the Romanian Higher Education within the Bologna Process”. The research was designed and implemented within the Centre for Management and Evaluation in Education by a team of professors from the Faculty of Psychology and Education Sciences, University of Bucharest. Its findings constitute as premises for changing the theory and practice of the assessment in higher education, to face the actual needs of increasing the responsibilities of education institutions towards graduates' quality and performance</p>
7.	<p>The trainer as a persuasive agent (in English)</p> <p>Lecturer PhD Silvia Lucica Teacher Training Department, West University of Timișoara, Romania</p> <p>Abstract: The necessity for lifelong learning calls for the training of trainers in particular for communication competencies. Starting from knowing the needs of his educational target-group, the trainer may make use of a series of techniques that prove efficient, including persuasion. The use of structured techniques (the psychodynamic, the socio-cultural, and the meaning-building one) calls on both rational, as well as emotional structures, facilitating the acquisition of information and desirable behaviors. Given the sense of responsibility necessary in this profession, the trainer needs to obey adequate ethical standards of persuasion</p> <p>Keywords: persuasion, trainer, communication, message, rhetoric</p>
8.	<p>The professionalisation of Adult Education in Africa (in English)</p>

	<p>Prof. Stanley Mpfu National University of Science and Technology, Bulawayo, Zimbabwe</p> <p>Abstract: Although there are opportunities for professional training (both short-term and long-term) most people who work in adult education in Africa remain unschooled in the process of adult education. The perceptual problems of adult education have negatively affected the social recognition of the field which in turn has adversely affected the professionalisation of adult education and efforts to legislate for its promotion. Efforts to enhance the recognition and professionalisation of adult education depend upon the proper articulation of the field which in turn will enhance the social recognition of the field and thus create a desire for many to be associated with the field (resulting in their willingness to be professionally trained in the field).</p> <p>Keywords: Field of activity – the practice of adult education; Field of study – the professional study of adult education; The process of adult education – the art and science of adult learning Non-credit professional development programmes - workshops and seminars designed to equip adult educators with the necessary facilitation skills; Credit professional academic programmes – university studies in adult education leading to formal qualifications such as diplomas and degrees</p>
9.	<p>Promoting Participation: Role of Civil Society in professionalizing Adult Education in Asia (in English)</p> <p>Dr. Prasad Reddy German Institute for Adult Education, Leibniz Centre for Lifelong Learning, Bonn, Germany</p> <p>Abstract: This article discusses the parameters of professionalization in adult education within the sphere of learning for justice, participation, active citizenship, transformation, the post CONFINTEA V initiatives and preparations for CONFINTEA VI. After a brief overview of the current international discussion regarding civil society participation and adult education, the article focuses on the various aspects of professionalization in adult education in Asia. It outlines the necessary qualifications/expertise needed for adult educators and related institutional frameworks. The article concludes with listing certain future perspectives and points for discussion. Owing to the geographical vastness of Asia, discussion in this article is restricted to India with only brief references to its neighbouring countries. This article also aims at supplementing the on-going South-South-North discussion around the issue.</p> <p>Key words: Adult Education, Asia, Civil Society, India, Professionalization</p>
10.	<p>A comparative assessment of NVAL policy developments in south-eastern Europe: issues of quality of the professional staff involved (in English)</p> <p>Dr. Georgios Zarifis School of Philosophy & Education, Faculty of Philosophy of the Aristotle University of Thessaloniki, Greece</p> <p>Abstract: This paper presents a comparative assessment of the current policies on the quality of the non-vocational adult learning staff (NVAL staff), in four south-eastern European countries (Bulgaria, Cyprus, Greece and Turkey), The paper focuses on three vital topics: 1. Selection procedure and working conditions of adult learning staff (reference to issues of recruitment, professional expectations and employment situation of the staff involved). 2. Opportunities and obstacles for professional development and evaluation (reference to career paths, monitoring, assessment and evaluation of the professionals involved). 3. Societal situation for the profession (focusing on attractiveness and social impact)</p>
11.	<p>Adult Educators in Germany. Challenges towards professionalisation in Europe (in English)</p> <p>Dr. phil Regina Egetenmeyer & Dr. phil Anne Strauch German Institute for Adult Education, Bonn, Germany</p> <p>Abstract: The contribution aims at pointing out current challenges for the professionalisation of adult education in Europe by analysing the specific situation towards professionalisation in Germany in its European context. The analysis highlights some difficulties and some challenges that need to be dealt with. The article considers the system and the situation of the staff working in adult education and provides an</p>

	<p>overview on the situation of a broad variety of activities in adult education. Furthermore, different qualification ways as well as relevant adult educator's competences are presented. The authors analyse challenges represented by these findings create and summarise further perspectives.</p> <p>Key words: professionalisation in adult education; qualification ways for adult educators; Germany; Europe; challenges in professionalisation; competences of adult educators</p>
12.	<p>Opportunity structures for adult educators to acquire (pedagogical) qualifications in Denmark (in English)</p> <p>Prof. Marcela Milana Danish School of Education, Aarhus University, Copenhagen, Denmark</p> <p>Abstract: The contribution aims at mapping initial education and training opportunities for Danish adult educators and to examine key structural features that characterise professionalisation processes in the field. The analysis highlights that little attention is being paid on initial qualifications of adult educators. In spite of a range of opportunities to acquire basic and specialized pedagogical qualifications in teaching adults, the depth of qualified knowledge and skills provided vary substantially. The author's main argument is that it is thus not yet possible to speak of tailored-made pathways of professionalisation in the field of adult education.</p> <p>Key words: initial education and training, adult educators, teachers of adults, Denmark</p>
13.	<p>Professionalisation pathways for adult educator in Romania (in English)</p> <p>Raluca Lupou Researcher, Romanian Institute for Adult Education</p> <p>Abstract: The paper aims at bringing into light the Romanian professionalisation framework for adult educators with competence profiles corresponsive for the 6th and the 7th level of EQF, by relieving the concern for adult educators' professionalisation, the institutional frame and the existing training and educational pathways, the professional profiles. The article is based on the national report developed by the Romanian Institute for Adult Education in the frame of Flexi-Path project: Flexible professionalisation pathways for adult educator between the 6th and 7th level of EQF.</p> <p>Keywords: professionalisation pathways, adult educator, Romania, Flexi-Path, transition</p>
14.	<p>Developing embedded literacy teaching skills of the Vocational Education Training-teachers as a pathway for professionalization (in English)</p> <p>Lect. Phd. Ioana Darjan, Lect. Phd. Mihai Predescu Faculty of Sociology and Psychology, Department of Education Sciences, Romania</p> <p>Abstract: Vet teaching has to cover both the development of professional skills but also the development of key-competencies of their trainees. During the testing session of CEIiNE project, a European Leonardo da Vinci Transfer of Innovation program, we tested the opportunity to develop the teaching practice of the VET trainers by empowering them with embedded literacy teaching competencies. Teaching literacy embedded in job specific content attends to offer to the vocational professionals/students a very important learning tool. This paper explores the experience of this testing session, both from the trainees and trainers points of view. A special concern is accorded to the way in which embedded literacy teaching could change the daily teaching practice of the VET teachers. Also, we will discuss the hypothesis that embedded literacy teaching could be a meaningful way to develop VET training to a superior level of professionalization.</p> <p>Key words: embedded literacy education, VET teachers, adult education, continuing professionalisation</p>
15.	<p>European Professionalisation for Adult Educators. An insight into the European Master in Adult Education (in English)</p> <p>Dr. phil Regina Egetenmeyer, Susanne Lattke German Institute for Adult Education, Bonn, Germany</p> <p>Abstract: In 2004 seven European universities started to develop a "Master in Adult Education (EMAE)" in cooperation with the German Institute of Adult Education. Meanwhile the Master Programme has been successfully implemented in three European universities. Based on evaluation documents of the Master Programme, this paper analyses the challenges that the academic practice has to deal with when approaching the professionalisation of adult educators in a European way. For this purpose, core themes of European adult education are first to be analyzed. Second, we deal with the question regarding how an international didactic-methodical approach can be reached. Third, the reference of</p>

the programme to the European labour market is pointed out. Finally, the paper shows the influence that the EMAE can have on the academic and practice of adult education in Europe.

Keywords: Professionalisation in Adult Education, European Master in Adult Education, Transnational Study Programmes, International Academic Exchange