

ABSTRACT | SUMMARY

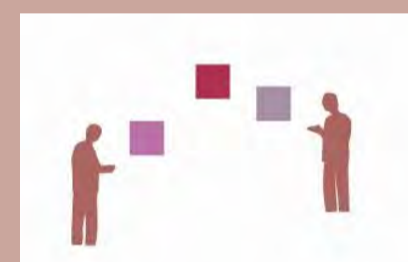
“Validation of Informal and Non-Formal Psycho-Pedagogical Competencies of Adult Educators” responds to the European needs by developing specific measures, instruments, strategies for recognition, validation and certification of the competences acquired in non-formal and informal settings and contexts – especially for adult educators. One of the aims was the validation of social, personal and organizational competences as part of the psycho-pedagogical competencies of adult educators in Greece. The following competences were assessed: communication, self-reflection and problem-solving.

RATIONALE | BACKGROUND

As the profession of adult educator is not recognized unless the training is formal, the involvement of social partners in the recognition of competences becomes a priority. Frequently, these competences have been acquired in less traditional learning contexts and through a variety of working experiences. Thus, they become difficult to be standardized and validated, especially as in different countries there are different contexts.

TARGETGROUP | CONTEXT

Validpack is directed to all educators defined as trainers. That means, if someone is an adult educator who has trainer experiences for more than one year / 150 h of working with adults, they are entitled to use the Validpack and to get their adult educators’ competencies be validated.



INFORMAL LEARNING ACTIVITIES

These took place in 2 Adult Education Centres (KEEs) and 2 CVET Centres (KEKs) in Thessaloniki (1 urban KEE), in Athens (1 urban KEK), and in Crete (1 rural KEK in Chania and 1 urban KEE in Heraklion). During the implementation of the pilot the aim was to look at modes of validation of social, personal and organizational competences as part of the psycho-pedagogical competencies of adult educators and trainers in continuing VET. 80 days in total was the duration of the whole piloting process. This counts to 150 hours over the period between 2 May and 19 July 2013.

OBJECTIVES

The main aim of the project was to create a set of instruments for the validation of competences of adult educators to make a contribution to the professionalisation of adult educators in Europe and to quality management in the field of Adult Education in Europe.



EVALUATION

Validpack is organised around three main validation steps: (i) self evaluation, (ii) external evaluation and (iii) consolidation. The adult educator has to prove the indicated competences that define an adult educator. This can either happen through self evaluation or through external evaluation. Some of the most important competences needed in adult education are not directly observable, but can be proved through self evaluation, whereas some competences cannot be easily self assessed, but they need to be observed by an external evaluator.

RESULTS

The reflection on biography acted as a smooth introduction to the whole process. The mind map is a useful way for the user to concisely illustrate what was previously mentioned. Finally, the attachment of the validating documents, fosters the objectivity and validity of the research and helps the user understand which competences he/she “officially” has. As the majority of participants see it, it is organized in a correct way as the self-evaluation introduces the user to the whole process. Subsequently, the external evaluation acts supportively to the first stage by enabling the researcher to draw more objective conclusions.

