



Research on Administrative Staff of Adult Education Organisations

Work Situation

Qualification, Training Needs and European Dimension.

1st and 2nd Report of the Pro-SAL Project

225279 - CP 1- DE - Grundtvig - G1,

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Italy

Italian Union for Adult Education

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1. Administrative, non-teaching support staff

Questions	<p>Please give different job titles for non-teaching support staff in your country (express it in your own native language and translate it into english).</p> <p>Call centre office - Front desk office: front desk supervisor - front desk secretary - call centre secretary -</p> <p>Administrative office: administrative manager, accountant senior, accountant junior.</p> <p>Studies Department staff: Didactic Director, didactic secretary,</p> <p>Project Department staff: project manager, project co-ordinator, project assistant.</p> <p>Directorate General office: Director's secretary</p> <p>President's Office: President's secretary senior, president's secretary junior.</p> <p>What is the most common expression in your country?</p> <p>Secretary (general secretary, didactic secretary, administrative, direction's or president's secretary),</p> <p>What kind of school leaving certificate do members of this group generally have?</p> <p>Generally, a high school diploma.</p> <p>Sometimes a three year training certificate in the specific area.</p> <p>Often a university degree.</p> <p>Who is the employer?</p> <p>The President or Director General.</p> <p>What do members of the target group earn on average ?</p> <p>€900.00 more or less.</p> <p>How many people work in this area?</p> <p>Call centre office - Front desk office: 7 employees.</p> <p>Administrative office: 3 or 4 employees.</p> <p>Studies Department staff: 4 employees.</p> <p>Project Department staff: 3 employees.</p> <p>Directorate General office: 2 employees.</p> <p>President's Office: 4 employees.</p> <p>Have there been research and development activities concerning the target group?</p> <p>Are there research activities in related subjects (about organisation, profession, quality, management, administration) that allow to draw conclusions on the target group?</p>
Sources— where to find	<p>Atlantis Project, for personnel training concerned with course guidance.</p>

Atlantis Project (2002-2004)

Partners: DIE: Deutsches Institut fuer Erwachsenerbildung e v (Germania); CNWL: College of North West London (Inghilterra) LSSA: Lietuvos Suaugusiųjų Svetimo Asociacija Lituania – Uptre – Popular University of Rome).

Description: the project aim was to develop proper strategy and approach to improve communication and training orientation processes. The partnership wanted to foster, through the transnational cooperation, a link to allow the partner countries to share ideas and concepts by using or even creating common methodology.

Objectives:

- Explore communication, orientation and training strategies:
- Create a reference model for orientation by full involvement of learners:
- Identification of most suitable communication tools aimed at increasing the interest to training with the involvement of learners and training for the development of personnel assigned to orientation.

Project T.I.D.E. - Gendering Training for Information and Documentation Experts (2006) Action GRUNDTVIG

Leading institution Associazione di donne Orlando (non formal organisation of adult education)

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Partners : Women's Issues Information centre (Vilnius) LT,
Mona- Foundation for the women of Hungary (Budapest) HU,
Amazone (Bruxelles) BE

Description: This project wants to assess new training methodologies for information and documentation specialists working in women's centers. We believe that a wide gender perspective is needed in the training field as a whole. The "women perspective" reflects the importance of the value of all differences among people- i.e. race, disability, sexual orientation, etc.- and thus should be used as a theoretical tool accounting for innovative methodology. The partnership aims at creating a European forum of exchange of good practices; at producing a Good Practice Guide, a compendium of existing training methods in the partner countries; at promoting innovative methodologies. The partnership wants to create a new curriculum able to train information experts having transversal and adequate skills: the ability of working to ensure the respect for diversity; of interacting with different European and international realities; the capability of using the ICTs in a non- neutral way.

Topics: ITC and communication technologies – interculture/ethnic minorities – equal opportunities men/women.

Subjects: New technologies

Products:

- The "Good Practice Guide": a compendium of good practices in the field of training with a gender perspective, collected in the partner countries. The Guide, which is available on the project website, counts 5 chapters, each linked to the others and to relevant working documents. Availability Link a: <http://www.women.it/gendertide>
- The Content Management System (CMS): the technological structure, which allows the project to be through the WEB and easily managed by the partnership, through a "participative communication methodology". The CMS is an Open Source System offers the chance to update documents and material that can be published on distant location, thus enabling the partnership to organize the workload, exchange experiences and communicate among partners, disseminate the results and end products. Availability Link a: <http://www.women.it/gendertide>
- A leaflet, both in English and translated in each partner language, which presents the essence of our findings (published in the Good Practice Guide), concerning the main theme of „gender aspect & training“. The "meter" has been printed in each country and is available electronically on the project portal. Availability Link a: <http://www.women.it/gendertide>

Project “Competences in Marketing for Trainers in Continuing Education” (2005)

Action GRUNDTVIG

Leading institution: CLIDA S.r.l. (non formal organisation of adult education)

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Partners: Mainstreaming Agenda (Palermo) PA – IT, TTG Team Training (Tuebingen) DE, Société Civile Auvillaraise de Contact Franco-Allemande (Auvillar) FR, Behacker & Partner OEG (Vienna) AT, Initial-Training GbR (Karlsruhe) DE, Buskerud University College (Hoenefoss) NO, Telsiai Education Centre (Telsiai) LT, Fundacion Objetivo 1 (Malaga) ES

Description: Since the mid 1990s the educational scene in Europe has changed. Organisations have been reacting to participants' new demand for training only sluggishly or not at all. The actual development of superregional European cooperation in the sphere of training has fallen short of the new challenges and the desired culture of cooperation. So far European cooperation of educational organisations has taken place only in isolated cases. The project intends to assess and optimize smaller European educational organisations dealing with

marketing and to initiate a new European and transnational form of cooperation in the sphere of marketing strategies in order to improve organisations' planning skills as well as efficiency and transparency of their management for the regional, national and European markets. Target Audience: teachers, educators, staff personnel of adult education organisations

Topics: History/traditions/literature/media and communication

Subjects: geography, health education, environment education, physical education, new technologies, economy and commerce, vocational subjects, music, mother tongue language, foreign language.

Products:

- Ideas, Concepts, Discussions on CMCE - Languages [DE|EN|FR]
- Website: During the meetings among educators and between educators and students discussions were born on various thematic in the field of the marketing whose results are all available at the following address:

<http://www.teamtraining.de/projekte/grundtvig/index.htm#i>

Project “Career Management in Long-Life Learning Context Institution” (2006) Action GRUNDTVIG

Leading institution: Ass.For.SEO - Società consortile srl (non formal organisation of adult education).

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Contact Person: Luana Pesaola

Partners: Lithuanian Labour Market Training Authority (Vilnius) LT, Siauliai Labor Market Training and Counselling Office (Siauliai) LT, Berufsbildungswerk Gemeinnützige Bildungseinrichtung des DGB (Heidelberg) DE, Training and social studies Institution (Valencia) ES, The European Initiatives Office (Lodz) PL

Description: Three project meetings and study visits took place during the last year. During study visits the best counseling methods that are used in the organizations have been introduced, the counselors from five countries could exchange the difficulties they meet during counseling and could compare counseling methods and influence of national differences on choosing counseling tactics. The draft of the Career Management Portfolio has been compiled by counselors of every partner country. All the materials were prepared and discussed separately in every institution that participates in the project and later presented, discussed at the mutual international meetings. During these meetings the draft version of the Portfolio was accepted by every partner. Target Audience: educators. staff.

Topics: integration/social exclusion, comparison among different educational systems.

Subjects: civic education, vocational subjects.

Products:

- Career Management Portfolio (draft) - Languages |EN|

The Career Management Portfolio consists of four parts: 1. Best practice of vocational counseling and career guidance; 2. Career counselor's competences in which necessary skills and competencies that are required in every country are described; 3. Networks of specialists and social partners; 4. Practice of guidance: methods, techniques, activities.

2. Work and tasks of the target group

Questions	<p>What type of work is it in general?</p> <p>a) The front desk manages relations with the public and with which users come into direct contact: Its tasks are varied and include:</p> <ul style="list-style-type: none"> • Reception of user-clients, • Information and enrolment in courses; • Support to enrolled students and teachers; • Working with the studies department in the organisation of courses. <p>Main daily activities:</p> <ul style="list-style-type: none"> • Use of technical office tools such as computers, photocopiers, fax; • Answering the phone or telephoning students to offer information about new courses, trips, cultural visits, changes or cancellation of courses, etc.; • Making appointments; • Receiving and sending e-mails; • Writing letters and reports using the computer; • Doing research and downloading information from the computer as needed (using the proper filters); • Taking enrolments for trips or cultural visits; • Preliminary administrative tasks regarding money taken in during the day; • Creating cards for new students and updating existing ones;
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- Writing and providing attendance certificates.
- b) The Studies Department organises the didactic courses, continuously monitors the didactic activities during the enrolment period, manages the relationships with the teaching staff.
- c) The administrative department manages the cash flow from the course fees paid.
- d) The Directorate General co-ordinates all office activities.

What is the content of the work? (finance/budget, telephone service, course booking, support for trainers, etc.)

a) Content:

- Finance/budget;
- Telephone service;
- Telephone and on line course booking;
- Support for trainers.

b) Basic skills:

- Psychology;
- Sociology;
- Marketing;
- Management;
- Computers;
- Bookkeeping/Accounting.

What are the fields of responsibility?

- Reception of user-clients,
- Information and enrolment in courses;
- Support to enrolled students and teachers;
- Working with the studies department in the organisation of courses;
- didactic co-ordination of all office activities;
- management of the cash flow from the course fees paid;
- organisation of the didactic courses.

Are there any formal job descriptions?

The professional figure is defined in terms of a specific set of tasks, as follows:

Call centre secretary - Front desk secretary - Administrative

manager/senior, accountant junior) - Didactic Director, didactic secretary - project manager, project co-ordinator, project assistant – Director's secretary - President's secretary.

Who are the main partners of internal co-operation for the target group?

- The Studies Department Secretarial Office;
- The Administrative Department;
- The General Management.

Who are the main external partners of co-operation for the target group?

- Branch locations which carry out work on the local level;
- teachers;

What are the fields of co-operation with other staff groups?

- Co-operation with all work groups;
- Continual exchange of information, documentation;
- Continual monitoring among the various working areas.

3. Training needs of administrative, non-teaching support staff

Questions

What qualifications are needed to do the job?

- Good computer skills;
- Basic knowledge of the mother tongue language, as well as of a foreign language;
- Good communication and skills in personal relations.

What qualifications will be necessary in the future?

The above-mentioned skills should be basic. On this basis, starting with these abilities, more qualified skills can be developed, as follows:

- Psychological and sociological skills;
- Marketing skills;
- Management skills;
- Bookkeeping/Accounting skills.

What subjects could be an important part of a training provision and why?

- Trainer having specific skills in guidance and

counselling (psychologist, sociologist);

- **Computer technician for technical tasks.**

What do the different groups (members of the target group, their managers, stakeholders, experts in adult education) name as important training needs for the target group?

- **Communication;**
- **Knowledge of at least a foreign language;**
- **Organisation of tasks;**
- **Accounting;**
- **Training in the use of computer programs.**

What type of course/training is needed? (long-term, short term, on-the-job, off-the-job etc.)

- **A brief full immersion course which is carried out in the workplace in order to have all the necessary means;**
- **Practical/theoretical modules.**

4. Training for administrative non-teaching support staff

Questions

Who offers training provisions for the staff members of adult education organisations in general?

Specialized trainers (psychologist, sociologist, counsellor, web master)

What are the subjects/contents of this training offers?

Training subjects/content must be specific for the target group.

Are there any training provisions for the target group?

A full-immersion training day for all groups within the organisation.

What is their content? What is the duration of the training?

Content includes updated information on the organisation, definition of tasks and skills, exchange of opinions and proposals.

Duration is usually one entire day.

How often do the trainings take place?

Once a year.

How many people do participate?

All organisation personnel (secretarial, President's office, teachers, ect.)

Do the participants evaluate these trainings positive?

The training session has a positive value in offering an

occasion for the exchange of opinions and ideas for purposes of improvement.

5. Adult and continuing education establishments

Questions

Which are the main (umbrella) organisations and responsible bodies for adult education?

- Unieda (ex Fipec) – Italian Union of Adult Education;
- EdaForum – Permanent Forum for Adult Education;
- Other private associations and networks of organisations operating in the field of adult education, continuing education, lifelong learning, vocational training and Third Sector;
- Local, regional umbrella institutions operating in the field of Adult Education in all Italian Regions (SIRIO – Agency of Education of the Lazio Region – area of Adult Education);
- National umbrella Institution operating in the field of Adult Education: (Ministry of Education, MIUR–Ministry of University and Research) – a) Eda Agency for Adult Education – b) LLP Agency (Lifelong Learning Programme) – Agency I.N.D.I.R.E.; c) University Faculties of Educational Science and Pedagogy and Chairs in Adult Education.

Which types of organisations can be characterized?

LEGAL FORM – ORGANISATION'S SIZE – FINANCIAL RESOURCES – ORGANISATION'S TARGETS – CONNECTION TO (ADULT) EDUCATION LAW:

a) Private umbrella organisations (no-profit, NGO, Third Sector organisations): Unieda's, as the biggest Italian union of Adult Education, has the biggest organisational size in Italy in comparison with smaller private associations.

The financial resources of all Italian umbrella organisations are partly private (deriving from the fees paid by the various associations to the Union), partly public (deriving from public resources assigned to the realisation of specific educational activities and initiatives).

The main targets of all Italian umbrella organisations are associations dealing with Adult Education, Continuing Education, Lifelong Learning, vocational training.

Participants are mainly adults with an average medium educational degree (high school diploma or university degree), aiming at achieving further knowledge and skills in various sectors for their personal fulfilment.

Unieda is presently acting at political level through the

promotion of a National Law for Lifelong Learning and Adult Education.

The organisational structure of all associations varies in relation to the different regional laws in terms of adult education.

b) Public umbrella institutions (local, municipal, regional, provincial and national institutions): the organisational size is more structured than that one of the private umbrella organisations, as the areas dealing with Adult Education are part of the institutional organisations.

The financial resources are public.

The main targets of public umbrella institutions are public school and university institutions, research institutions, political bodies, as well as no-profit, NGO, Third Sector associations dealing with Adult Education, Continuing Education, Lifelong Learning, vocational training.

Participants are mainly adults with an average low, medium educational degree, aiming at achieving more certified skills to be used in the labour market.

All municipal, regional, provincial umbrella educational areas are related to the different municipal, regional, provincial law rules on Adult Education.

NATIONAL LAWS

In 1973, the National Labour Contract provided for the right to education with the introduction of 150 study hours to permit a great number of workers to acquire elementary and middle school diplomas, with the dual objective of bringing workers and labourers to learning and to “contaminate” the academic world with the reality of work and the factory.

In 1997 Law 196 set the foundations for the development of a national system of continuing education. Letter d) of article 17 states that financial resources are channelled into one or more national Funds managed by labour organisations for the financing of company and territorial training plans to be agreed on among the social partners. Categories of beneficiaries identified by the law include the following: permanent workers, temporary workers and unemployed workers for whom training is preparatory to employment.

In addition to providing an amount of resources for the national Funds provided for by Law 196/97 ((600 billion lire in three years starting in 1999), Law 144/99 in article 66 broadens the category of beneficiaries of continuing education initiatives to include businesspeople, autonomous workers and members of co-operatives.

Article 5 of Law 53/00 establishes training leaves. These include compulsory school completion, the completion of the second level school qualifications, university degree diplomas, participation in training activities different from those provided or financed by the employer. Article 6 establishes leaves for continuing education for workers,

both employed and unemployed, in order to increase professional knowledge and skills. Training can be freely chosen by the worker or be required by the company through training programmes agreed on with the unions. A Ministerial Decree establishes the distribution of resources among the Regions which can finance training projects for workers which, on the basis of contract agreements, provide for a reduction in working hours, as well projects presented by the employees themselves. To date, a single decree has been emanated distributing the equivalent of 60 billion lire for 2000 and 2001.

Article 118 of Law 388/01 modified by article 48 of Law 289/02 establishes in the 2001 Budget national Interprofessional Funds for continuing education on the basis of agreements underwritten by the main labour unions representative at national level in the economic sectors of industry, agriculture, artisan industry and services. The Funds, with funding provided mainly by the 0.30% contribution of private sector employers for employee training, finance individual, company, sector and territorial training programmes. The activation of the Funds is dependent on authorisation by the Ministry of Labour and Social Policy, after verification of conformity to the objectives set out in paragraph 1 of the criteria for management and facilities for the functioning of the Funds and the professional qualifications of the managers:

Inter-professional Funds

To date, 10 Inter-professional Funds have been established, recognised and authorised to operate by the Ministry of Labour. These are:

- Artisan Fund (Fondo Artigianato Formazione);
- Co-operation Fund (FON.COOP);
- Services Sector Fund (FOR.TE);
- Industrial Fund (FONDIMPRESA);
- PMI Fund (Fondo Formazione PMI)
- PMI Managers Fund;
- Service Industry Fund (FON.TER);
- Industrial Managers Fund (FONDIRIGENTI);
- Services Industry Managers Fund (FONDIR);
- Professions Fund.

At the end of 2004, there were almost 5 million workers enrolled in the inter-professional funds, introduced in 2000 but active in effect for slightly over a year.

In August 2007 the Council of Ministers has approved a law proposal presented by the Ministry of Public Education, by the Ministry of University and Research and by the Ministry of Labour, dealing with the promotion the Lifelong Learning among working people through the encouragement of their

participation in learning processes aimed to the achievement of new skills and competences.

EQF

Italy is following the directives for the European qualifications framework and has started consultation with the stakeholders. The national framework for all qualifications issued is being developed, from those at the elementary school level to university and post-graduate degrees. This would thus be an important integration with current initiatives such as Europass.

LEARNING CONTENTS – STRUCTURE OF TRAINING OFFERS

The leaning contents and the structure of training offers differ in relation to the participants addressed, to the organisation's targets and size, to the legal form and to the financial resources above described.

Which organisations of adult education you are able to address to and to co-operate with in this project?

All member organisations of Unieda, some organisations of the Third Sector and other private autonomous associations of Adult Educations, public local (regional and provincial) institutions of Adult Educations

In what respect do these organisations represent the whole field of adult education?

All private organisations and public institutions above mentioned are representative of all fields of Adult Education.

6. The staff of adult and continuing education

Questions

What are the different groups of staff in organisations of adult education in your country? What do they do?

Call centre office - Front desk office: front desk supervisor - front desk secretary - call centre secretary -

Administrative office: administrative manager, accountant senior, accountant junior.

Studies Department staff: Didactic Director, didactic secretary.

Teachers.

Project Department staff: project manager, project co-ordinator, project assistant.

Directorate General office: Director's secretary

President's Office: President's secretary senior, president's secretary junior.

Activities:

- Reception of user-clients,
- Information and enrolment in courses;
- Support to enrolled students and teachers;
- Working with the studies department in the organisation of courses;
- didactic co-ordination of all office activities;
- management of the cash flow from the course fees paid;
- organisation of the didactic courses;
- elaboration of educational projects;
- general management and co-ordination of the organisation.

Who is working/communicating with learners/participants/students and who is not?

Call centre office - Front desk office: front desk supervisor - front desk secretary - call centre secretary -

Studies Department staff: Didactic Director, didactic secretary.

Are there study programmes for the profession/work of adult education in your country?

The umbrella organisations generally provide once a year full-immersion training session for all groups within the organisation.

How many people are working in the field?

All statistical data and researchers deal with the number of participants and learners of Adult Education activities, whereas there are no statistical data on the number of administrative non-teaching support staff.

Are there research findings or research activities on professionals in adult education in your country? Could you describe their main actual findings?

The studies carried out by university researchers (Faculties of Educational Science and of Chairs in Adult Education), as well as by experts of Adult Education (pedagogues, psychologists and sociologists) operating in the field of Adult Education inside institutions and private organisation (INVALSI-CEDE, Agency INDIRE, EdaForum, ISTAT, ISFOL UPTER) are especially cantered on teaching staff and learners, rather than on non-teaching staff.

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The above mentioned projects - “Atlantis”, “T.I.D.E.- Gendering Training for Information and Documentation Experts”, “Competences in Marketing for Trainers in Continuing Education” carried out content analysis and studies on non-teaching staff, as follows:

- analysis of communication, orientation and training strategies;
- identification of most suitable communication tools aimed at increasing the interest to training with the involvement of learners; for the development of personnel assigned to orientation;
- exploring new training methodologies for information and documentation specialists working in women's centers;
- assessing and optimizing the marketing strategies of smaller European educational organizations, in order to improve organisations' planning skills as well as efficiency and transparency of their management for the regional, national and European markets.

Ministries and stakeholders

- www.istruzione.it/argomenti/ifts/eda/home.shtml
- <http://www.miur.it/DefaultDesktop.aspx>;
- <http://www.indire.it>
- <http://www.cede.it/invalsi/index.php>
- www.edaforum.it
- <http://rivista.edaforum.it/numero9/index.htm>
- <http://www.istat.it>
- www.isfol.it
- <http://www.fondosocialeuropeo.it/fse.shtml>

- <http://www.solidarietasociale.gov.it/SolidarietaSociale/>
- <http://www.sirio.regione.lazio.it/>
- <http://www.comune.roma.it>
- <http://www.bdp.it/eda/home.php> pagina dell'INDIRE sull'EdA
- <http://www.educational.rai.it/corsiformazione/intercultura/progetti/sintesi/06sintesi.htm>
- <http://www.irre.lombardia.it/ctpfare/eda/index.html>

Organisations that employ administrative non-teaching support staff:

- <http://www.edaforum.it/>
- www.unieda.it
- www.upter.it
- www.liass.it -
- www.upad.it
- www.grupposantini.com
- www.upad.it
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- www.unipopcasarano.com
- www.todesy.org
- www.uniceu.com
- www.aidealaspezia.org
- www.endofapliguria.it
- www.ideeinrete.it
- www.comune.fabriano.an.it
- www.uptel.it
- www.ipermedia.lecce.it
- www.unitremacomero.it
- www.universitalegrazie.it
- www.upmelfi.it
- www.upemonterotondo.it
- www.associazioneminervanarni.it
- www.unipoplisoladikos.it
- www.padovanet.it/unap
- www.sfoa.it
- www.utlepa.it
- <http://web.tiscali/univertempolibero>
- www.unipopprato.it
- www.uniaperta.it
- www.virtuspontemammolo.it

- www.upa.roma.it
- www.uptersport.it
- www.universitapopolarerosignano.it
- www.ctpistruzione.com
- www.formcenter.it
- www.formazione80.it
- www.acseltricesimo.it
- www.libereta-fvg.it
- www.centrocultvp.com
- www.upte.it

Organisations that train adult education staff:

- www.unieda.it
- www.istruzione.it/argomenti/ifts/eda/home.shtml
- <http://www.miur.it/DefaultDesktop.aspx>;
- www.edaforum.it

People who do research in the field of adult education with regard to issues like organisations, quality, management or staff:

- www.progettoatlantide.it
- marta.garro@women.it
- amaterassi@clida.it
- info@assforseo.it
- info@edaforum.it
- <http://edasociety.educazione-degli-adulti.it/farm/>
- info@edafirenze.it
- oneda@invalsi.it
- www.cede.it/ricerche
- <http://www.consorzio-metis.org>
- www.unieda.it
- www.upter.it
- <http://www.pubblica.istruzione.it/argomenti/ifts/eda/home.shtml>
- <http://www.miur.it/DefaultDesktop.aspx>;
- <http://www.fondosocialeuropeo.it/fse.shtml>
- <http://www.sirio.regione.lazio.it/>

Conclusion on national basis of information on the topic

1. Are there any (research) projects dealing with the target group in the last 5 years?

- **Atlantis Project (2002-2004)**
- **Project “Competences in Marketing for Trainers in Continuing Education” (2005)**
- **Project T.I.D.E.-Gendering Training for Information and Documentation Experts (2006)**
- **Project Career Management in Long-Life Learning Context Institution (2006)**

2. The researchers were working on

- | | |
|--|---|
| - management of AE | X |
| - organisation of AE | X |
| - quality of AE | X |
| - professionals/professional approach towards AE | X |
| - administration of AE | X |
| - the AE system | X |

3. Did you find publications on the topics above?(Please name them here)
Project “T.I.D.E.”:

- The "Good Practice Guide": a compendium of good practices in the field of training with a gender perspective. The Guide is available on the project website,; <http://www.women.it/gendertide;>

- The Content Management System (CMS): the technological structure, which allows the project to be through the WEB and easily managed by the partnership, through a “participative communication methodology”. The CMS is an Open Source System which offers the chance to update documents and material that can be published on distant location, thus enabling the partnership to organize the workload, exchange experiences and communicate among partners, disseminate the results and end products. Availability Link a: <http://www.women.it/gendertide;>

- A leaflet, both in English and translated in each partner language, which presents the essence of our findings (published

in the Good Practice Guide), concerning the main theme of „gender aspect & training“. The "meter" is available electronically on the project portal. Availability Link:

<http://www.women.it/gendertide>

Project “Competences in Marketing for Trainers in Continuing Education”:

- Ideas, Concepts, Discussions on CMCE” - Languages |DE|EN|FR|

- Project Website:

<http://www.teamtraining.de/projekte/grundtvig/index.htm>. It contains various thematic in the field of the marketing.

Project “Career Management Portfolio”:

“Career Management Portfolio”. It consists of four parts: 1. Best practice of vocational counseling and career guidance; 2. Career counselor's competences in which necessary skills and competencies that are required in every country are described; 3. Networks of specialists and social partners; 4. Practice of guidance: methods, techniques, activities.

4. Among them were X research studies on

6

- management of AE

1

- organisation of AE

1

- quality of AE

1

- professionals/professional approach towards AE

1

- administration of AE

1

- the AE system

1

5. What are the main AE statistics in your country? (Please name the sources)

Ministry of Public Education:

www.istruzione.it/argomenti/ifts/eda/home.shtml

MIUR – Ministry of University and Research:

<http://www.miur.it/DefaultDesktop.a>

[SPX;](#)

Agency LLP I.N.D.I.R.E:

www.indire.it/eda/

CEDE:

<http://www.cede.it/invalsi/index.php>

EdaForum

www.edaforum.it

<http://rivista.edaforum.it>

Ministry of Welfare

<http://www.solidarietasociale.gov.it/SolidarietaSociale/>

ISTAT

<http://www.istat.it>

ISFOL

www.isfol.it

FSE

<http://www.fondosocialeuropeo.it/fse.shtml>

Regione Lazio

<http://www.sirio.regione.lazio.it/>

Unieda

www.unieda.it

6. The national AE statistics give information and number

- | | |
|---|---|
| - how many organisations do exist? | X |
| - how many people are working in A.E.? | |
| - how many staff groups exist? | X |
| - how many people work in each staff group? | X |

7. You had conversations/interviews with X

- | | |
|------------|---|
| - managers | X |
|------------|---|

- target group members	X
- researchers	
- other experts (which?).	X
8. You collected and interpreted X training provisions. You found them	4
- via Internet (how many?)	X
- with the help of our partners (how many?)	1
- via other means (how many?)	On the basis of the previous Italian report on AE