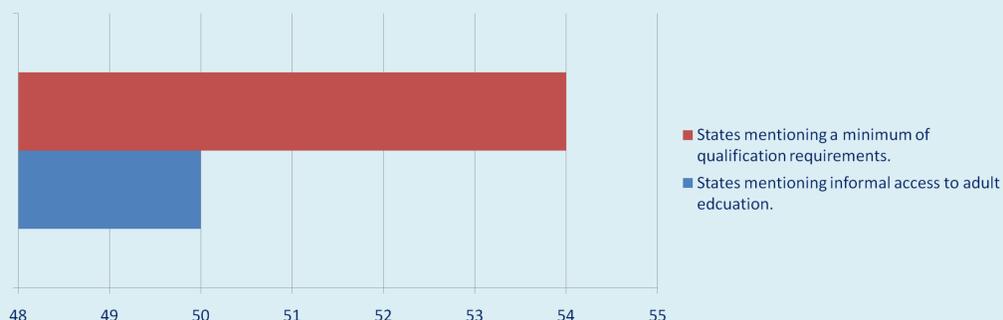


Professionalisation in ASEM-Countries

Comparative Perspective – based on CONFINTEA VI REPORTS

Qualification requirements



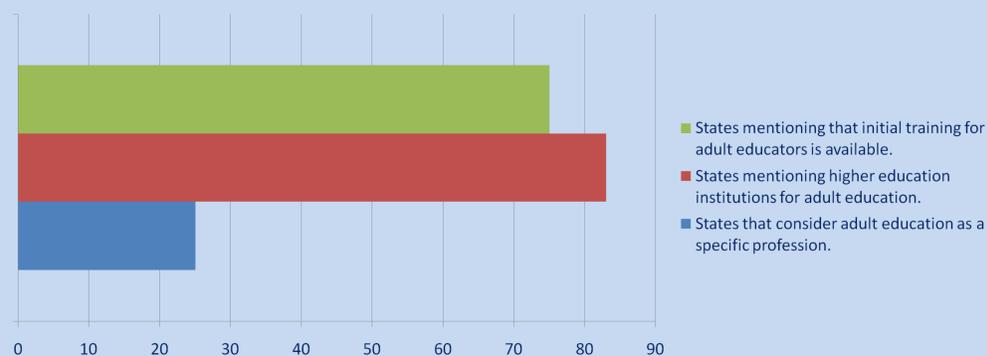
- In half of the states there are at least minimum qualification requirements.
- Normally this refers to any kind of teaching qualifications and no other qualification requirements are mentioned.
- There are countries which have the same qualification requirements for Adult Educators as for school teachers and most of the people working lack a specific adult education training.
- In half of the states there is an informal access to adult education.

Conclusion:

The qualification requirements in adult education are very poor in most of the countries. There is no consistent view on qualification requirements.

But at least in 75% of the countries a minimum of in-service training is provided.

Adult Education as a profession



- There are only a few states (Estonia, Finland, Hungary, India and Slovenia) in which adult education is considered as a specific profession.
- But there are many states in which adult education training is provided in higher education institutions.
- Furthermore in most of the states there are different possibilities for people working in the field of adult education to get initial adult education training.

Conclusion:

In almost every ASEM-Country there are different kinds of training for people working in the field of adult education but it is normally not specified as a specific profession.

Number of people working in Adult Education

- There are only 54% of the countries which are mentioning the number of people working in the field of adult education.
- The countries that provide data about this aspect have very diverse inclusion criteria.
- For this reason it is impossible to compare the numbers or to find any kind of connection.

Conclusion:

In terms of comparability it is an important task to develop consistent criteria what kind of professions must be taken into consideration when defining the work of an Adult Educator/Facilitator.

Working Conditions

- The number of part time employees is higher than the number of full time employees in the majority of the states.
- Adult Education is often carried out from post secondary school teachers, who are working on weekends or in the evenings to earn extra money.
- Working conditions for Adult Educators are closely linked to the providing institution. So is the remuneration.
- Because of the diversity of Institutions providing Adult Education it is impossible to point out concrete numbers.
- In comparison to employees of other education sectors the working conditions in Adult Education are bad.

Conclusion:

The working conditions of adult educators need to be improved otherwise it is impossible to achieve an adequate status.