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Roles, Competences and Training System of Adult Educators in Hungary

Abstract: The renewal of the training and development of teachers, furthermore the total re-understanding and making the teaching profession more attractive play a key role in the whole spectrum of education and training, especially of adult education and training. The appearance of new teaching and learning methodologies, the changes in the traditional roles of educators and the development of informatics pose great challenges for educators. Extensive and intensive development for adult educators is needed in order that they can adapt rapidly to new requirements, and so that the quality of education may be raised, and also that a wide range of educational services may be introduced in this area. The quality of an educator's work has a vital role in the learning effectiveness of participants of training courses therefore the development of the education and training of adult educators is a stressed priority in the educational policy of the European Union. Contrary to the European trend, in Hungary not enough attention has been paid to the training of adult educators up to this date. With the introduction of the university-level andragogy bachelor's and master's programme, it seems that enough specialists are trained for the professional area of adult education and training however the issue of training adult educators has not been clarified yet. The Hungarian practice of adult education tends to create adult educators not through training, but through spontaneous selection. The paper focuses on roles and competences of adult educators and introduces trends in training adult educators in Hungary.

Keywords: competences, adult educator, job analysis, training system.

Introduction

Today there is no need to argue in favour of the necessity and significance of training adults. A significant period of learning takes place in adulthood, on the

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one hand because it is obvious that new generations cannot be taught everything they will need throughout their lives and, on the other hand, because knowledge becomes obsolete, so it is necessary to continuously renew and develop individual competences for personal well-being and socio-economic development. All over Europe more and more individuals participate in adult training programmes, which are integral parts of policies for economic development, and the group of adult educators is permanently growing.

Employment situation of adult educators

Various conditions must be satisfied in order to make adult training efficient. In order to achieve adequate goals, it is fundamentally important to carefully plan the curricula and to elaborate training materials in appropriate quality, while the methodological principles of adult training is also taken into account. Essentially important success factors are professional organisation and administration as well as appropriate learning environment. The professional work of educators however is much more significant than all the other aspects mentioned above. The quality of educator activities plays an essential role in the learning efficiency of training participants therefore the most important measure during the course of training processes are the professional, methodological, human skills and aptitude of adult educators.

Adult educators are part of the key actors in adult training processes however it is not easy to provide a definition for the concept of an adult educator. No such definitions are provided in professional documents, and it is difficult to describe whom we may regard as adult educators. In Hungary, we are at the beginning of the development of a profession, which, for the time being has not gained independence either in a professional or in a legal sense. Based on experience, we can distinguish two major groups of adult educators: one of these is teachers, who participate in various forms of adult training as trainers in their free time. The other group is comprised of recognised professionals in their own fields (lawyers, economists, cosmeticians, professionals in the tourist industry, shop managers, etc.), who participate in adult training processes by way of their professional experience and practice. The employment status of adult educators also needs clarification. Adult educators participate in adult training courses while they pursue their main professional activities, so there are hardly any full-time adult educators. Adult educators are mostly employed on the basis of contracts of agency, or more often temporary contract for work. These contracts are usually concluded for a training course, a training module, or for part of a curriculum.

Full-time employment in this field cannot be applied really since the greatest advantages of adult training compared to regular school training are flexibility and quick reaction to individual, corporate and labour market needs. The questions to what extent these ever-changing needs may be monitored and satisfied. Due to the “issues” mentioned above, we cannot really provide an exact number of adult educators, who actively participate in the training and development of adults, who join several hundreds of thousands of formal and informal training courses in Hungary today.

The quality requirements of adult training have become stricter since 2001, when the act on adult education and training was adopted. At the same time however there are no legal regulations on the educational and professional qualifications of educators participating in adult training, on the professional experience of persons as trainers/adult educators. The act on adult education and training does not stipulate mandatory andragogical or adult educator qualifications, adequate methodological skills or adult training experience.

Roles and competences of adult educators

Due to the effects of social, economic and technological changes, and EU declarations on common educational policy, changes in product structure and related changes in profession structure, there have been significant changes in the function, content, forms, venues, instruments and methods of adult education and training during the past few decades. Stress has been shifted from education to learning, and the learning adult is now in the focal point of adult education and training. This has caused fundamental changes also in the role of adult educators.

Adult educators need particular skills that are difference to those working in a regular school-system education or with young people on vocational training. Groups of adult learners are not homogenous because, learners have very varied professional and/or qualification backgrounds and life experiences. Adult educators have become much more of facilitators in the learning process, and much less of individual intermediaries and transferring media of knowledge. Instead of acting as an individual communicator of knowledge, adult educators now have the task of coaching trainees in the course of independent knowledge acquisition and in overcoming obstacles in the learning process, which may be due to family-related, cultural, organisational, technological problems, or problems related to adaptation to the learning environment. Adult educators must be capable of providing assistance also in these areas. Providing motivation, social care, psycho-social support and the development of learning skills are becoming

more and more important. This short list also indicates the complex nature of the profession of adult educators however also the fact that this profession cannot really be defined. Adult educators must perform several roles especially during training courses organised for the complex development of adults in disadvantaged situations.

Another issue is what to teach as adult educators in a changed training structure. Should we teach the trainees what they really need for their well-being in society and in the labour market, or should we teach them what we, educators think the trainees need, or perhaps we teach them the knowledge we possess? Not only what we teach is important, but also how we teach it. This means that the knowledge adult educators possess must be distinguished from their capability of transferring this knowledge. In order for the efforts exerted by adult educators to be credible, in order for their actions to be accepted and adopted by the adult trainees and their environment, it is not enough for the educators to acquire professional principles and to follow these principles as an obligation; it is much rather necessary for these educators to integrate all these in their personalities. Personal and professional roles cannot be separated; this especially applies to educators, who wish to exert lasting influence on people.

According to roles described above, adult educators must possess a set of complex competences, which enables them to perform the tasks also described above. Among all the professional competences the most important components for educators are deep and updated knowledge and the ability to transfer professional culture and ethics. Among andragogical competences an indispensable asset for the educators is the understanding and knowledge of the techniques for the development of learning capabilities and competences as well as knowledge about the features of learning in adulthood. The educators must also know and be capable of using the methodologies that are effective in adult training, and they must survey the knowledge of the training participants prior to the training courses. They are also required to foster and enhance the self-assessment and self-confidence of the training participants. The fact that the accreditation requirements of adult training institutions are becoming more stringent, the changes in the expectations of the training market and the growing client requirements make it an ever so essential expectation for the educators that they – besides professional knowledge – must also possess solid methodological skills and capabilities in adult training, which is of utmost importance for them to convey the training material with the most suitable and efficient methodology adapted for the composition of the adult trainees. Appropriate application of methodologies and procedures suitable for adult training fundamentally influences the success of training adults to learn.

Apart from professional skills and andragogical competences, which are fundamental conditions for training adults, the most important social competences of adult educators are communication skills. It is not the effort to strive for perfection and to develop more and more skills in the process of the training interaction with their trainees that makes the work of adult educators efficient, but rather their professionalism based on communication and interactive competences (Sz. Molnár, 2009: 113). Among personal competences flexibility and adaptation capabilities must be highlighted, which help the adult educators to change their roles flexibly and rapidly to follow the changes in the requirements of their stakeholders and to act in compliance with the challenges posed on them by the rapidly changing environment.

Since a set of roles that changes on a daily basis is a dominant feature of the role of adult educators, it is an impossible undertaking to provide a general definition for the competences of adult educators; the different roles of adult educators together with the related tasks and the competences necessary for these tasks are in permanent change.

There is no sharp borderline that separates the competences necessary for the performance of the work of adult educators and ordinary teachers. Both professions require professional knowledge in order for these professionals to initiate, manage, regulate and foster the activities of students regarding thinking and acting. Adult educators work in the context of human relationships, convey knowledge in during the course of training, develop competences, set examples, inspire thinking, make the trainees act, etc. They can achieve their goals through verbal, non-verbal and meta-communication activities (Csoma, 2003). The differences between the competences of adult educators and ordinary teachers are mainly in the quality of competences, first of all in how these educators solve conflicts, how they communicate with their students, and how they relate to their clients. In the context of adult training the relationship of superiority and subordination, which is common in the context of ordinary education, is, in ideal cases, replaced by partnership, where the educators work together with adult trainees, whom they regard as equals in different situations: they recognise and incorporate in the training process the previous experience of the trainees. There is two-way communication and exchange of experience between the educators and the trainees.

We compared the different interpretations of competences expressed by authors quoted above, and compiled the job analysis of professional adult educators with the DACUM (Developing A Curriculum) method. In Hungary, the DACUM method, which is based on group work, is a relatively new and innovative approach to analysing a job or specialty area. The DACUM is a cost-effective and relatively quick job analysis process that determines what are the duties,

tasks, knowledge, skills and competences typically required to perform a specific job. The members of the expert group are recognised authorities in their field, have extensive experience and are able to work well in a team. The experts need no prior preparation as their professional prestige and work experience guarantee the achievement of high-quality results with help from qualified and experienced DACUM facilitators. It is a proven, inexpensive and effective technique to explore competencies that persons employed in a particular job or occupational field must possess in order to perform their tasks effectively (Sum, 2001). The DACUM method is comprised of three logical components – the expert employees can describe their own work better than anybody else. An effective way to describe job tasks to be performed and the job to be filled is by determining the general knowledge, skills and employee behaviours that are indispensable for one's effectively performing one's work (Sum, 2001).

We engaged 12 job experts (adult educators) in the process of identifying the competences of adult educators, who had worked as professional adult trainers and educators for several years. We had the job analysis performed by an additional 20 practicing adult educators. Actual development work, – the working out of the competence profile of the adult education profession –, began following validation, which in turn led back to training and planning the training modules. The competence profile of a profession is a structured aggregate of the tasks and products of occupational activities and the desired qualities – the knowledge, skills and abilities applied by, and the behavioural traits – of the person performing those tasks.

Based on the result of this analysis, we elaborated a possible inventory of adult educator competences. We divided the competences according to the system of competences generally accepted in Europe, which is a system of competences comprised of features such as professional, methodological (thinking, problem-solving and working method), social (cooperative, communication and conflict resolution skills) and personal competences (talents and personality traits), supplemented by andragogical competences. Our purpose was to identify those competences that were particularly important for carrying out the tasks of the adult education profession. Our assumption was that those getting to the point of training would by then have an “average” level of competences which – regardless of their professional background – every person needed if they were to succeed in the world of work. Therefore, the sole goal of the development work was to select competences specific to the profession. A competence can be regarded as profession-specific if it is indispensable for performing a key task related to a training session with adults; the level of its development greatly influences the performance and effectiveness of the adult educator. We only included in the

list those competences which were – in our view – of critical importance for the fulfilment of tasks related to the job of adult educators, which were necessary for effective work to a higher-than-average degree.

As competence is assembled into an aggregate of knowledge, proficiencies, skills, abilities and personal traits, the individual will, as a result, be able to perform a job or community task effectively and lead a consistent and constructive lifestyle. It should be noted that – as opposed to a concept of competence widely held in specialised literature – competence is not limited to applying knowledge but it also encompasses the use of personality traits while acting.

Table 1: An inventory of adult educator competences

Professional	Andragogical	Social	Methodological	Personal
Competences				
Professionalism (deep, updated knowledge in professional areas)	General andragogical knowledge	Capabilities for establishing and maintaining relations	Capabilities for fostering performance assessment and trainee self assessment	Dedication, commitment
Delivering presentations, conducting practical and training courses	Exploring and analysing trainee needs	Capabilities for convincing trainees	Creativity, abundance of ideas	Cultured appearance and behaviour
Ensuring appropriate ratio of theory and practice	Awareness of features of learning in adulthood, understanding the psychology of adults	Capabilities for empathy	Self-reflection and critical thinking	Responsibility
Conveying professional culture and ethics	Knowledge of competences, knowledge and application of techniques for competence development, knowledge of features of competence-based training	Readiness to provide assistance	Capabilities for gathering and processing information	Adaptation capabilities
Strengthening professional dedication	Knowledge about curriculum planning	Motivation skills	Capabilities for development, self-development, self-training, striving for professionalism	Enthusiasm

Fostering professional self-development	Techniques for the development of learning capabilities	Effective communication skills	Planning	Reliability
Knowledge of methodologies concerning adult training and learning in adulthood	Knowledge and application of atypical forms of learning	Skills for conflict management	Organisation	Independence
Knowledge of information techniques (IKT) and their application for the efficiency of the learning-training process	Surveying and taking into consideration the knowledge of training participants prior to training courses	Skills for co-operation	Creating learning environment adapted to trainee needs	Flexibility
Skilful use of technical instruments in the training process	Creating partnership with training participants		Capabilities for self-assessment of the efficiency of the training process	Openness
Knowledge and effective application of methodologies for trainee performance assessment	Setting clear and realistic goals			Sense of humour
	Fostering self-knowledge and enhancing self-confidence of training participants			
	Theoretical and practical knowledge of measuring the level of knowledge and competences			
	Techniques for providing adult training services			

After taking a look at the list of competences in Table 1 it is easy to understand that we are committed to providing regular advanced professional training courses for adult educators, and that the components for the content of the regime of training/advanced training courses for adult educators may be outlined.

The competences listed above are not static; it is not satisfactory for adult educators to acquire the latest professional, methodological, communication and information technology knowledge during one set of training courses. It is necessary to permanently develop the knowledge acquired during training courses and to integrate it in the daily work of adult educators.

Training adult educators in Hungary

In accordance with the Bologna Declaration on the European space for higher education designed for the convergence of higher education policies, as of 2006 Hungary introduced a three-stage training system including as the first step a 3-year bachelor's degree programme followed by 2 years of master's studies and 3 years of PhD studies. Changes in the higher education system also affected teacher training. The first stage in teacher training is a 3-year major programme followed by 2 and half years of master's studies. Only master's degree holders can be teachers in Hungary today. One of the greatest achievements of transforming teacher training has been the development of a Teacher of Andragogy course, in addition to training elementary and secondary school teachers, which prepares would-be teachers for how to use professionally and effectively learning and teaching strategies and techniques in dealing with adults engaging in training and education. This has been a significant step forward in terms of raising the profile of the field of adult education and training as previously it was not possible to obtain a university degree as adult educator. The fact that the conditions of training teachers of andragogy are now laid down in legislation strengthens the position that the organisation and implementation of adult education can be considered to be a profession and that dealing with adult learners does require expertise and professional qualification. This process of professionalisation is critically important as there are about 700,000 adults, or 10% of the active-age population, engaging in some form of general, foreign language or vocational studies every year. There are currently 9,000 adult education institutes in Hungary. That said, adult education remains overlooked and unduly underrated on the part of policy makers.

The new university master course to provide qualifications and a degree in Teacher of Andragogy was introduced in 2009 with the aim to provide theoretical and practical training for students to enable them to acquire the theory and practice of adult training, to make them receptive of innovation as teachers, who then – via self development as part of their training and by providing assistance in the area of life-long learning – can actively participate in any area of public education, vocational training and adult education and training.

Due to fundamental differences in educating and training children and adults, the development of adults requires quite different knowledge and competences from teachers than does education in the traditional sense; therefore, adult educators must acquire a new teaching culture and methodology, for which they need training and professional upgrading. Research has revealed that today adult education is practiced by teachers primarily with teaching experience but without a degree in andragogy and appropriate methodological knowledge. Therefore, it is particularly fortunate that the adult education profession has been codified.

The academic and output requirements of teacher training courses are laid down in a decree issued by the ministry responsible for higher education, which is currently the Ministry for National Resources. The regulation determines the goals and structure of training; the number of credits that can be obtained; the areas of knowledge of relevance for a master's degree and qualification in teaching; the forms of practice teaching and the requirements of concluding the training course (thesis and portfolio requirements). Based on the requirements specified in the decree issued by the competent ministry, higher education institutions work out their own training programmes, which are then approved by the Hungarian Accreditation Committee of Higher Education verifying compliance with contents requirements and the existence of professional staff and material conditions.

In assembling the professional contents of the training programme we sought not only to determine a set of special knowledge and skills but also thought it indispensable to specify those competences which help teachers of andragogy fulfil their ever-changing role in a knowledge-based society. Competences were identified with the use of the job analysis method described above. The contents of different competences were defined in the teacher of andragogy master's training programme. An important result of the development work has been the definition of profession-specific competencies as well as the compilation of a competence glossary providing a standard frame of reference in respect of competences. A competence can be regarded as profession-specific if it is indispensable for performing a key task related to a training session with adults and the level of its development greatly influences the performance and effectiveness of the adult educator. Thus, among the training requirements of the teacher of andragogy master's training programme we did not only identify tasks which would-be teachers should be trained to perform but also the competences that need to be developed during the training course for those tasks to be performed effectively.

It is not sufficient to identify competences alone, though. What also must be determined is the extent to which a particular competence is required for performing a particular task or job. The activities that a would-be teacher has to

carry out under the supervision or instructions of others must also be defined. A higher-level of competence is manifested in activities which the individual is able to perform autonomously under the usual working conditions. A genuine competence level is reached when a professional is also able to use the acquired knowledge at a high standard, autonomously, speedily, faultlessly and professionally, as well as autonomously verifying, and presenting and explaining to others, the outcome of the work.

Accordingly, the weight and minimum level of competences must also be defined. The weight of competences depends on the extent to which the competences required in a particular job affect the effective performance of work and also on the frequency of their use by the individuals in carrying out their work. The minimum level of competences contains the levels of competences required for minimum work efficiency. Therefore, would-be teachers must be trained in the reproductive, creative or autonomous use of professional knowledge and competences (depending on their nature and role fulfilled in the work process).

This means no small task for us, teachers participating in teacher training, as the enforcement of profession-specific competences requires our own professional and methodological proficiency, while we also have to face the fact that their evaluation may prove difficult in certain areas. Our methodological work is conditional upon continued development, personalised training and the individual mentoring of would-be teachers. This latter is crucially important especially during the period of the final six-month practice teaching period.

If teacher of andragogy training focuses on developing professional, methodological and social competences required for successfully performing work activities, which is of course not at the expense of professional, andragogical and methodological knowledge, then the evaluation and examination system should also not serve to assess what has been learnt but to gain a picture of the would-be teacher's suitability for his/her future work. That means that there is a need for a new approach to the examination methodology as well. In examinations, what must primarily be assessed is suitability for work, while academic performance should be evaluated subsequently as a secondary criterion. Accordingly, examination activities should be identical with work activities up to a certain limit and should model or simulate them. When entering work, the would-be teacher will have to perform actual work activities and tasks rather than proving his/her academic proficiency. Therefore an output-driven and output-measuring assessment system, which is capable of capturing procedural knowledge and not only declarative knowledge, must be worked out. That means that in the final teaching examination competences must also be measured, which is critical in today's

world since in the case of the adult educator social and personal competencies – besides professional competencies – are of increased importance.

Apart from examining teachers' competences, more and more research and studies are focussed on the central role that professionals play in the area of adult training since the professional development of adult learning professionals working in the area of adult training plays an essential role in the quality of the learning process in adulthood.

In Hungary there seems to be an adequate supply of professionals for the area of adult training as an independent, special discipline in the wake of the introduction of university bachelor and master courses in andragogy. During andragogy bachelor courses not adult educators but professionals working in adult training are trained. As a result of the launch of basic courses in andragogical studies, during which – depending on professional orientation – basically professionals to manage and operate adult training processes and institutions are trained thus providing adequate supplies of such professionals for the diverse set of institutions in the field of adult education. Other sources for the establishment of a basic group of professionals are the andragogy master courses. In the possession of their qualifications these newly trained professionals will be able to develop the conditions for adult education and training in a diverse manner. They will also be capable of performing educational, training and institutional as well as instrument and methodology development, furthermore they will be able to support physical and virtual access to learning opportunities.

The exact number of adult educators involved in training and advanced training programmes is not known. The total number of teachers, instructors and various other professionals such as tutors, mentors, trainer teachers, professional consultants for labour-related affairs and career orientation, etc. is not known since most educational institutes operate as educational and training course organisers, and provide professionals for concrete programmes in progress. Regarding the fact that full-time teachers and other professionals work in the state-owned regional training centres, in the largest adult educational institutions, at schools also engaged in adult education, in higher education in general and in labour organisations, a total of approximately 15,000 people are regularly employed in the area of adult education in two forms of employment. This number is about ten percent of the total number of teachers in this country (The Development and State of the Art of Adult Learning and Education, 2008).

European practice

The central role of adult learning professionals working in the field of adult education is also strengthened by EU documents. The European Commission, in its communication “EUROPE 2020 – A strategy for smart, sustainable and inclusive growth” (European Commission, 2010) points at the increase in the proportion of participation in education and the improvement of the quality of education as key fields in increasing a knowledge and innovation based economy and strengthening social and regional cohesion.

The strategic objectives of work programme “The concrete future objectives of education systems in Europe 2010” feature the increase of the quality and efficiency of education and training systems within the European Union where one of the most important criteria is the development of the education and training of adult educators.

In October 2006, the communication of the Commission of the European Community titled *Adult learning: It is never too late to learn* was published. Also as a Commission communication, in September 2007, the related action programme *Action Plan on Adult Learning* was made available. These documents perceive the guarantee of the quality of adult learning in skilled and practised adult training experts. In order to ensure that, besides developing teaching methods and curricula, member states must invest in and take measures concerning the extension of the basic training and professional further training of adult education experts.

European priorities also appear in the Hungarian government’s strategy on lifelong learning. According to the document “The continuous development of experts dealing with adult education and those performing ad-hoc-type training is essential. Today, adult education has become an extraordinarily differentiated and developed professional field of the global education industry (e-learning, disadvantaged persons, alternative learning techniques, etc.) where Hungary – despite significant domestic efforts – has a serious backlog to catch up with” (*Strategy on Lifelong Learning*, 2005:52).

The adult training systems in the Member States of the European Union followed differing courses of development during their history. As a result, there are significant differences in the qualifications and competences acquired during adult education courses in these countries. In spite of these differences the problems Hungary is challenged by from time to time are not unique to this country. Similar problems also emerge in various other EU countries, so it is not just accidental that significant educational reforms have been implemented in almost every EU Member State during the past few years. The problem regarding

training adult educators is not a problem in Hungary only. Countries that participated in the 6th World Conference on Adult Education organised by UNESCO in the city of Belem, Brazil in December 2009 elaborated their national reports on the development and status of adult education and learning in which they summarised the results they achieved in these areas during the 12 years after the previous world conference held in Hamburg. In these reports the status of and training adult educators are also covered. If we analyse the reports filed by certain European countries, we come to the conclusion that there is no standard way of training adult educators in these countries. Similarly to the report submitted by Hungary, which highlights the establishment and launch of university bachelor andragogy courses in the area of training adult educators, one can find less relevant information on this topic in the reports submitted by other European countries also. Several countries present special features of training teachers, and in their reports the problem of adult educators is briefly mentioned however in a number of reports this problem is not mentioned at all. When reviewing various national educational and training systems, one must always take into account the fact that the training system country in many cases differs from that in another country similarly to the interpretation of certain concepts. Thus it is difficult to perform substantial comparison and to analyse general tendencies. There is a certain degree of assimilation at European level, an example for which is the Bologna process, and certain measurement processes also indicate an effort to achieve standardisation such as the PISA and PIAACE system, the standard qualification framework system, the EUROPASS for fostering mobility as well as the international statistical systems, the ISCED, etc.

Summary

The social and economic significance of adult education is extraordinary, the work of teachers, tutors, facilitators, counsellors, course and training organisers receives a key role in the efficient operation of the system, thus it is very important what competence kit the workers of the profession have. Educational and training development of adults is a profession operating and developing amidst a continuously changing economic-social-political environment of large significance. And if it is a profession, an adequate expertise is required for the proficient and efficient performance of tasks. From the aspect of professionalization, it is extremely important that those working in the field of adult education receive professional training. This can be skills acquired through self-education, but a knowledge of the theoretical and methodological basics of the field are essential.

Practical experience is important, but is not enough on its own for the development of an adequate quality and developability of practice.

The quality requirements of adult education have become more stringent since 2001. However, today still no legal regulation defines the expected minimum concerning the academic and professional qualifications or the teaching/adult educator experience of organisers and educators participating in adult training. At present it depends only on the individual ambitions and moral standing of educators to what extent they undertake responsibility for communicating renewed knowledge to their trainees, and to what extent they are capable of identifying themselves with the renewed educator roles. It would be necessary to gradually incorporate the requirement of holding a degree in andragogy and adult training in the job requirements of adult educators.

Besides university training, an institutional training form must be provided for the organisers of adult training programmes and the non-professional adult educators for the sake of developing their andragogic approach and improving their methodological culture, so that they are capable of motivating and involving the non-learning masses and to steer and support the self-steering, self-organising learning of adult students involved in learning.

I have defined as an essential factor the launch of teacher of andragogy master's training in the course of the professionalisation of adult education; however, the process still awaits completion. Regulations governing adult learning activities remain incoherent. The currently effective Adult Education Act does not prescribe a compulsory adult educator's degree for those engaging in educating and training adults. Our joy will therefore be complete if the employment of persons in adult education and training is finally linked to a mandatory degree in andragogy and adult education.

According to Hungarian government plans, the development of the new adult training strategy and the amendment of legal regulations that define the operation of the adult training system will take place in spring 2012. We hope that the new legal regulation shall define the qualification requirement system of adult training professionals.

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Uloge, kompetencije i sistem obuke nastavnika za obrazovanje odraslih u Mađarskoj

Apstrakt: Ponovna afirmacija obuka i profesionalnog razvoja nastavnika, potpuna promena viđenja i atraktivnija uloga nastavničke profesije igraju ključnu ulogu u širokom spektru obrazovanja i obuka, posebno u oblasti obrazovanja odraslih i obukama. Pojava novih metoda podučavanja i učenja, izazovi vezani za tradicionalne uloge nastavnika i razvoj informatike predstavljaju veliki izazov za edukatore. Neophodan je ekstenzivni i intenzivni profesionalni razvoj nastavnika u obrazovanju odraslih kako bi mogli da se brzo adaptiraju na nove zahteve, kako bi unapredili kvalitet obrazovanja i uveli širok spektar obrazovnih usluga u ovoj oblasti. Kvalitet rada edukatora ima ključnu ulogu u efikasnosti učenja polaznika obuka, pa je stoga razvoj obrazovanja i obuka za nastavnike u obrazovanju odraslih prioritet u obrazovnoj politici Evropske unije. Suprotno od evropskog trenda, u Mađarskoj se do sada nije poklanjalo dovoljno pažnje obukama nastavnika u obrazovanju odraslih. Uvođenje programa bečelor i master studija andragogije na nivou univerziteta, stvorilo je utisak da je dovoljno specijalista obučeno za profesije u oblasti obrazovanja odraslih. Međutim, problem obuke nastavnika u obrazovanju odraslih još nije rešen. Praksa u obrazovanju odraslih u Mađarskoj ima tendenciju da obrazuje nastavnike u obrazovanju odraslih ne kroz obuke, već kroz spontanu selekciju. Ovaj članak fokusira se na uloge i kompetencije nastavnika u obrazovanju odraslih i predstavlja nove trendove njihovog obrazovanja u Mađarskoj.

Ključne reči: kompetencije, nastavnik u obrazovanju odraslih, analiza posla, sistem usavršavanja.

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