

Strength Empowers Teachers' Competences in Adult Education

SET C.

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Intellectual output IO1

Assessment Questionnaire on Adult Educators' Competences

Analysis and presentation of the results

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1. Project description summary

CONTEXT, AIM AND OBJECTIVES

As the adult education system is expanding rapidly in Europe and in the partners' countries, there is an increased emphasis on the quality and offer of adult education. In order to improve its quality, we should firstly educate teachers and trainers and enable them to exchange knowledge and experiences on a national and international level.

According to the OECD Teaching and Learning International Survey (TALIS 2013, June 2014) and the Teaching Profession in Europe (Eurydice 2015), adult educators need to develop competences regarding:

- teaching students with special needs,
- new and innovative teaching methods,
- inclusive and student-focused methods,
- working with other professionals and partners,
- flexibility,
- addressing learners' individual needs and growing diversity.

The main aim of the project is to analyse and compare the state of adult education in the six project partner countries and define the basic competences for teachers and other staff involved in adult education. The project will last 26 months, from 1 October 2017 to 31 November 2019.

The Assessment Questionnaire on Adult Educators' Competences (IO1) will be drawn up and answers of adult educators and adult learners from each country will be used to define adult educators' needs and adult learners' expectations. The Questionnaire will be used in developing the Competence Development and Training Curriculum for Adult Educators (IO2). The Curriculum will present a 60-hour training programme targeted at improving and upgrading adult educators' competences regarding 4 aspects: expertise, transferable skills, learning atmosphere, and meeting the needs and expectations of learners.

PARTICIPANTS, ACTIVITIES, METHODOLOGY

At the very beginning of the project, partners will establish a project management team to ensure efficient project management, consisting of 3 members: Project Manager (PM), Teacher

Training Development Responsible (TTDR), and Technical Assistant (TA). Four transnational meetings and quarterly Skype meetings will ensure continuous monitoring of the work in progress and achievement of the results. The Participatory Approach and the P.C.M. Methodology will be used for communication and cooperation between partners.

A total of 100 adult educators and 100 learners per partner will participate in the Assessment Questionnaire on Adult Educators' Competences, while 40 teachers and staff members of partner institutions will be involved in the 2 short-term joint staff training events held in Lithuania, June 2018, and Croatia, November 2018, to train trainers piloting the Curriculum. A total of 90 adult educators/staff members will participate in piloting the Competence Development and Training Curriculum for Adult Educators.

The partners will also involve about 325 participants in multiplier events held at the end of the project in October 2019 – 50 participants in Croatia, 40 in Estonia, 40 in Latvia, 60 in Lithuania, 40 in Poland and 95 in Sweden. Further beneficiaries not included in the initial number of 755 participants are learners in the partner institutions and those involved in the implementation of the Curriculum.

DISSEMINATION

The main dissemination tools and instruments are the project's and partners' websites, newsletters, multiplier events, brochures, photographs, reports, articles, workshops, trainings, and international conferences.

The target audience for the dissemination will be:

- teachers, staff members, and learners in partner institutions and other adult education institutions at the local level,
- local government bodies and authorities regulating general and adult education, t
- he wider community and the scientific community,
- the ministry in charge of education and adult education,
- other Grundtvig/Erasmus+ partner institutions.

IMPACT

The main

expected impact at the end of the project will be to have:

- determined the status and perspective of adult education, developed a network of colleagues and experts at the international level,
- improved adult educators' competences by defining key competences for all teachers involved in adult education,
- improved and increased cooperation with EU partners.

Partners believe that the Competence Development and Training Curriculum for Adult Educators will make a significant and substantial change in the adult education system. The implementation of the Curriculum at the regional (for Poland and Sweden) and at the national level (for Croatia, Latvia, and Lithuania), and the official recognition of the Curriculum by the largest national authorities responsible for education in the project partner countries will also ensure the sustainability of the project.

All materials, written documents, and intellectual outputs produced during the project will be available to every potential user on:

1. EPALE (the Electronic Platform for Adult Learning in Europe),
2. the project website,
3. partners' web and Facebook sites.

The project website will be active at least 3 years after the project's end and the materials will be available free of charge.

2. Description of project partners

1. **Ustanova za obrazovanje odraslih Dante, Croatia**, the project coordinator carries out foreign language learning programmes, currently in four languages: English, German, Italian and Croatian for foreigners, to about 300 adult attendees. The Institution currently has 12 employees and is well-established and its development strategy tries to reflect the needs of the community. The institution has considerable experience of participating in EU projects. In the period from 2010 to 2016 it has actively participated in the Grundtvig sub programme and in the Erasmus+ programme, signing more than 34 contracts with the Croatian NA and realising more than 150 mobilities for the purposes of education, professional training and cooperation with other European institutions. For three years in a row, the institution has organised international conferences that are partially financed from the Central European Initiative action plan by increasing cooperation and networking, the aim of the 2017 conference was to contribute to the strengthening of the connection between experts in adult education, conducting research in adult education, and to the public promotion of adult education and its importance. In 2016 the Adult education institution Dante has also become an ordinary member of the European Association for the Education of Adults.
2. **The Latvian School of Public Administration (LSPA), Latvia** was established in 1993 as a public administration institution under direct supervision of the State Chancellery. The LSPA is the largest training center for civil servants and public administration employees in Latvia and it provides high-quality training and consultation services to meet current and future needs of public administration and municipalities. In 2016, the LSPA trained 8210 people. The LSPA develops open and tailor-made training for both the public and private sector, and oversees the certification of internal audit specialists in public service. Since 2012, the LSPA has been applying a business approach to training public administration employees, at the same time maintaining close links with national priorities for human resource development in public administration. For this purpose, the LSPA has developed a training module system, linking training topics with the concept of human resources, development of

administration sector, and training needs of civil servants. The whole training has been organized into ten modules.

3. **Anyksciai Education Assistance Authority, Lithuania**, was founded in 2004. It is a newly established institution in the region providing informal adult education. Anyksciai is a rural district in the Eastern part of Lithuania with a relatively slow economic and social development. A new concern about the occupation situation has come up within the last few years since the economic situation changed after the declaration of independence and accretion to the EU. In today's world of information and ICT there is a need for new competences and skills that our centre is aimed at developing. The main objectives of the Anyksciai Education Assistance Authority are: to organize qualification training for members of educational institutions and other communities, to initiate active participation in the educational reform and to help teachers who work with special needs students: to provide information, consultation and recommendations.

4. **The Fundacja Bądź Aktywny, Poland**, was created in 2014 and it cooperates with the Educational Centre for Teachers in Piotrków Trybunalski and vocational schools in the region (powiat piotrkowski). The entire staff are volunteers and the organization is non profit. The organization cooperates with the schools in Piotrków Trybunalski region. Foundation Be Active has contacts with the work world and other NGO-s. The Foundation organizes the activities for different groups (children, students of vocational schools, adults). Most stakeholders are teachers, trainers. Some of them took part in Leonardo, Comenius, Grundtvig projects. The objectives are: to stimulate and encourage the participation of local communities; science, education, education and education of children, adolescents, adults, seniors; promoting the concept of lifelong learning, including vocational education and non-formal education; organizing social assistance, including assistance to people in difficult situations, ensuring equal opportunities for these individuals and their families; activities supporting the development of local communities, active in the fields of culture, art, protection of cultural heritage and traditions; European integration and the development of contacts and cooperation between people; supporting various forms of social activity, including volunteering.

5. **Campus Västra Skaraborg, Sweden**, is a publicly funded school in the formal school system. Its head office and head school for adult learners are situated in the Municipality of Lidköping. The municipalities of Götene, Lidköping, Grästorp and Vara cooperate regarding adult education in order to offer a vast choice of courses and programmes. The school wants to inspire people to study as adults, regardless of their motives. Whether they are studying to get qualified for a new occupation, increase their competence within the current occupation or for pure pleasure, we are here for everyone. Actually there are about 1.500 students at Campus Lidköping who take individual courses or full programmes ranging from the elementary level to university level. The school currently has 95 employees and 2 000 students ranging from 20 to 65 years of age, with the majority being between 20 and 45 years old.

Project partners' websites:

- 1) Ustanova za obrazovanje odraslih Dante, Croatia
www.dante.hr
- 2) The Latvian School of Public Administration (LSPA), Latvia
www.vas.gov.lv
- 3) Anyksciai Education Assistance Authority, Lithuania
www.centras.anyksciai.lm.lt
- 4) Fundacja Bądź Aktywny, Poland
www.fundacijabadzaktywny.org
- 5) Campus Västra Skaraborg
<https://lidkoping.se/barn-och-utbildning/>

3. Description of IO 1, the Assessment Questionnaire on Adult Educators' Competences

According to the project application, during the first phase of the project a questionnaire was designed in order to define the needs of adult educators and the expectations of adult learners. The aim of this IO is to reflect on the adult education system, its weak and strong points, similarities and differences in interpreting adult education by its main agents: learners and teachers. The Questionnaire will look at the role of adult educators from 4 aspects: expertise, transferable skills, learning atmosphere, and level of meeting the needs and expectations of learners. The aim is to get an assessment and a description of elements that make a competent adult education teacher. The innovative element is that adult education learners were involved in the analysis of the situation and they actively participated in the process (further planning and drawing up of the curriculum) in which, as users, they usually have a more passive role. This is way the Questionnaire has two parts: the Assessment Questionnaire on Adult Learners' Expectations and the Assessment Questionnaire on Adult Educators' Competences.

The questionnaire has also provided useful data on the differences between the participating countries. The Assessment Questionnaire on Adult Educators' Competences will provide a concrete, measurable and objective starting point to define guidelines for planning and development of IO 2, the Competence Development and Training Curriculum for Adult Educators.

The Questionnaire was prepared in English and translated into each partner's language. It was delivered online and in paper form.

4. Conclusion of IO 1, the Assessment Questionnaire on Adult Educators' Competences

According to the project application, in the period from 1st December 2017 until 31st January 2018, 536 learners (396 female and 140 male) and 498 adult educators (388 female and 110 male) from five project partner countries filled in the Assessment Questionnaire on Adult Learners' Expectation and the Assessment Questionnaire on Adult Educators' Competences.

Most learners in adult education, which was the target group for the questionnaire, are female between 21 and 30 years of age, fulltime employed with a university degree, and with a high level of motivation for participating in an adult education programme. The primary reasons of their participation in adult education programmes (more than 200 choices) are personal development, bigger competitiveness on the labour market, development of additional skills for being better in their job, the increasing demand for development of new skills and competences.

Most adult educators are female between 41 and 50 years of age with 3 to 10 years of working experience in the field of education and a university degree. The most common reasons for choosing the career of adult educators/teachers (more than 100 choices) are the willingness to help individuals in need, the desire to work with adults rather than children or young adults, and the desire to have a second job in addition to teaching in the formal education system.

As it was clear from the very beginning, and this was the reason why the partners have decided to plan a common project, the conditions and traditions of adult education between partner countries are very different. One of the aims of the project is to develop and strengthen the competences of teachers/educators involved in adult education, starting with defining the skills and competences of adult teachers/educators that need to be developed according to adult educators' opinions and adult learners' expectations.

With respect to learners' descriptions of what makes a good adult education teacher, the conclusion is that a good adult education teacher/educator is an expert in his/her field, who knows how to teach and transmit knowledge according to learners' level and needs, a person with good communication skills who is friendly but not too familiar with students, an open-minded, positive and cheerful person, a person who wants to help others, with a good sense of humour, tolerant, empathetic.

Adult learners' expectations are that teachers in adult education should have good:

- teaching skills regarding the methodology and the subject they are teaching,
- communication skills,
- personal skills.

If we compare the educators' opinion regarding the skills they need to develop and the learners' expectations, we can conclude that they match with regard to:

- teaching methodology,
- communication skills.

The educators think that they need more experience and practice in foreign languages, digital skills and critical thinking.

The Competence Development and Training Curriculum for Adult Educators will be based on the following areas:

- teaching and learning methodology in adult education,
- interpersonal communication,
- foreign language communication,
- ICT in teaching,
- new teaching approaches in education (critical thinking).

5. Analysis of the Assessment Questionnaire on Adult Learners' Expectations

Participants' gender:

	CRO	LAT	LIT	PL	SWE	TOTAL
Female	64	84	94	69	85	396
Male	45	17	7	31	40	140

Participants' age:

	CRO	LAT	LIT	PL	SWE	TOTAL
15 – 19	2	0	0	1	5	8
21 – 30	42	22	3	60	61	188
31 – 40	34	33	12	14	39	132
41 – 50	20	27	30	7	16	100
51 – 60	9	16	49	13	5	92
61 +	2	3	7	5	0	17

Participants' highest level of completed formal education:

	CRO	LAT	LIT	PL	SWE	TOTAL
I haven't completed any kind of formal education	0	0	0	0	5	5
Primary school diploma	3	0	0	2	35	40
Secondary school diploma	30	0	3	32	77	142
University degree	76	101	97	66	13	353

Participants' current occupation status:

		LAT	LIT			
	CRO			PL	SWE	TOTAL
Unemployed	23	0	0	18	44	85
Employed full-time	76	101	85	33	35	330
Employed part-time	7	0	13	30	50	100
Retired	3	0	3	6	0	12

**1. What is the primary reason of your participation in an adult education programme?
You may choose more than one response.**

	CRO	LAT	LIT	PL	SWE	TOTAL
I want to be more competitive on the labour market.	46	62	68	52	64	292
I did not finish a formal education programme when I was younger.	0	0	5	2	50	57
For personal development.	81	78	76	74	60	369
To relax after work.	7	3	2	12	2	26
I am not satisfied with my formal education.	8	3	3	12	21	47
To be able to move to another country.	12	3	4	12	9	40
Because of the increasing demand for the development of new skills and competences.	40	39	77	27	28	211
To meet new people	12	16	34	23	15	100
To experience something new.	25	49	42	29	26	171
My boss / institution requires it of me.	4	10	8	7	19	48
I want to develop additional skills so that I could be better at my job.	48	74	62	46	22	252
I need to further develop the skills that I need to do my current job.	29	48	46	19	18	160
I require additional competences to be able to enroll into higher education.	2	0	1	0	58	61

RANKING OF

ANSWERS

- For personal development.	369
- I want to be more competitive on the labour market.	292
- I want to develop additional skills so that I could be better at my job.	252
- Because of the increasing demand for the development of new skills and competences.	211
- To experience something new.	171
- I need to further develop the skills that I need to do my current job.	160
- To meet new people.	100
- I require additional competences to be able to enroll into higher education.	61
- I did not finish a formal education programme when I was younger.	52
- My boss / institution requires it of me.	48
- I am not satisfied with my formal education.	47
- To be able to move to another country.	40
- To relax after work.	26

OTHER

Croatia	Legal requirements, health reasons, to develop necessary skills for the things I love doing, to communicate more easily when I go to Austria/Germany.
Latvia	/
Lithuania	I want to learn foreign languages because I would like to visit other countries.
Poland	/
Sweden	Job related reasons (want to get different job, competence for future job); need additional courses to be able to work with a diploma from my home.

2. Please rate your level of motivation for participating in an adult education programme on a scale from 1 to 6 (1 = almost no motivation, 6 = a high level of motivation).

	1	2	3	4	5	6
Croatia	0	0	5	16	41	47
Latvia	0	2	1	13	41	44
Lithuania	0	0	2	15	39	45
Poland	0	3	8	26	39	24
Sweden	0	1	10	31	49	49

3. What would be your top THREE reasons for leaving an adult education programme? Please choose only three responses.

	CRO	LAT	LIT	PL	SWE	TOTAL
Poor quality of teaching	64	71	60	62	43	300
Rigid schedule	41	14	14	28	42	139
Lack of interaction between learners and teachers	26	25	25	29	49	154
Lack of interaction between learners	4	3	4	11	8	30
Lack of time to regularly attend classes and do the necessary coursework	66	49	55	48	78	296
Lack of institutional support	4	25	10	28	21	88
Lack of adequate learning materials	17	12	28	19	17	93
Lack of courses adapted to my individual needs	18	28	32	23	34	135
Possibility of developing new competences and skills at my workplace	7	7	10	10	12	46
Long commuting distance	29	20	28	21	27	125
Inadequate facilities and poor physical conditions of adult education institution	13	19	5	18	14	69

RANKING OF ANSWERS

- Poor quality of teaching	300
- Lack of time to regularly attend classes and do the necessary coursework	269
- Lack of interaction between learners and teachers	154
- Rigid schedule	139
- Lack of courses adapted to my individual needs	135
- Long commuting distance	125
- Lack of adequate learning materials	93
- Lack of institutional support	88
- Inadequate facilities and poor physical conditions of adult education institution	69
- Possibility of developing new competences and skills at my workplace	46
- Lack of interaction between learners	30

OTHER

Croatia	Lack of practical knowledge, if the course is too long, lack of ambition, the financial aspect.
Latvia	/
Lithuania	Personal reasons – health problems, pregnancy. When I gain my aims. I have no reasons to leave the program.
Poland	/
Sweden	Personal reasons (for example: sickness, death of relative, pregnancy); loss of funding.

4. Please explain the reasons for your choices in the previous question

Croatia

The most frequent answers:

- long commuting distance (8),
- lack of time to attend courses due to work and personal obligations (20),
- poor teaching quality (18),
- non flexible schedule and teachers (12).

Interesting answers:

- traveling, support, adaptation, or physical environment are no problem. It is a problem if the teacher would be bad, or if the interaction within a group would be stiff, uninteresting, and not offer any social opportunities,
- due to insufficient dedication to learning something more, I would leave the programme,
- classes are held every week and my boss does not have any respect for me nor he understands that I need the morning shift every week to be able to attend classes; taking the train, going to work, then studying and writing homework is very demanding,
- bad teaching quality, especially if I realise that I have more knowledge than the teacher; my employer can't or doesn't want to arrange my shifts so that I am able to attend classes,
- bad quality results in incompetence on the labour market,
- in case of poor teaching quality there is no sense in going to classes, while in the case of an inflexible schedule, one cannot attend classes anyway,
- in order to be able to offer verified programmes, adult education institutions often need to satisfy the form and offer theoretical content similar to those learned at the university, which unfortunately means little to nothing in practice,
- in case I weren't satisfied with the quality of teaching, I would give up before the end of the programme, whereas in case I didn't have enough time to attend classes regularly and if the institution were far, I would try to find a way to finish my education,
- I believe that course materials (books etc.) should be included in the price of the course and that the institution should provide them to the learners,
- I also believe that the relationship with the teacher is extremely important because if it is positive and good, I am more eager to attend classes and I don't feel ashamed to ask questions; furthermore, I appreciate an individualised approach – if the teacher ignored me, I would probably give up,
- bad teaching quality may cause loss of motivation, a flexible schedule enables better organisation of professional and private life, time is important for me and I find long commuting to an education programme to be a waste of time, I would turn to e-learning.

Latvia

The most frequent answers:

- training must be highly qualitative (including content, training methods, good mutual relationships, practical use for professional duties). Time is very precious so I want to spend it effectively and with aim. I would like to attend only courses that are of high quality and useful for today's and individual requirements. If there is a low quality of training then time is simply wasted and nothing is obtained. The main purpose of additional training is to acquire new knowledge or to supplement existing ones; therefore the quality of teaching has the greatest impact on my choice of learning a particular course;
- training material should be well prepared,
- rooms and their conditions need to be applied so that they are warm and there is a place that will ensure the comfort of the learning process. An inappropriate premise has impact on choosing training courses/institution;
- tight schedule at work. Suddenly there is a lack of time and cannot physically visit on a regular basis.

Interesting answers:

- there must be mutual interaction between learners and trainer,
- training must be practical,
- attending the courses I need to improve my knowledge of my direct job duties. If they do not meet my requirements and needs, then I do not visit them,
- if there were no employer support, there would probably be no time to attend courses,
- the time and financial disadvantages would be delays,
- after working hours, I want to relax,
- study visits outside of working hours are not possible due to family circumstances,
- the employer is not interested in educating the employee,
- training takes place in groups, so 100% compliance with individual needs is not possible,
- training institutions are not close to my home city.

Lithuania

The most frequent answers:

- poor quality of training (5)
- lack of time (2)
- long distance to the educational institution, it is difficult to combine the work and learning at the same time (2).

Interesting answers:

- the program has to be quality and interesting. The most important teacher's knowledge, competence,
- the chosen program should be meet my expectations, the teacher must provide a competent teaching, a good microclimate during the training is very important,
- the program is often lacking in deeper studies because the time spent for learning is too short, the content is superficial, based on "factology", recurrent, poorly based on the latest scientific research, the lack of practical activities. Educational goals of organizations reproduce the
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-
- current situation, do not pay attention to the needs of the future society, goals,

- I am busy with intense mental and organizational work, often wanting to relax,
- if the material is too complicated, if too much homework, the teacher's inability to interpret the teaching material,
- suitable environment, communication and interesting material are very important for learning,
- if the workshop is useful, household inconveniences, even the attitude of managers or others towards a learner is not very important,
- in order to successfully study a person in work, a very strong motivation and a visible result are required. If it is low, the goal is not at all, or it's only partially achieved,
- if the program is not meet my expectations, the atmosphere in the classroom has to be positive; if I think that teachers have lack of expertise and / or the ability to create positive relationships based on respect and cooperation, if the teaching material and content is too heavy and I have no support, I would refuse the program,
- a strict timetable imposes heavy obligations on the frame,
- if a course time would be in conflict with my work schedule, it could not complete the course,
- the lecturer's attitude to the learners is important to me,
- I want to know the innovations, and at the same time enjoy the pleasure of peer communication and cooperation,
- homework is an inappropriate form of adult education because there is no time.

Poland

The most frequent answers:

- time is important for me,
- travel, length of classes,
- effective work during classes,
- time devoted to preparing for classes,
- bringing together work and studies,
- quality (is important, low disqualifies training, does not help in improvement).

Interesting answers:

- I participate willingly in trainings conducted by proven institutions. I don't want to waste time for low quality trainings, and if I have to attend, it is passive participation. Some courses are too expensive for me, and employers do not finance individual training,
- knowledge and experience of the lecturer is the most important for me. I have met weak lecturers quite often,
- the lack of the possibility of interacting with the teacher definitely hinders the teaching process,
- I think that a lecturer who is impolite to listeners, treats them as students, would make me give up training,
- I think everybody (teachers, lecturers) should be polite.

Sweden

The most frequent answers:

- lack of time (in general) (16),

- lack of time due to job (16),
- inconvenient time table; e.g. clashing courses, long breaks between lessons (13),
- time table clashes with working hours (7).

Interesting answers:

- some students mention the challenges of studying for adults (2), e.g.:
 - adults are not used to study therefore it is sometimes hard for them,
 - some adult students had difficulties in school when they were younger,
- poor quality of teaching (9),

Comment: Some students mention poor facilities (7) and that the technical equipment and books are not up to date (2) as possible reasons for quitting; to us it seems like they are complaining about the present situation at their school rather than explaining possible reasons for quitting their education.

5. Please state your level of agreement with the following statements on a scale from 1 to 6 (1 = completely disagree, 6 = completely agree) or, if you are not sure, choose 0. Adult education institutions should:

	6	0
a) offer courses in line with the needs of the labour market	312	30
b) offer courses that are closely related to learners' life and work goals	239	37
c) allow learners to pace their studies to fit their life and work schedules	258	16
d) provide adequate and timely information about course requirements	301	32
e) provide adequate and timely information about sources of available financial assistance	292	39
f) have clear learning outcomes and ways of assessing their achievement	265	34

Comment: None of the participants chose answers 1 – 5.

RANKING OF PARTICIPANTS' LEVEL OF AGREEMENT

a) offer courses in line with the needs of the labour market	321
d) provide adequate and timely information about course requirements	301
e) provide adequate and timely information about sources of available financial assistance	292
f) have clear learning outcomes and ways of assessing their achievement	265
c) allow learners to pace their studies to fit their life and work schedules	258
b) offer courses that are closely related to learners' life and work goals	239

. 6. Teachers in adult education should:

	1	2	3	4	5	6	0
a) provide timely feedback about learners' progress					43	218	18
b) encourage learners to participate in class					40	217	12
c) show learners how to learn					26	207	15
d) explain things to help learners understand					42	362	13
e) care about their learners as individuals					27	162	22
f) provide learners with necessary learning materials						283	21
g) continuously assess learners' progress				27		159	21
h) use a variety of teaching strategies and techniques						277	19
i) encourage interaction among learners				32	33	169	16
j)) allow learners to express their honest opinion in class						278	18
k) always have a smile on their face				29	30	116	29
l) find out more about their learners' private and professional lives	44	49		74	19		30
m) guide learners' career and life goals	27			63	60		24
n) have perfect knowledge of the subject matter they teach						345	16
p) adapt their teaching methods to learners' individual needs					72	129	15
r) acknowledge learners' cultural, social and religious background				28		183	28
s) acknowledge learners' previous knowledge and learning experiences				26		183	16
t) try their best to empower their learners to succeed with their studies						253	34
u) use multimedia content in teaching						196	34
w) be empathetic and understanding of the challenges faced by adult learners					39	198	20

7. Please describe in your own words what makes a good adult education teacher.

Croatia

The most frequent answers:

- knows how to transmit knowledge according to learners' level and needs (18),
- a friendly, open, positive and cheerful person (12),
- an expert in his/her field (9),
- explains the subject matter until everyone has understood it (9),
- has an interesting teaching style (9),
- encourages learners to learn and achieve good results (8),
- creates a pleasant and relaxed atmosphere (6),
- adapts his/her teaching style to learners' needs (7),
- has good communication skills (5),
- experienced (4),
- gives real life examples (4),
- motivated person who is a motivator (4),
- patient (3).

Interesting answers:

- a good teacher gives examples to learners; e.g. after a beekeeping course the learner can within a year preserve a bee colony and achieve good results,
- professional knowledge, pleasant personality, age/looks/style, desire to both lecture and answer questions, and ability to enjoy time with the group (heavily dependent on the group, of course),
- for me a good adult education teacher has to encourage the participants of the course in every segment (participating in class, doing homework, interacting with other students and teacher),
- a teacher that is able to step back from tedious theoretical exposition of teaching materials and present the content through real life examples,
- interesting, communicative person with a clear teaching style, good energy and a friendly approach, with whom learners can identify,
- a person that uses a lot of modern technology, tapes their classes (of course, with the learners' consent) and uploads them for those who couldn't attend them,
- a teacher that enters the classroom with a smile on their face, who first talks a little bit with the learners instead of rushing with the content,
- a good adult education teacher is the one that inspires with their work,
- for me a good teacher knows how to transmit knowledge in a fun way, that has patience for every learner and, if necessary, repeats something a 100 times,
- good listeners, i.e. an active interlocutor,
- a good teacher is an expert in the subject matter they teach, elevates the classroom atmosphere and understands and accepts different backgrounds and needs of learners,
- a person that motivates and offers support, while understanding how adults learn.

Latvia

The most frequent answers:

- the most popular answers in different words were Professional in fields, competent with practical experience in field,
- professional and knowledgeable, motivated, has experience in field. Shares practical examples from professional life. Is able to explain complicated topics in simple words,
- kind, empathetic, friendly but not too familiar, eager to communicate, want to help others, inspires and motivates, good sense of humour, tolerant,
- that is a trainer who regularly provides feedback on the progress of learners, explains things in such a way that all learners understand, always give out study materials, use different learning strategies and methods, as well as multimedia content in the learning process to make learning more exciting and dynamic, creates a friendly learning atmosphere and strives to plan lessons so that each learner can succeed in the learning process,
- knowledgeable, competent, preferably a practitioner with a great experience, not only theoretical knowledge. Open to questions, discussions, clearly able to argue his point. With a good sense of humour, explain the complex principles in simple language. Able to refer to current affairs in industry and to give examples from real life.

Interesting answers:

- in adult training roles teacher-student does not work well, because in many areas the “student” may have greater knowledge than “teacher”,
- trainer must understand that everyone is learning alongside their direct work,
- good trainer is able to encourage the desire to learn. Trainer must lead courses so that they are intense, interesting and developing,
- it is important for the teacher to share their knowledge and everything related to the learning process. Personal life should be left at home,
- the instructor should be aware that he trains adult learners who have chosen to study themselves, so they have found their own motivation, so trainer do not have to try to make the learning process too entertaining in order to create a motivation.

Lithuania

The most frequent answers:

- professional, a creative expert in his subject (19),
- positive, communicative, optimistic (6),
- having a good sense of humor, always in good mood (3),
- the one who learns himself (2).

Interesting answers:

- empathetic, respected learners,
- motivating, creating a good working and psychological atmosphere,
- knows his subject and feels responsible that learners must not only be interested, but they must also acquire certain competences (not only facts, but also skills),
- able to attract and involve everyone in the learning process, create a good working atmosphere,
- knowing the specifics of working with an adult who knows how to teach,

- knows how to teach,
- sincere, warm, sharing the knowledge and personal experience,
- tolerant,
- creative, able to engage in interesting teaching material, perfectly managing IT,
- assistant, consultant, partner in the learning process,
- one that gives wings to fly,
- charismatic, not boring,
- adult teacher should have good professional knowledge, be friendly, try to find a common language with the students, as well as provide practical examples of information from textbooks. Find more interesting ways of teaching.

Poland

The most frequent answers:

- understanding,
- competent,
- empathic,
- open to the needs of listeners,
- should have background education,
- be a professional.

Interesting answers:

- should know how to motivate the students and diagnose the level of education,
- the educator should show certain character and personality traits, good reputation, unquestionable sociological and philosophical competences and necessary psychological preparation as an adviser and consultant. He should also be able to establish interpersonal contacts, know how to reduce tensions arising in other people, relieve stress and carry out therapy;
- an adult education teacher should first of all remember what group of recipients he or she is exposed to,
- a good educator will teach and explain complicated subjects in a simple way, evaluates rather than constantly criticizes.

Sweden

The most frequent answers:

- teach in comprehensive way,
- possessing knowledge,
- understanding/empathy; e.g. understanding that adults have a job and therefore less time for their studies.

Interesting answers:

- Those emphasizing the peculiarities of adult education: “the students are adults”; for example:
 - teachers should understand that adult students often have a job and a more demanding private life and less time to study or to attend lessons (6),

- teachers should treat students as adults (4),
- teachers should respect the students' life experience and consider it in the lessons,
- a great number of answers refers to personal traits such as joyful/happy (10), dedicated (10) friendly/likeable (9), positive (6),
- teacher should be/act 'pedagogic'.

Comment: Overall, it is noticeable that the students' responses very often focus on the teachers' behaviour towards the students (84 mentions in total). In addition, the students mentioned very often personal qualities as important characteristics of a good adult educator (in total 71 mentions). Many of these personal traits regard also interpersonal interaction (e.g. friendly, helpful, patient, inspiring).

Summary of question 7.

	CRO	LAT	LT	PL	SW
knows how to transmit knowledge according to learners' level and needs	+	+	+		+
a friendly but not too familiar, open, positive and cheerful person, want to help others, good sense of humor, tolerant, empathy	+	+	+	+	
expert in his/her field, professional, competent with practical experience	+	+	+	+	+
explains the subject matter until everyone has understood it	+	+	+	+	+
has an interesting teaching style	+	+			
encourages learners to learn and achieve good results	+				
creates a pleasant and relaxed atmosphere	+	+			
adapts his/her teaching style to learners' needs, gives up learning materials	+	+			
has good communication skills, eager to communicate, positive, optimistic	+	+	+		
experienced, should have background education	+	+		+	
gives real life examples, the one who learn himself	+		+		
motivated person who is a motivator	+	+			
patient	+				

6. Analysis of the Assessment Questionnaire on Adult Educators' Competences

Participants' gender:

	CRO	LAT	LT	PL	SW	TOTAL
Female	66	83	91	73	75	388
Male	28	22	9	30	21	110

Participants' age:

	CRO	LAT	LT	PL	SW	TOTAL
20 – 30	7	1	5	5	5	21
31 – 40	38	29	11	29	14	121
41 – 50	27	31	48	25	31	162
51 – 60	20	34	32	31	35	152
61 +	2	10	4	13	11	40

Participants' highest level of completed formal education:

	CRO	LAT	LT	PL	SW	TOTAL
Secondary school diploma	1	1	1	1	10	14
University degree	93	103	99	100	86	481

Current teaching position:

	CRO	LAT	LT	PL	SW	TOTAL
Kindergarten teacher	0	2	5	7	0	14
Primary school teacher	8	5	9	15	2	39

		18	42			
Secondary school teacher	27			20	8	115
Full-time adult education teacher	24	15	13	29	72	153
Part-time adult education teacher	30	41	32	30	13	146
University professor	7	31	2	37	0	77
Volunteer	2	14	20	8	0	44
Other:	principal (4), manager in adult education (3), education manager at an education institution (2), education manager and teacher (1), secretary and teacher with a service contract (1), university teacher (5), psychologist (4), speech therapist (1), special need teacher (1), specialist from education centre (5), expert associate at a secondary school (1), lecturer in higher education (1), expert associate for education (1), unemployed (1), vocational education teacher (1), retired (1), financial and legal manager (1), developer of programmes at an adult education institution (1).					

Total years of experience in adult education:

	CRO	LAT	LT	PL	SW	TOTAL
Less than 1 year	12	4	5	6	7	34

		6	3			
1-2 years	8			6	20	43
3-5 years	24	22	23	13	27	109
5-10 years	18	24	19	27	19	107
10-15 years	21	14	27	18	9	89
15-20 years	4	17	13	17	6	57
More than 20 years	7	18	10	16	8	59

1. What is the primary reason that you became an adult educator? You may choose more than one response.

	CRO	LAT	LT	PL	SW	TOTAL
a) Wanted to get teaching experience to prepare for a job in the formal education system.	17	9	43	21	4	94
b) Wanted to leave the formal education system but continue teaching.	6	6	2	17	13	44
c) Wanted a second job in addition to teaching in the formal education system.	32	23	35	41	1	132
d) Wanted to work with adults rather than children or young adults.	16	25	16	22	60	139
e) Wanted to work in a part-time teaching job.	1	3	3	10	1	18
f) Wanted to work within a more flexible education structure.	19	24	21	18	22	104
g) Needed a job.	21	3	11	18	18	71
h) Wanted to help individuals in need.	18	53	52	28	41	192

RANKING OF ANSWERS

- Wanted to help individuals in need. 192
- Wanted to work with adults rather than children or young adults. 139
- Wanted a second job in addition to teaching in the formal education system 132

- Wanted to work within a more flexible education structure. 104
- Wanted to get teaching experience to prepare for a job in the formal education system. 94
- Needed a job. 71
- Wanted to leave the formal education system but continue teaching. 44
- Wanted to work in a part-time teaching job. 18

OTHER

- Croatia Working with people interested in the subject, development of adult education programmes and personal development, sharing working and education experience with others, it was expected of me, a new business decision, by chance, exploring unknown area, sharing knowledge and skills with others, to advance my field, a more peaceful and less demanding job, teaching anyone who wants/needs it.
- Latvia /
- Lithuania I like to work with adults. I wanted to get different experiences. I wanted to share the experiences and knowledge. I am consultant for adult education, it was my obligation to work with adults.
- Poland /
- Sweden Experience students develop/ wanting to work with both, adults and youngsters/ wanting to work with different forms of education, etc.

2. Please state your level of agreement with the following statements on a scale from 1 to 6 (1 = completely disagree, 6 = completely agree).

	1	2	3	4	5	6
Please rate your level of motivation for teaching in the field of adult education					45	222
To what extent do you desire to be teaching in the field of adult education five years from now					79	186
To what extent would you say that working in adult education is your long-term career			24		70	74

3. What would be your primary reasons for leaving the adult education system? You may choose more than one response.

CRO	LAT	LT	PL	SW	
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						TOTAL
a) Need for full-time work.	6	10	14	13	1	44
b) Need for a higher salary.	34	46	40	56	38	214
c) Need for better working conditions.	25	6	9	34	20	94
d) Need for more job security.	19	7	35	21	2	84
e) Desire to work in the formal education system.	4	1	6	9	6	26
f) Desire to try a non-teaching career.	16	28	26	28	35	133
g) Need for more opportunities for professional development.	36	34	32	30	22	154
h) Desire to work in a higher-status, more respected field of work.	9	19	15	17	22	82

RANKING OF ANSWERS

- Need for a higher salary.	214
- Need for more opportunities for professional development.	154
- Desire to try a non-teaching career.	133
- Need for better working conditions.	94
- Need for more job security.	84
- Desire to work in a higher-status, more respected field of work.	82
- Need for full-time work.	44
- Desire to work in the formal education system.	26

OTHER

Croatia Retirement, lack of legal regulation, inability to do quality work, something

more challenging, illness).

Latvia /

Lithuania /

Poland /

Sweden Better offer, retiring, wanting to work with a different form of education.

4. Please state your level of agreement with the following statements on a scale from 1 to 6 (1 = completely disagree, 6 = completely agree) or, if you are not sure, choose 0.

	1	2	3	4	5	6	0
a) My formal education has sufficiently prepared me for working in the field of adult education.		44			94		15
b) The field of adult education is adequately represented in teacher education study programmes in my country		72	24	25	22		62
c) During my formal education I was familiarised with the field of adult education.	91	28					17
d) Teacher training programmes in my country treat adult and child education as separate fields of study.	32				53	22	147
e) Adult education was an integral part of my studies.	208						28
f) I was able to attend elective courses related to adult education during my studies.	226						46
g) I had the opportunity to work with adults as part of my studies.	212						29

5. Which of the following would you choose as your top THREE concerns about initial education and training with respect to adult education in your country? Please choose

only three
responses.

	CRO	LAT	LT	PL	SW	TOTAL
a) Lack of recognition of adult education as a separate field of study.	54	51	46	49	40	240
b) Equal treatment of adult and child education.	33	19	28	29	49	158
c) Lack of obligatory content related to adult education in teacher education programmes.	39	38	43	56	36	212
d) Lack of elective courses related to adult education.	37	52	37	50	21	197
e) Lack of opportunities to work with adults during formal education.	31	27	21	52	10	141
f) Insufficient time devoted to the development of competences and skills necessary for working in adult education.	69	83	65	54	39	310

RANKING OF ANSWERS

- Insufficient time devoted to the development of competences and skills necessary for working in adult education. 310
- Lack of recognition of adult education as a separate field of study. 240
- Lack of obligatory content related to adult education in teacher education programmes. 212
- Lack of elective courses related to adult education. 197
- Equal treatment of adult and child education. 158
- Lack of opportunities to work with adults during formal education. 141

OTHER

Croatia Adults come from a wide spectrum of industries, and industry awareness outside a discipline is needed.

Latvia /

is no strategy. The lack of motivation of adults to learn.

Poland /

Sweden Poor education, poor salary, etc.

6. As a teacher in adult education, please rate on a scale from 1 to 6 how much you need (1 = no need, 6 = great need) to develop the following skills, competences and knowledge or, if you are not sure, choose 0.

	1	2	3	4	5	6	0
Understanding how adults learn		21		28	59	34	10
Connecting teaching with real life examples				25	22	125	13
Curriculum development				21	25	87	18
Lesson planning		27	23		48	29	7
Developing didactic materials				32	76	32	18
Computers skills		22			45	58	12
Determining and evaluating learning outcomes				23	108	23	9
Adult education teaching methodology					58	101	12
Intercultural knowledge skills					102	49	18
Assessment of learners' achievement		24		22	55	28	12
Continuous monitoring of learners' progress				43	103		11
Knowledge of foreign languages			20		108	45	20
Knowledge of the labour market			49	29	29	28	17
Working with special needs' individuals			18		83	47	21
Interpersonal skills			24		56	56	14
Counselling skills			25		28	85	14
Communication skills	20	22		20	26	72	17
Organisation skills	20		26	20		94	15
Administrative skills		19	28	26	45		22
Dealing with heterogenous classes		17	24		56	59	38

Knowledge of different learning styles			41	106	14
Conflict resolution skills	18		96	58	13
Motivation skills				157	15
Showing learners how to learn			31	109	20
Knowledge of the subject matter	19	19	19	105	17
Knowledge of different teaching strategies			79	74	15
Knowledge of different teaching techniques	23	24	52	66	19
The ability to work in a team	38		20	85	19
Managements skills		38	49	53	16
Critical thinking	20	19		96	31

7. Please state which skills, competences and knowledge necessary for working in adult education you believe to lack most. Please limit your answer to three choices.

Croatia

The most frequent answers:

- motivation skills (16),
- teaching methodology in general (12),
- adult teaching methodology (10),
- working with special needs' individuals (10),
- development of teaching materials (9),
- evaluation of learning outcomes (9),
- administrative skills (8),
- communication skills (8),
- computer skills (8),
- understanding how adults learn (8),
- conflict resolution skills (7),
- curriculum development (7),
- monitoring learners' needs, the learning progress, and achievement of learning outcomes (6),
- knowledge of the labour market (6),
- organisation skills (6),
- working with heterogeneous classes (6),
- foreign languages (5),
- critical thinking (3),
- intercultural skills (3),
- lesson planning (3).

Interesting answers:

- a) knowledge of different methodological approaches, pedagogical knowledge – andragogic approach to adults,
- b) experience in formal education of adults, pedagogical competencies,
- c) continuous professional advancement,

d)
development of new programmes,

- e) motivating coworkers, long-term and medium-term planning,
- f) application of digital materials in adult teaching, lesson planning based on learning outcomes,
- g) knowledge of new tools and methods of working with adults,
- h) adjustment of content and methods to learners' individual needs,
- i) in 20 years of working within the formal education system as well as with adults I have gained skills, competences and knowledge necessary to work in the adult education system, which constantly need to be improved upon.

Latvia

The most frequent answers:

- learning strategies, techniques, different teaching styles,
- material development techniques in adult education,
- computer skills in preparing presentations/computer skills, presentation skills,
- conflict resolution,
- language skills,
- motivation skills,
- management skills,
- critical thinking.

Interesting answers:

- foreign languages, computer use and skills in developing materials. There is no lack of knowledge and skills. There is a desire to modernize them,
- sharing experience with other trainers,
- the ability to achieve results when working with adults who cannot dedicate time to permanent work outside the classroom,
- linking the topic with topicality and application in practice,
- facilitation skills,
- facilitation practical classes, facilitation discussions,
- intuitive teaching method,
- innovative training methods,
- examples of good practices from other organizations / countries - exactly where to look and quickly find the information they need because there are so many,
- to understand how adults are learning.

Lithuania

The most frequent answers:

- foreign language knowledge (12),
- using IT in teaching process (9),
- psychological knowledge (8),
- motivational skills, how to motivate adults (6),
- preparation of practical tasks (5),
- how to use critical thinking in adult education (3),
- providing feedback to trainers (2),

- learning achievement and progress assessment (2),
- the basis of oratory art (2).

Interesting answers:

- creativity, managerial knowledge,
- working methods with adult,
- planning time,
- adapting educational content to individual needs,
- experiential learning, different learning environments and tools,
- time planning, material structure,
- ability to work with special needs adults,
- preparation the program for adult learners,
- the knowledge how adults' education is going in foreign countries,
- working in team,
- communication and cooperation with adults.

Poland

The most frequent answers:

- foreign languages,
- IT skills,
- interpersonal communication skills,
- management skills,
- motivating students,
- critical thinking.

Interesting answers:

- understanding the laziness of adults and their lack of responsibility for their own education and work,
- teaching without unnecessary comments, activating students to work in discomfort situations (tiredness, evening classes).

Sweden

The most frequent answers:

- knowledge of foreign languages,
- working with special needs individuals,
- intercultural knowledge and skills.

Summary for question 7. Please state which skills, competences and knowledge necessary for working in adult education you believe to lack most. Please limit your answer to three choices.

	CRO	LAT	LT	PL	SW	
motivation skills	+	+	+	+		4
teaching methodology in general	+	+				2
adult teaching methodology	+	+				2
working with special needs' individuals	+				+	2
development of teaching materials	+	+	+			3
evaluation of learning outcomes/providing feedback to trainers	+		+			2
administrative skills	+					1
communication skills / the basis of oratory art	+		+	+		3
computer skills/IT/digital skills	+	+	+	+		4
understanding how adults learn	+					1
conflict resolution skills	+	+				2
curriculum development	+					1
monitoring learners' needs, the learning progress, and achievement of learning outcomes	+		+			2
knowledge of the labour market	+					1
organisation skills	+					1
foreign languages skills	+	+	+	+	+	5
critical thinking	+	+	+	+		4
intercultural skills	+				+	2
lesson planning	+					1
management skills		+		+		2
psychological knowledge			+			1

8. Please rate on a scale from 1 to 6 whether you consider yourself to be a good adult education teacher (1 = not a good teacher, 6 = very good teacher) or, if you are not sure, choose 0.

	1	2	3	4	5	6	0
Croatia	0	0	5	28	42	12	7
Latvia	0	0	7	41	39	10	6
Lithuania	1	0	6	32	50	9	2
Poland	0	0	5	28	46	17	7
Sweden	1	4	13	26	32	15	5

9. Please describe in your own words what makes a good adult education teacher.

Croatia

The most frequent answers:

- a motivated person who is also a motivator (37),
- evaluating learners' needs and previous knowledge and adapting teaching methods accordingly
- individualised approach (25),
- expert in his/her subject matter (13),
- developed communication skills (14),
- empathic (12),
- a teacher that knows how to transmit knowledge (8),
- continuous professional development (6),
- using new teaching methods (5),
- organisation skills (5),
- experienced (4),
- facilitator (4).

Interesting answers:

- a teacher that recognises their own and their learners' limitations,
- approaches learners as adult persons, has a research-oriented approach to teaching, is attuned to learners' experiences and knowledge, and corrects and explains mistakes,
- a good teacher can assess the right moment when and how to change and apply a new strategy,
- a good teacher is the one that creates a relaxed atmosphere, that uses very little frontal teaching, and that goes through the curriculum with ease,
- an educator that is able to create a positive learning environment in which adults feel comfortable enough to learn without worrying about making mistakes,
- one that transmits not only knowledge and skills but also gives advice to the learners, stimulates them to learn independently, encourages them and builds their self-confidence,

- a teacher that will educate learners and make them interested, that makes lessons interesting and uses a lot of examples and practical tasks; a teacher with whom learners will be satisfied and gain new knowledge and skills,
- a teacher that manages to dispel prejudices about the continuation of learning of adults after formal education,
- above all, a person that cares about their work, one that is authentic; a good teacher approaches their learners with respect, they are ready to learn and change their way of teaching,
- the one that manages to realise their learners' potential to the fullest a good teacher is an expert that is familiar with the principles of lifelong learning and that achieves set learning outcomes.

Latvia

The most frequent answers:

- professional and competent, has practical experience and knows how to put theory into practical examples,
- is able to give learners the knowledge and skills they want to receive,
- empathetic, charismatic, flexible, friendly, can captivate the audience and keep the interest, has motivation skills,
- knowledgeable in their field; is able not only to lead a lesson with theoretical material, but to supplement it with practical examples, is able to moderate discussions with the group on solutions to different situations; one that inspires participants.

Interesting answers:

- trainer should be as supporter in the learning process, the one who helps the learner to see the lack of knowledge, motivate and help to learn effectively,
- a good adult educator is the one who likes his work, is able to communicate with people of different ages, nationalities, and also with people who have special needs. A teacher who knows his professional field, has appropriate education and has practical experience in his profession. Is able to change, adapt, develop and still have an interest in his professional field,
- trainer should be able to identify learning needs in building content, able to hear and communicate with the group during learning.

Lithuania

The most frequent answers:

- competent, has enough practical and theoretical knowledge (20),
- knows how to motivate adults (15),
- empathetic (11),
- respect learners (8),
- able to communicate with different groups of learners (8),
- who has a sense of humor (7),
- flexible (5),
- creative (4).

Interesting answers:

- ability to establish and maintain a close relationship,

•
responsible,

- charismatic,
- formal, patient,

- use critical thinking,
- a person who is able to create / design a learning process that is not afraid to experiment, to recognize his mistakes and to see improvement in his activities,
- creates a positive and emotionally safe learning environment,
- a person who knows his / her subject, is able to find and maintain contact with the audience, has a sufficient "portfolio of methods", is able to take into account audience expectations, level of preparation, and flexible planning (reprogramming) content,
- responding to the needs of participants, and being able to be flexible, able to control the audience - to speak non-speakers, able to present interesting material and attract audience attention,
- a person is able to present himself / herself as a friend, counselor, accept adult / pupil experience as a great benefit, help in teaching,
- its main goal is to help others,
- has an ability to work with different groups, understanding the relevance of the topics taught and their application in a daily environment that is able to adapt to the pace of work,
- being able to actively engage learners in activities, attracting a lot of participants to your lectures / trainings,
- having ideas that are not afraid of innovation, communicative, initiative,
- use active teaching methods, create conditions for learning from their experience, create a safe learning environment, do not worry about uncomfortable issues,
- great tutorial manager, consultant, advisor, wizard,
- high emotional intelligence person,
- able to work as a team member.

Poland

The most frequent answers:

- communicative,
- empathic,
- competent,
- patient and understanding.

Interesting answers:

- professional, efficient and well organized, able to assess the level of knowledge of students on topics presented and who can present the subject in an interesting way, developing the topic depending on the needs of the participants. Supporting and stimulating the participants' attention through selection of activating methods and various forms of working with the group; using a variety of interesting teaching materials, having a good pace of work, modulating the voice and introducing a cheerful and pleasant atmosphere during the training, which helps in learning,
- constantly improving his qualifications, having respect for his students and their opinions,
- can use the knowledge and experience of listeners, gives examples confirming theory, has good contact with listeners, is kind and understanding,
- doesn't talk about something he hasn't seen or experienced.

Sweden

The most frequent answers:

- being sensitive/ empathetic (28),
- possessing great knowledge of their subject (23),
- being flexible and being able to adapt their lessons (17/22),
- as well as dedicated (13),
- understanding (9).

Interesting answers:

- emphasizing the peculiarities of adult education ("adapting teaching material/ methods to adult needs", "respecting students as adults"),
- good "pedagogics",
- encounter students respectfully and being understanding.

Comment: It seems interesting that general personal traits (109) were listed more frequently than professional skills (48) or behavior towards the students (45) / in the classroom (59).

Summary of question 9. Please describe in your own words what makes a good adult education teacher.

	CRO	LAT	LT	PL	SW
a motivated person who is also a motivator, can captivate the audience and keep interest	+	+	+		
evaluating learners' needs and previous knowledge and adapting teaching methods accordingly – individualised approach in order to respect learners' needs	+	+	+		
expert and competent in his/her subject matter	+	+	+	+	+
developed communication skills, good moderator	+	+		+	
Empathetic, charismatic, flexible, friendly,	+	+	+	+	+
a teacher that knows how to transmit knowledge, how to put theory in practical examples	+	+	+		
continuous professional development	+				
using new teaching methods	+				
organisation skills	+				
Experienced	+				

	+	+	+	+
facilitator and creative, with a lot of patiente and understanding				
who has a sense of humor		+		