

Intellectual Output 1 Report. - SOSTRA

INTELLECTUAL PRODUCT 1.-

Recognizing the soft skills needed for the educator of the XXI Century in the EU.

The first intellectual product of the SOSTRA Project has consisted in the definition of a European concept for the soft skills of the adult educator and the elaboration of a list of soft skills that will be delimited in the second intellectual product and will serve for the elaboration of a tool for their development in the third product.

1.- Introduction. THE ANALYSIS OF THE EDUCATOR PROFILE

The first clarification that we must make is that, according to the Project, our objective is to define the soft competences necessary for the Successful Educator of the 21st century in the European Union. Therefore, it is a matter of looking for common competences in the countries of the project, in order to achieve a consensus profile that can be taken as reference in the EU.

To do this, we will start this analysis, explaining how a job is described. To describe a position, in our case, the one of educator, it is necessary to detail its functions, tasks, responsibilities and necessary competencies and purpose of the same for the good performance in an organization. In the following lines we present a partial example and only for approximation purposes.

In addition, the definition of a position has the following utilities that we must not forget:

- Recruitment
- Selection, recruitment and retention of talent
- Initial and continuous training
- Structure and organizational design
- Operations and procedures manual
- Career and promotions planning
- Performance evaluation

- Retribution
- Prevention of occupational hazards

The questions to answer to carry out the analysis of the position of educator would be the following:

1. What are the activities and functions of an educator?
2. How are these activities and functions performed?
3. What competencies (knowledge, skills and attitudes) are required?
4. How can a comprehensive evaluation of the educator be done to detect their strengths and weaknesses?

a) What are the activities and functions of an educator?

According to the consulted sources, these are the **FUNCTIONS of the EDUCATOR:**

- a) The programming and teaching of the areas, subjects and modules entrusted to them.
- b) The evaluation of the learning process of the students, as well as the evaluation of the teaching processes.
- c) The tutoring of students, the direction and orientation of their learning and support in their educational process, in collaboration with families.
- d) The educational, academic and professional orientation of the students, in collaboration, where appropriate, with specialized services or departments.
- e) Attention to the intellectual, affective, psychomotor, social and moral development of the students.
- f) The promotion, organization and participation in complementary activities, inside or outside the educational area, programmed by the centers.

g) The contribution that the activities of the center are developed in a climate of respect, tolerance, participation and freedom to promote in the students the values of democratic citizenship.

h) The periodic information to families about the learning process of their sons and daughters, as well as the orientation for their cooperation in it.

i) The coordination of the teaching, management and management activities entrusted to them.

j) Participation in the general activity of the center.

k) Participation in the evaluation plans determined by the educational authorities or the centers themselves.

l) Research, experimentation and improvement of the corresponding teaching processes.

b) How are these activities and functions performed?

Educators will perform the functions expressed in the previous section under the principle of collaboration and teamwork.

c) What competencies (knowledge, skills and attitudes) are required?

In our case, this list be determined from an analysis carried out in the five countries of the partners to key agents (social educators, university education educators, non-formal training educators, academic directors and directors of HR department in training center and pedagogy experts).

d) How can a comprehensive evaluation of the teacher be done to detect their strengths and weaknesses?

To define the strengths and lines of development in the soft skills of educators, we can use varied tools. In our case, these tools will be introduced in the Intellectual Product 2. In this first phase, we intend to detect the key competences of the educator at European level.

Once the previous questions have been answered, agents define the Job Form. It is a document that contains the elements of each position in the Organization or Company and is what we can write when we conclude the first two intellectual products of SOSTRA.

e) Description of the work carried out by the partners in the first intellectual product.

The initial planning contained in the project application assigned to this first product the development of working groups and two Delphi rounds to delimit a list of 60 soft skills which would then be reduced to 40 and then to 30 at the start of the second product, with the aim of defining the soft skills of the adult educator. The coordinating partner, with the approval of the Finnish national agency, adapted the working itinerary as follows:

- Search for various information on the profile of the adult educator. Each partner shared documentation on the profile of the adult educator on the Project platform and the partners commented on it until the first training meeting in Finland. Being diverse and varied sources, the result was enriching and served as a basis for the work in the training activity that the partners developed in December 2018 in Finland.
- During the Finnish event, the partners delimited the concept of the Adult Educator's Soft Skill. In addition, they delimited a list of 40 skills for the consultation round to the key actors collected in the Project

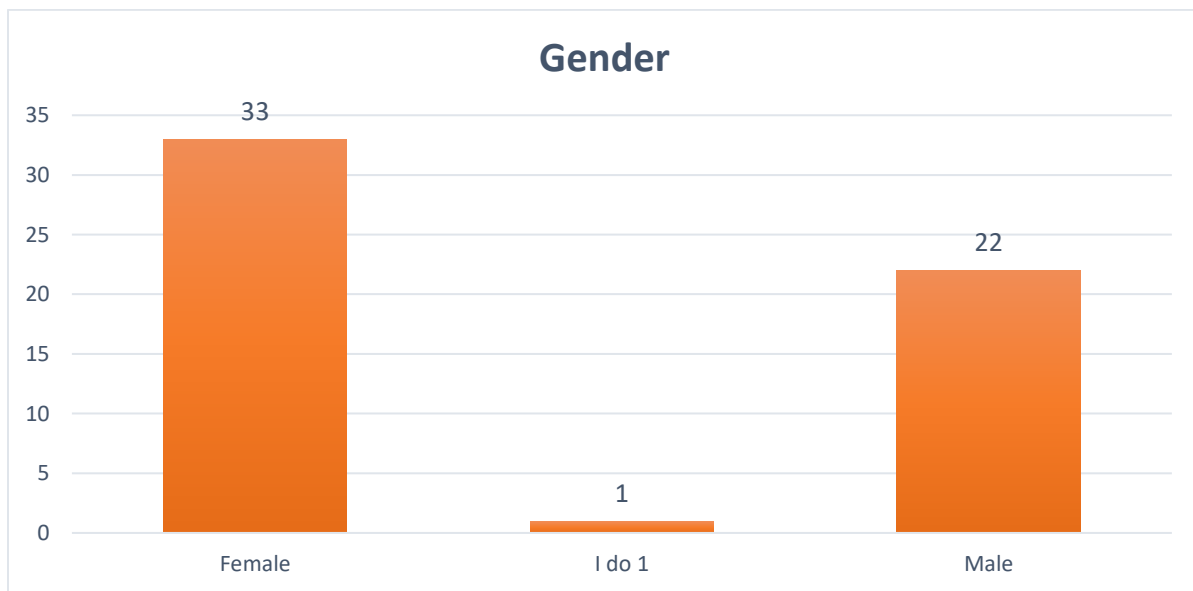
Concept of Soft Skills: *Adult educator soft skills are transferable personal attributes and abilities that enable the educator to interact effectively and harmoniously at intrapersonal, interpersonal and socioemotional level.*

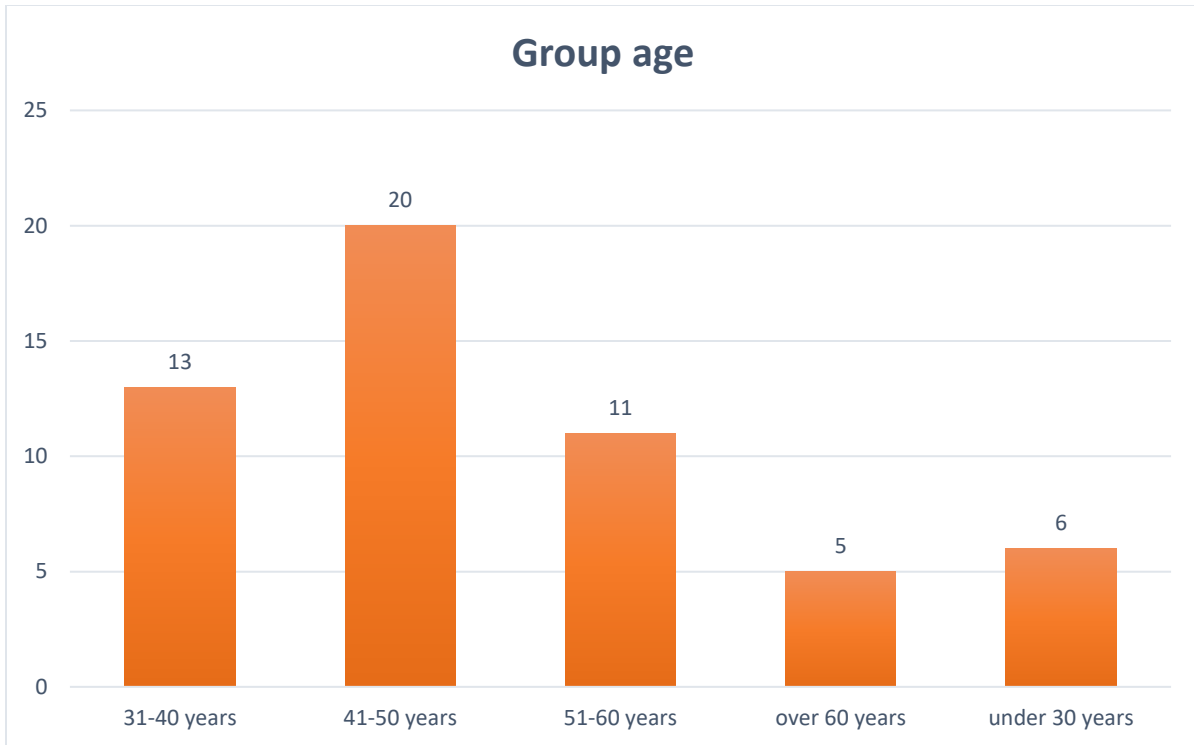
- During the months of December and January, the Spanish partner agreed on a questionnaire with the rest of the partners that was sent for translation into national languages.

- The partners decided to introduce one more segment in the collection of information, that of surveys in English to be sent via networks and channels available to partners to their contacts across Europe for a collection of data access and free segmentation.
- During the month of January 2019, the partners developed the first round of consultation with key partners (social educators, university education educators, non-formal training educators, academic directors and directors of HR department in training center and pedagogy experts).
- Once the data had been collected, the University of Cordoba made a report on the data collected using the designed form, the most significant data of which are set out below:

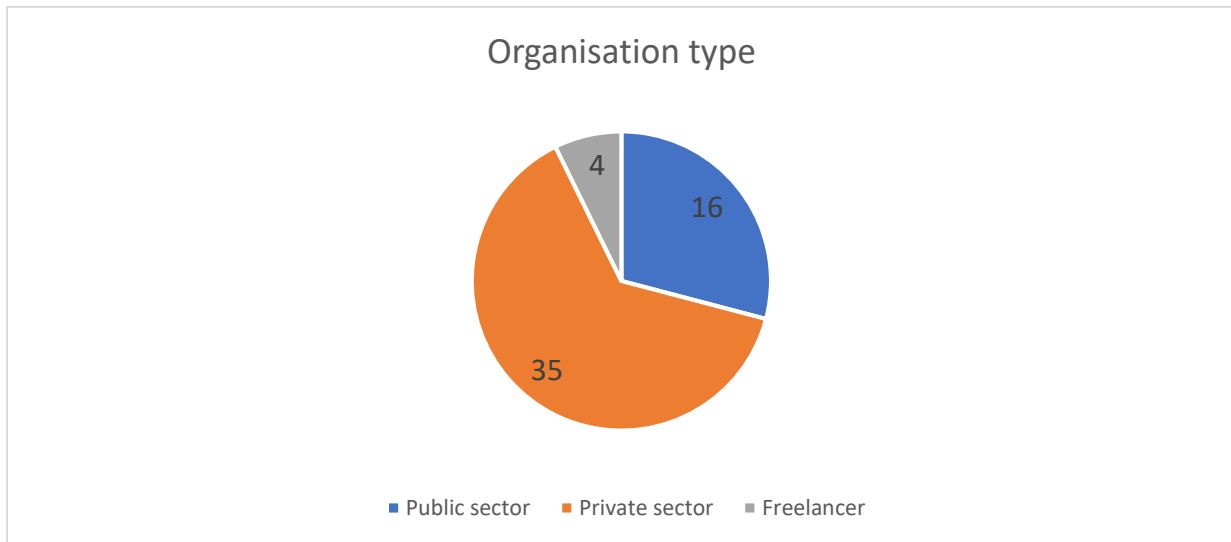
1. Surveys at European level

- Total captured surveys: 56

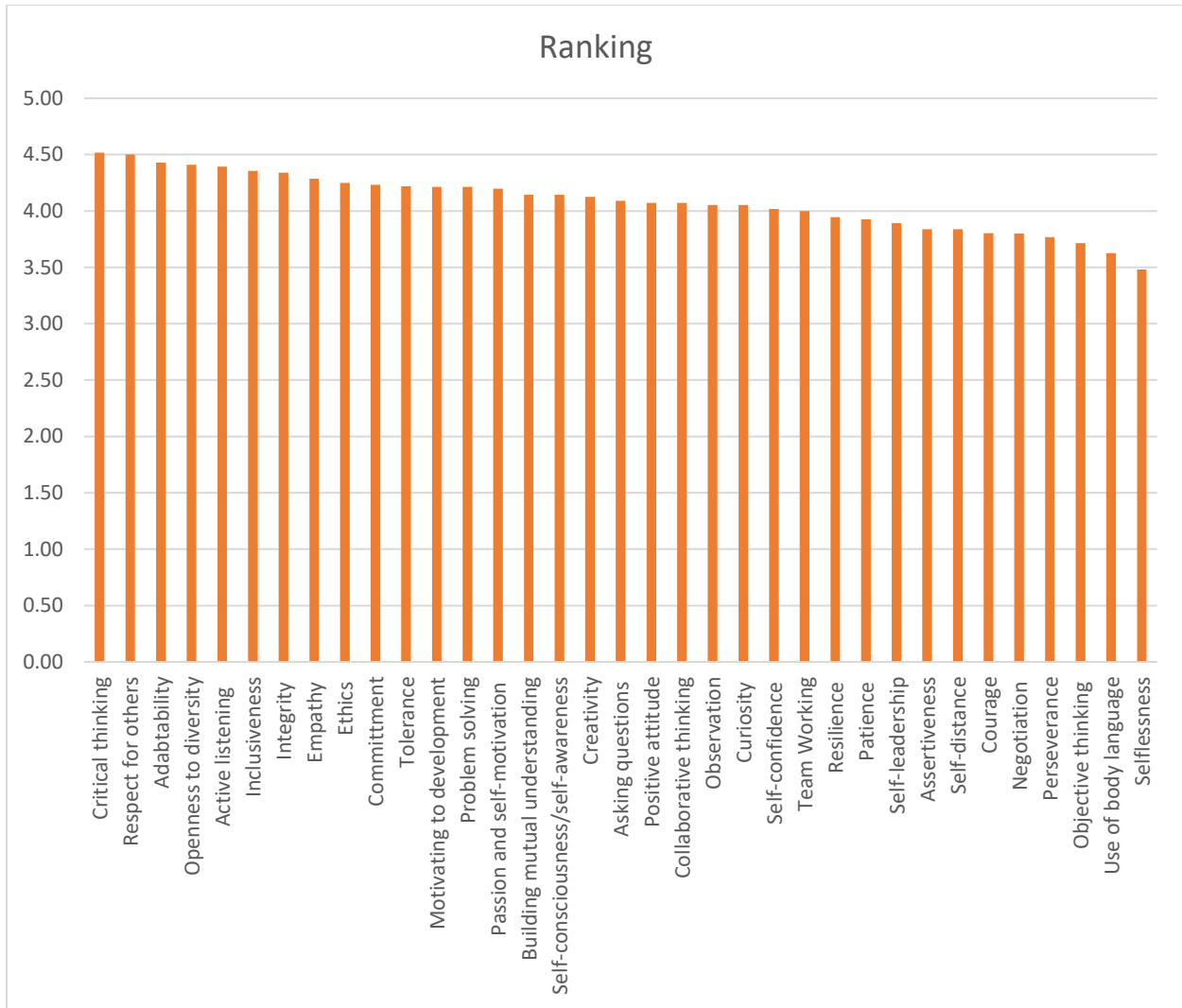




We can observe how the number of respondents is higher in men than in women. In addition, the predominant age range has been between 41 and 50 years.



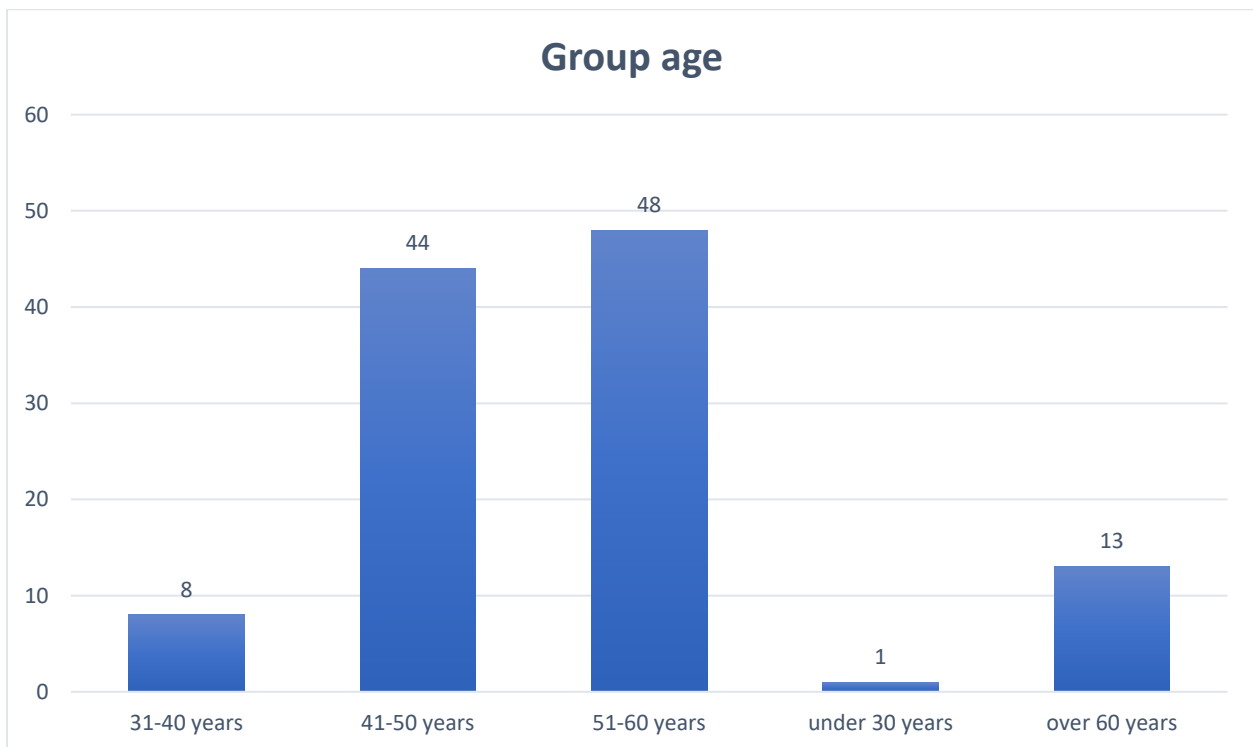
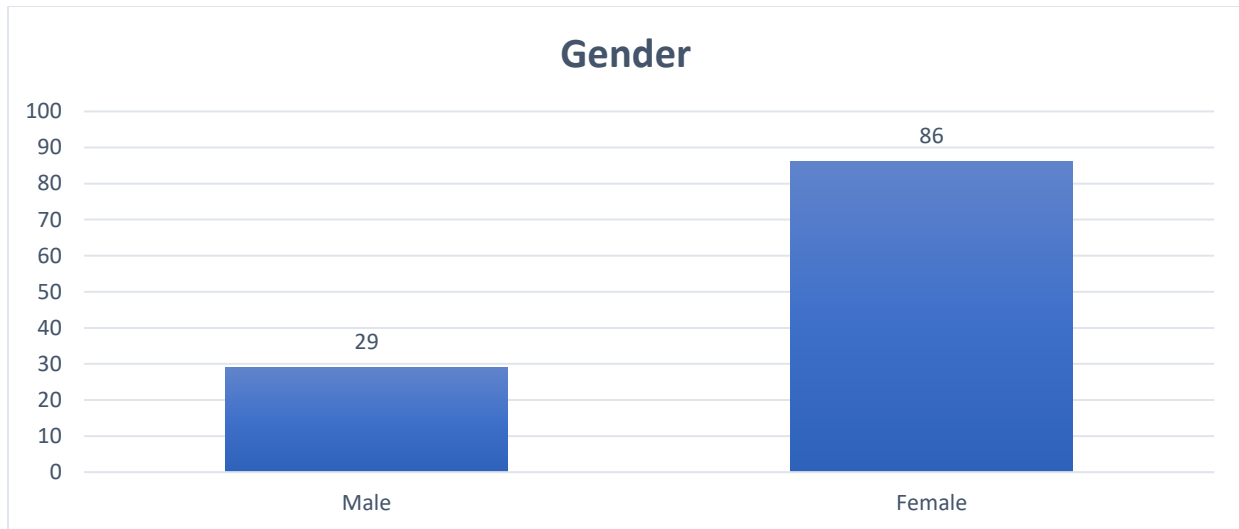
In terms of the type of organization, the private sector predominates, followed by the public sector.



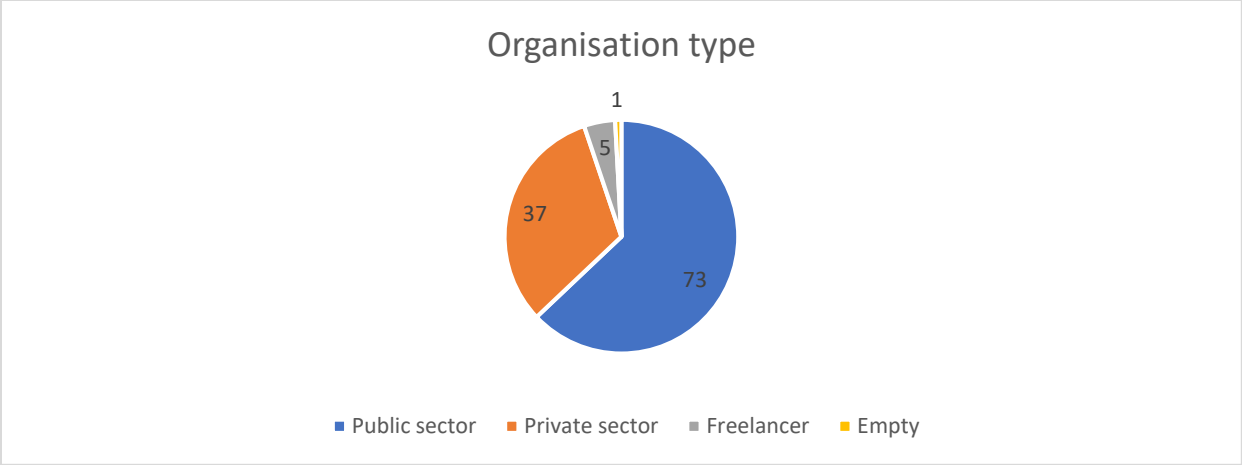
As for the analysis of soft skills, the predominant skill is *critical thinking* with an average of 4.52, closely followed by *Respect for others* with an average of 4.5 and *Adaptability* with an average of 4.43. With less importance we have a *use of body language* (3,63) and *Selflessness* with an average of 3,48.

2. Surveys in Finland

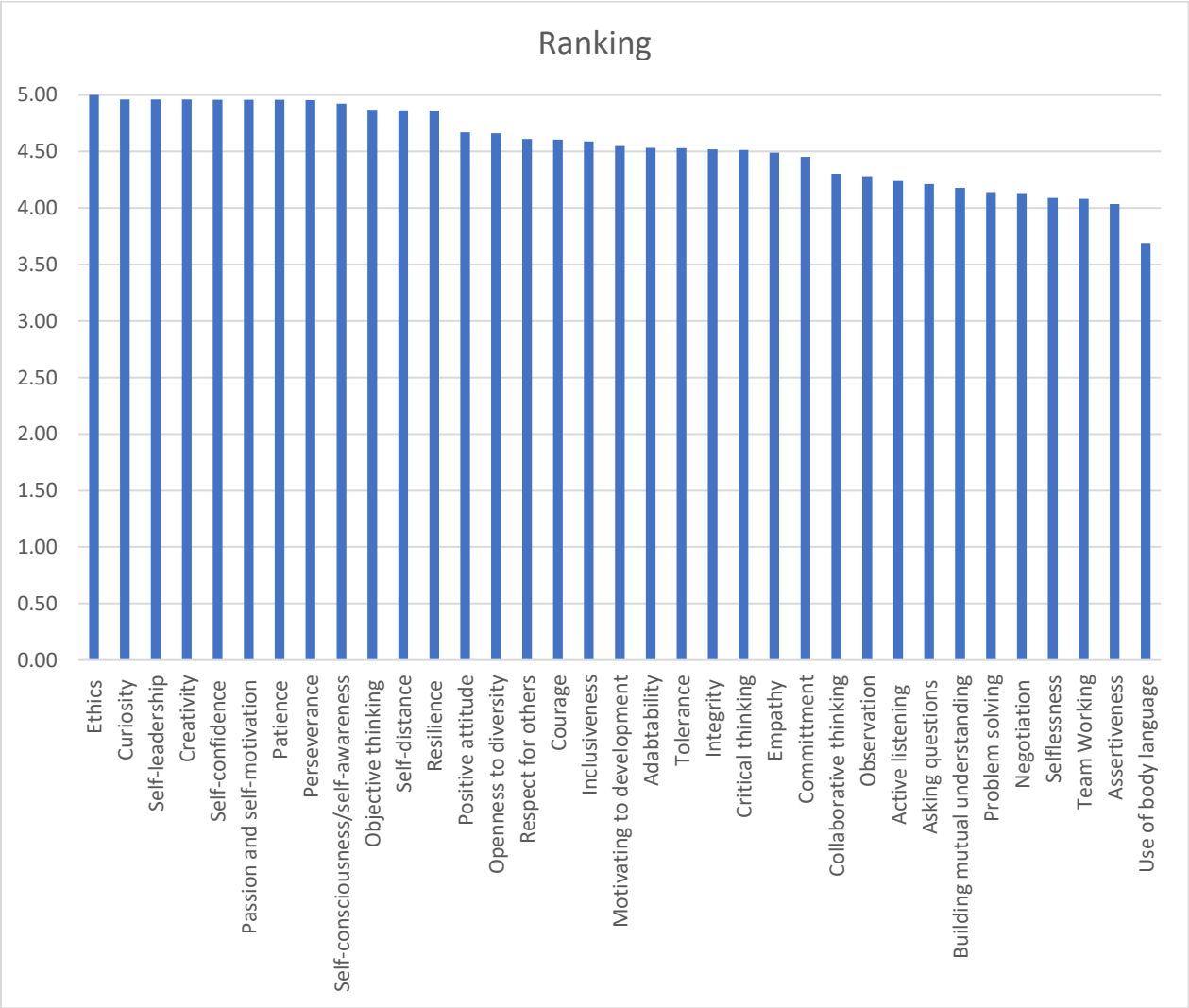
- Total captured surveys: 115



We can observe through these graphs how the number of women surveyed is greater than that of men. In addition, the age range most surveyed has been 51-60 years, followed very closely by the 41-50 years.



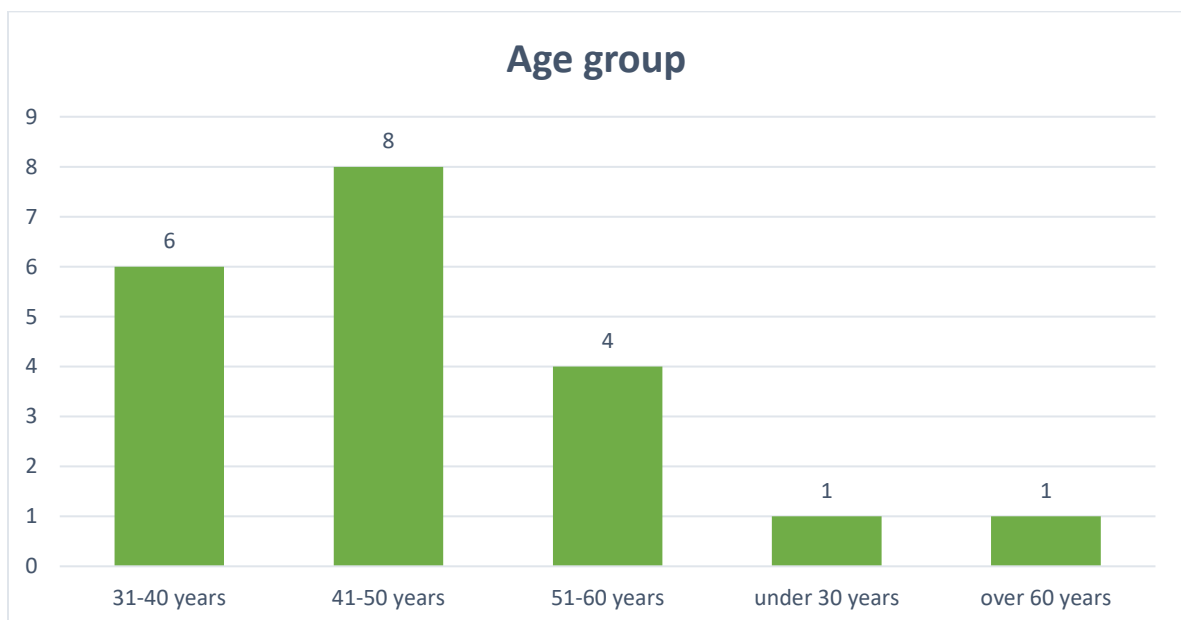
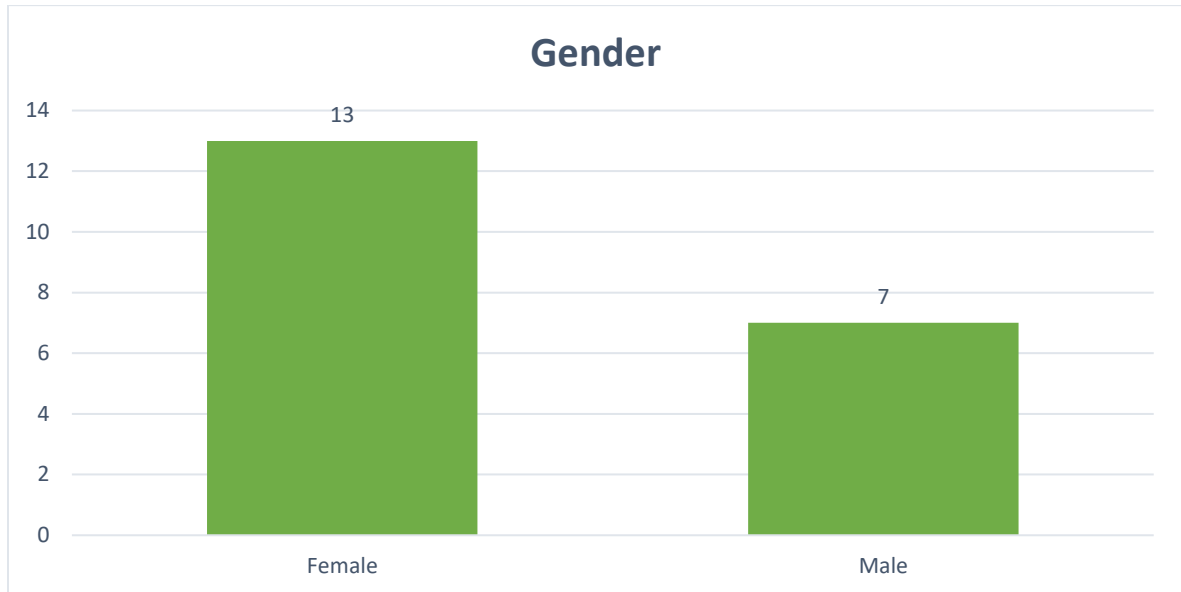
We can observe how most of the companies surveyed are public, in relation to those of the private sector and freelancers.



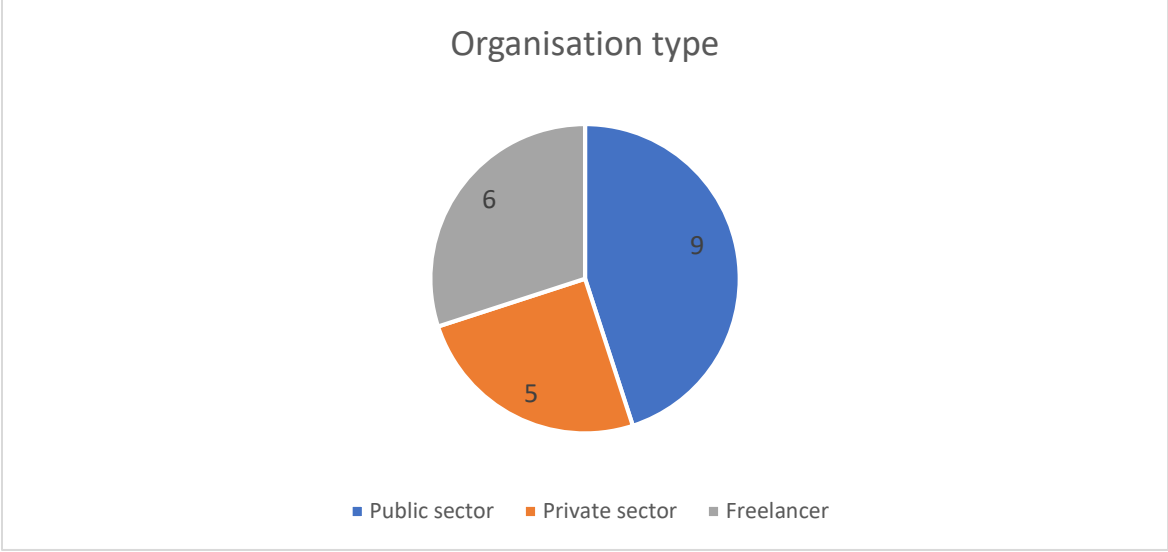
Regarding the analysis of the averages obtained in relation to *soft skills*, Finland considers *Ethics* as the most important skill with an average of 5.00, followed by the average of 4.96 which corresponds to *Curiosity*, *Self-leadership*, *Creativity*, *Self-Confidence*, *Passion* and *self-motivation* and *Patience*. Finally, Finland ranks *Assertiveness* (4.04) and *Use of body language* (3.96).

3. Surveys in Italy

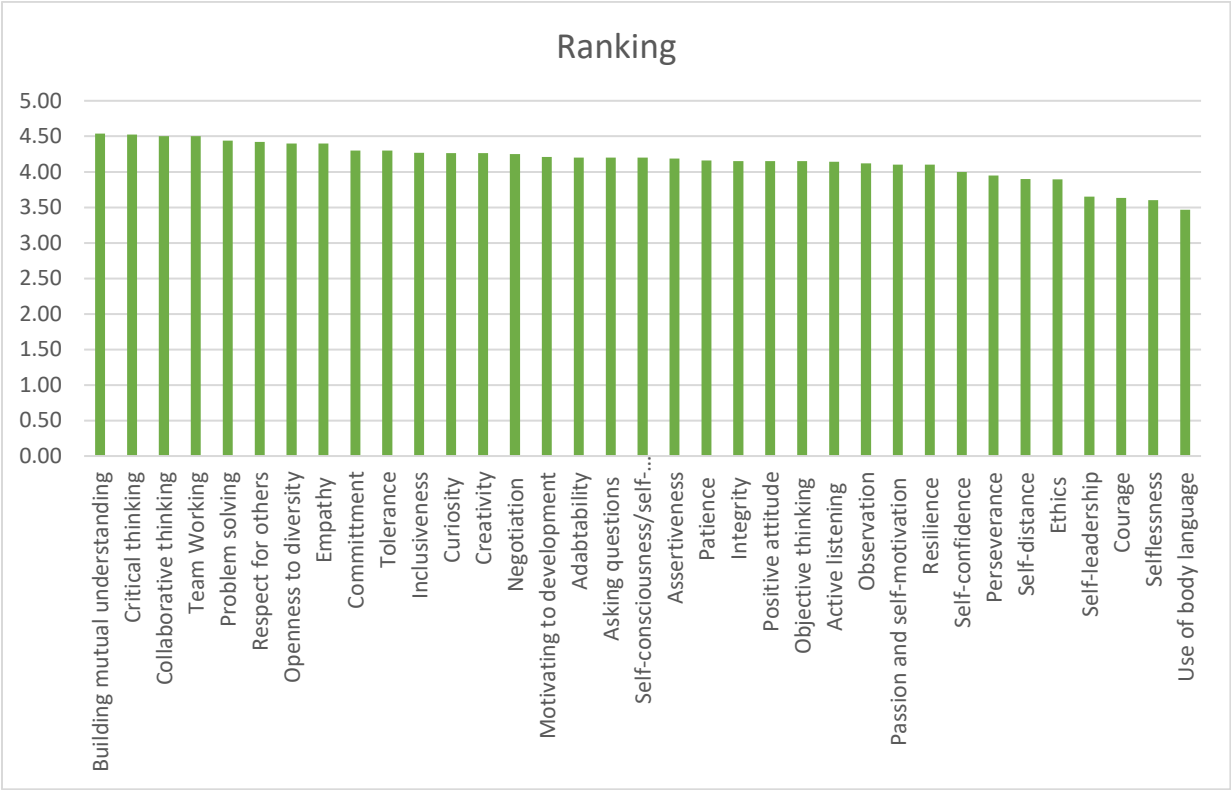
- Total captured surveys: 20



In the case of Italy, gender has not been very differentiated, although women predominate over men. In terms of age range, although there were not many respondents, the age range between 41 and 50 is predominant, followed by the 31-40 age range.



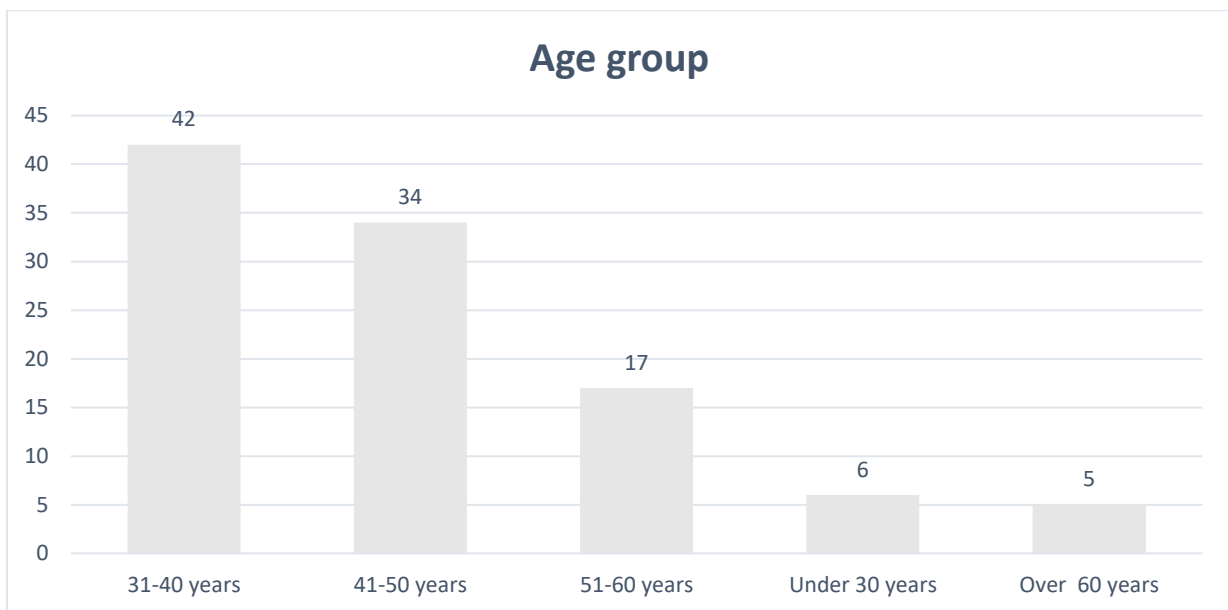
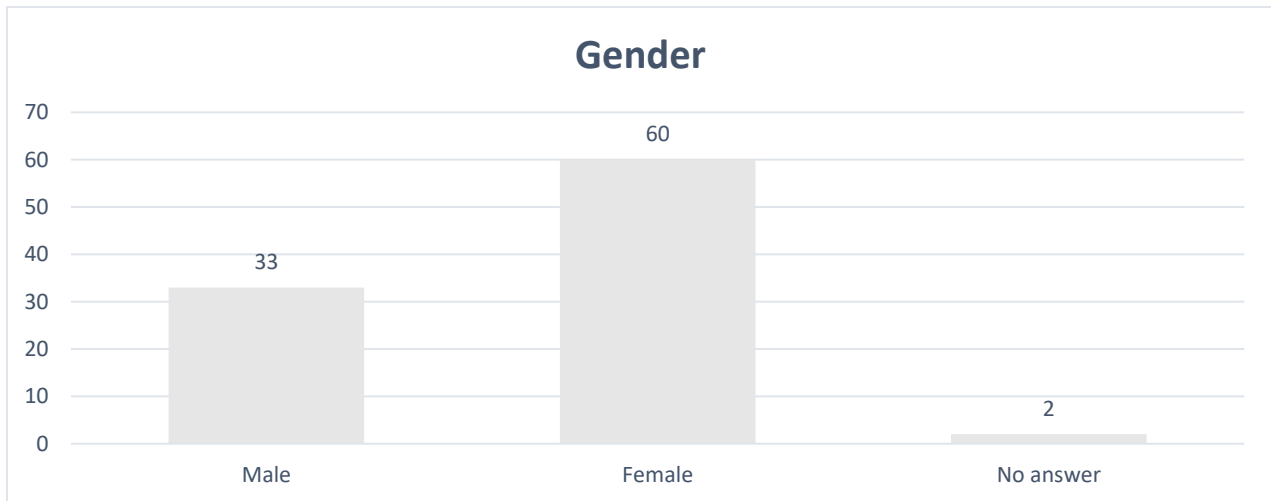
In terms of types of organizations, the public sector stands out, followed by Freelancer, and lastly the private sector.



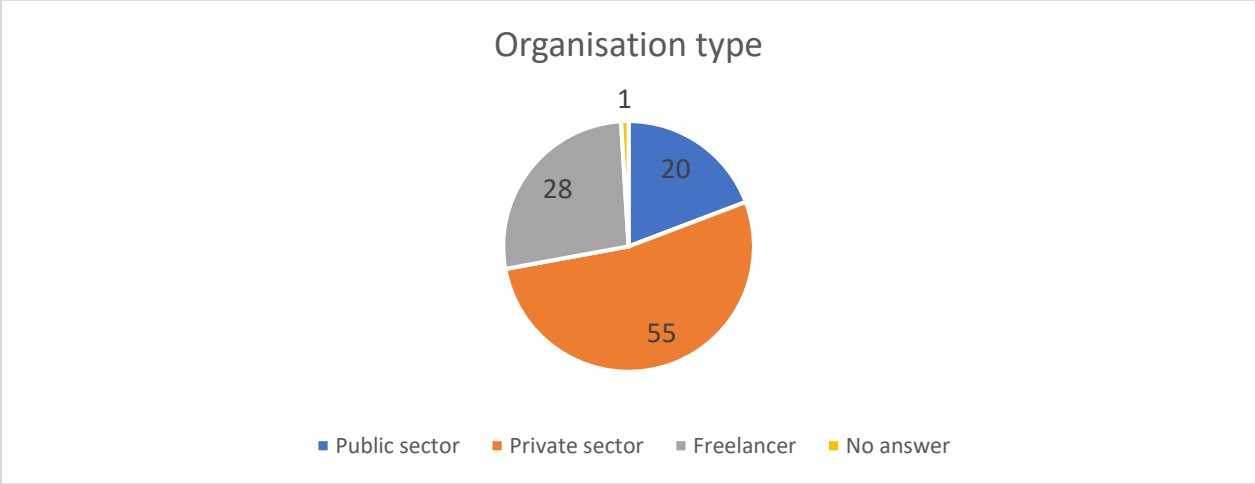
The *softskills* that Italy considers most important are *Building mutual understanding* with an average of 4.54, followed by *Critical thinking* (4.53) and *Collaborative thinking* (4.50). *Selflessness* (3.60) and *Use of Body language* (3.47) are the last ones.

4. Surveys in Poland

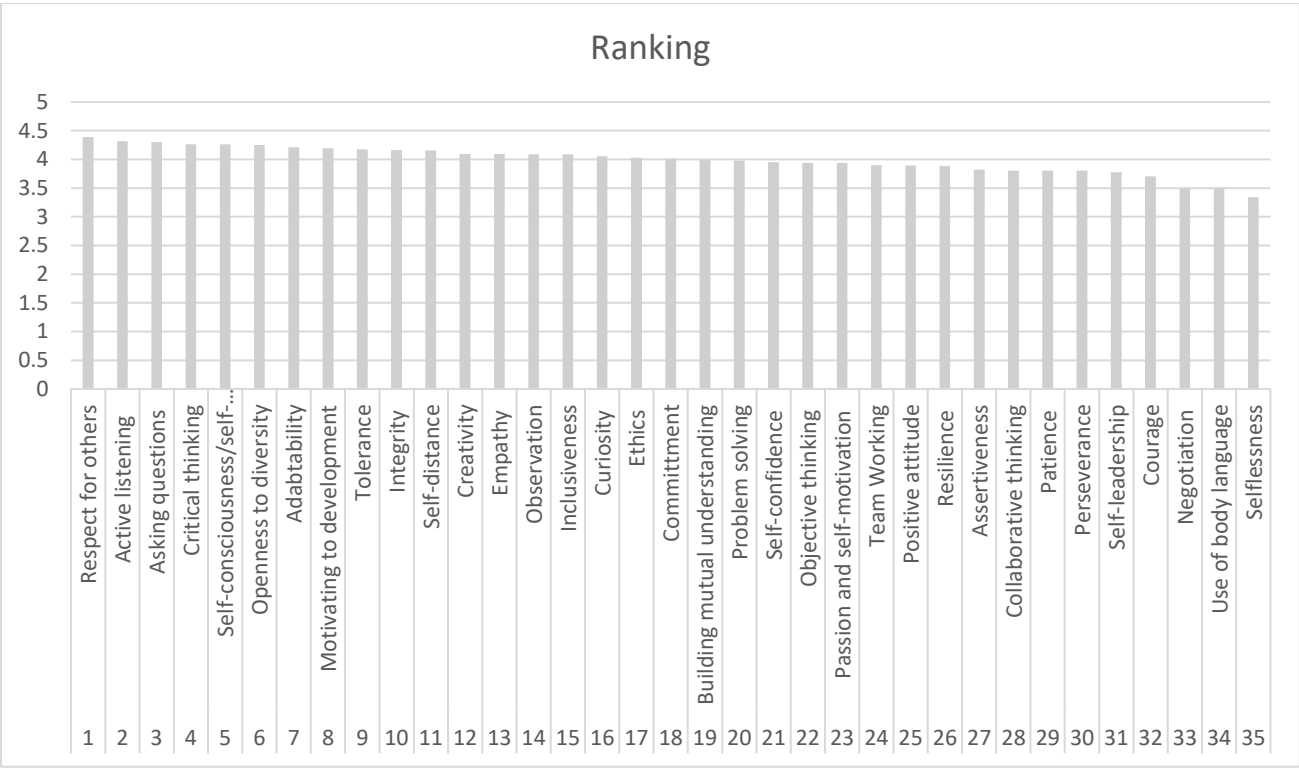
- Total captured surveys: 104



As for the surveys carried out in Poland, we have a sample of 104 people surveyed, where women are twice as many as men in terms of the number of surveys captured. On the other hand, the age range shows us how most of the surveys have taken place in the range between 31-40 years and 41-50 years.



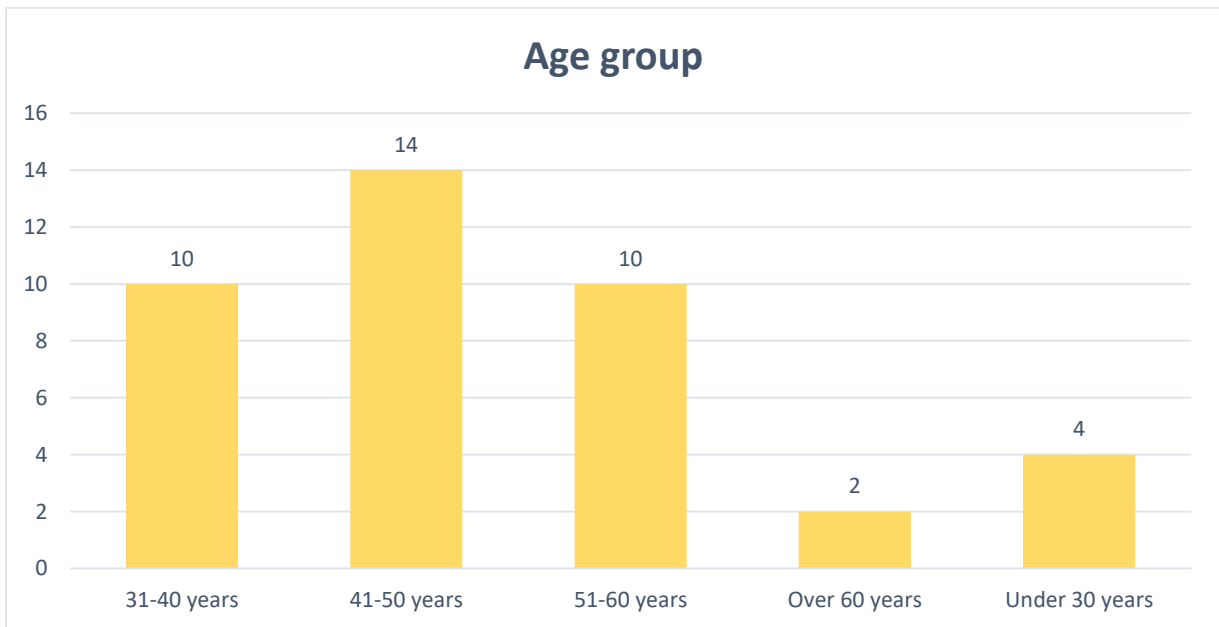
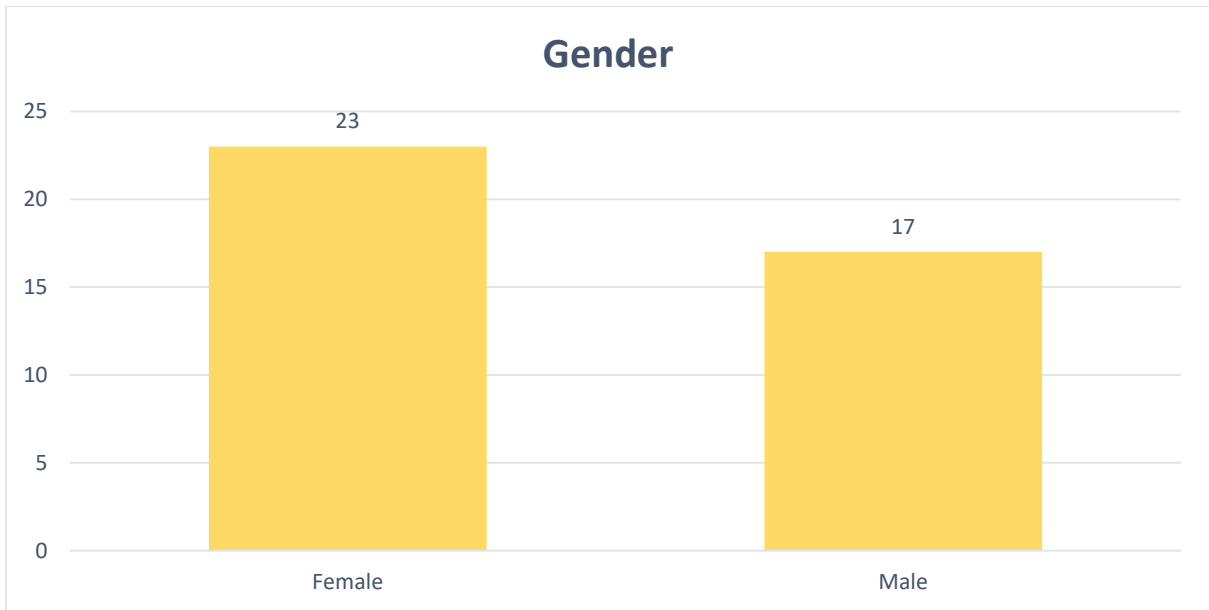
We can observe how in this case, the private sector is predominant with respect to the other types of organizations. Even a feature to highlight with respect to the rest of countries analyzed so far, the public sector is in last place, taking over the Freelancer.



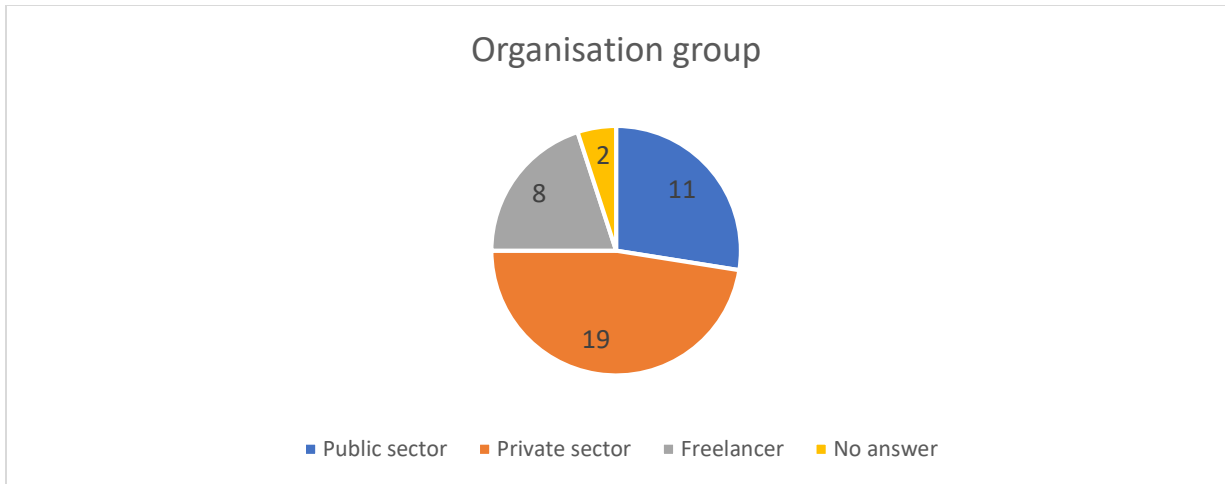
Regarding the analysis of *softskills*, Poland gives more importance to *Respect for others* (4,38), *Active listening* (4,32) and *Asking questions* (4,3). Less important are the *Use of body language* (3,49) and *Selflessness* (3,33).

5. Surveys in Romania

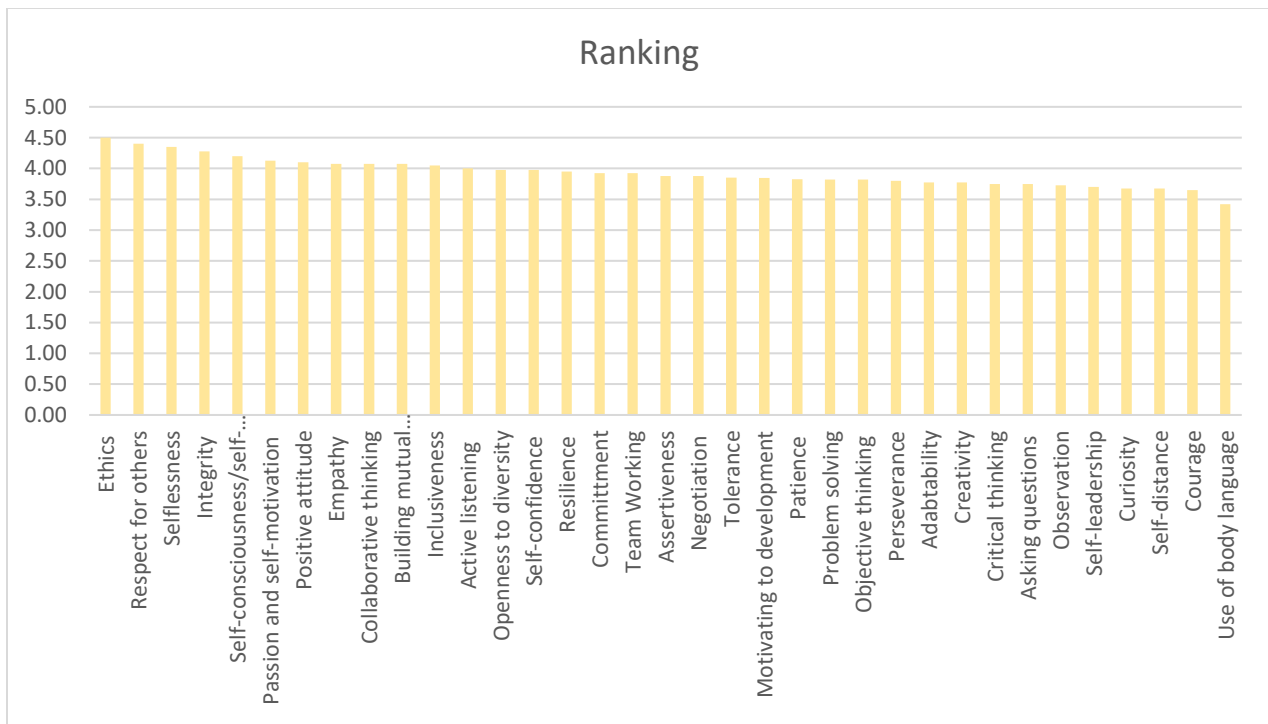
- Total captured surveys: 40



In the case of the surveys captured in Romania, we can observe how the gender has been very equal, although women stand out slightly in relation to men. The outstanding age range is 41-50 years with a total of 14 surveys.



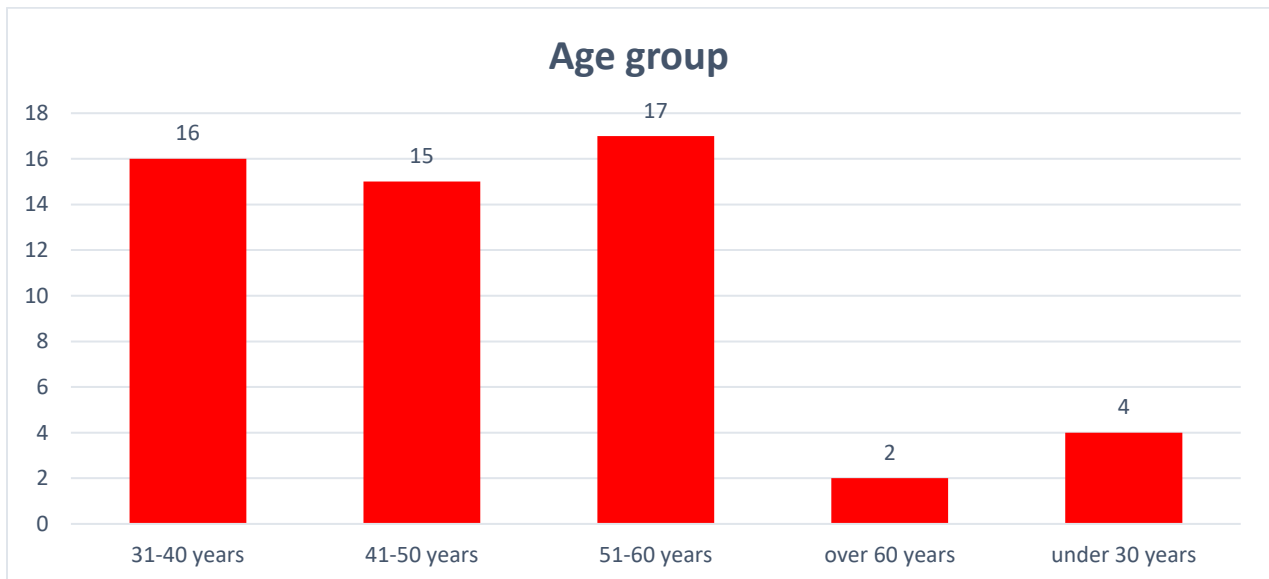
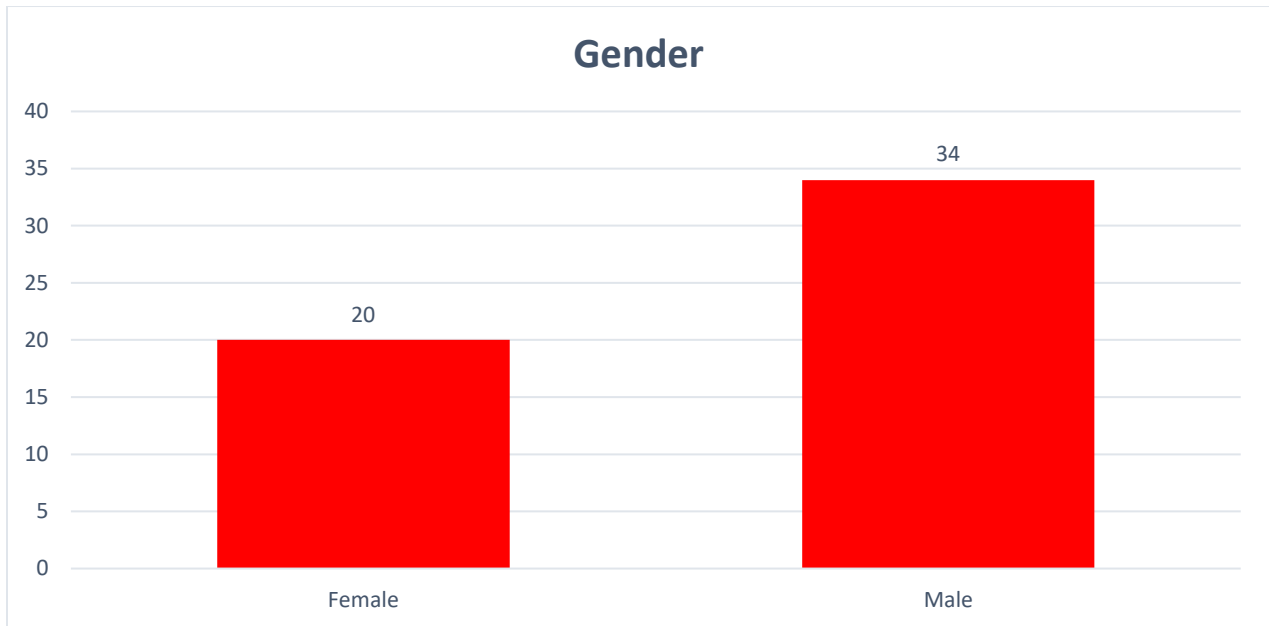
In the case of Romania, private sector companies stand out with a total of 19 surveys captured, followed by those in the public sector (11). In last place would be the FreeLancer (2).



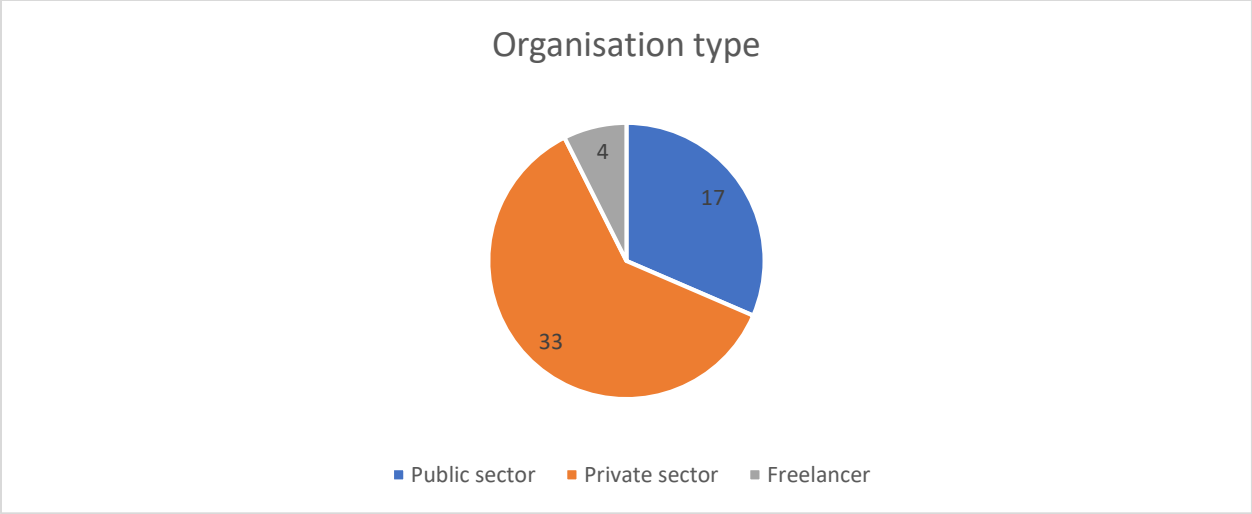
As for the assessment made by workers in Romania on *softskills*, we can highlight as the most important *Ethics* (4.5), followed by *Respect for others* (4.40) and *Selflessness* (4.35). The least voted skills are *Courage* with an average of 3.65 and *Use of body language* with an average of 3.42.

6. Surveys in Spain

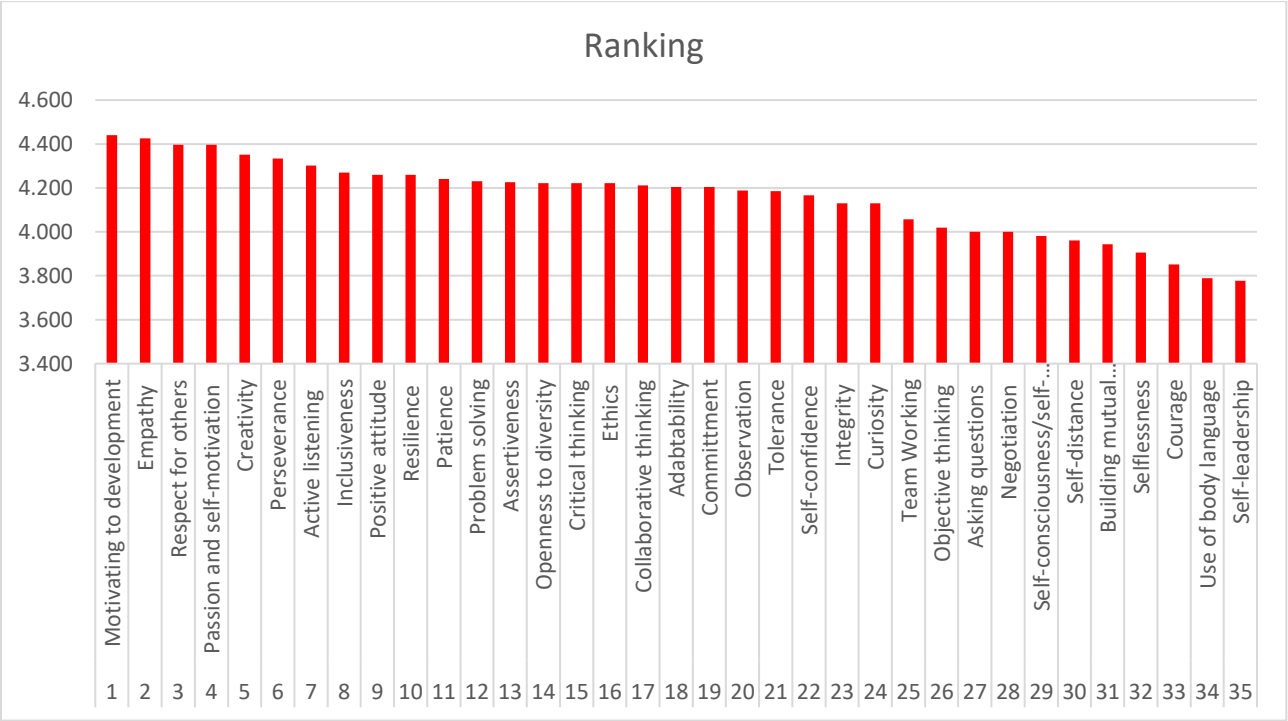
- Total captured surveys: 54



The surveys captured in Spain show a predominance of the masculine gender over the feminine. In reference to the age group, it is very even, since the range from 31 years to 60 years is where most of the captured surveys are concentrated.



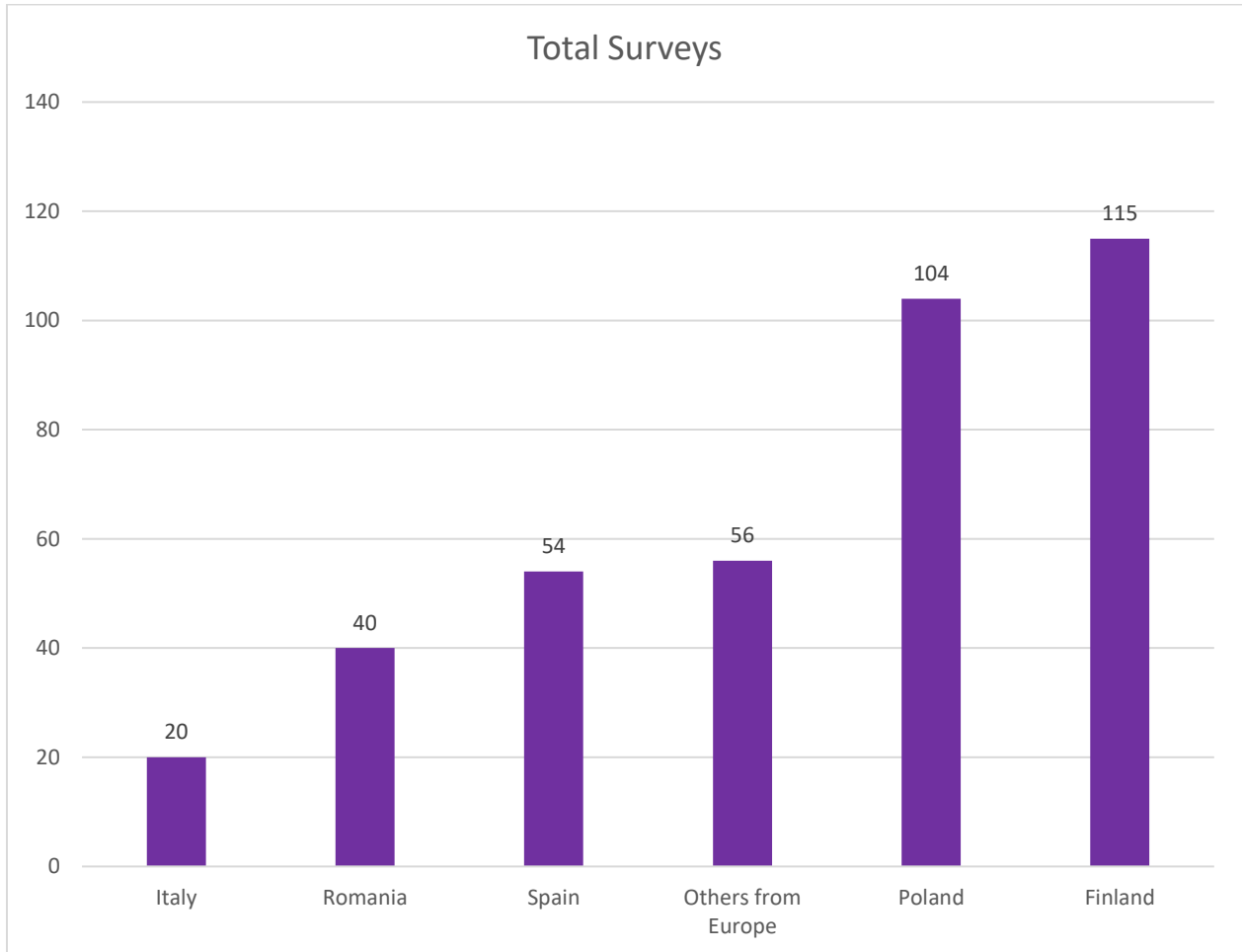
In terms of the type of organisation, the surveys of people working in the public sector are noteworthy, with twice as many people working in the private sector. Only 4 people have indicated that they are self-employed.

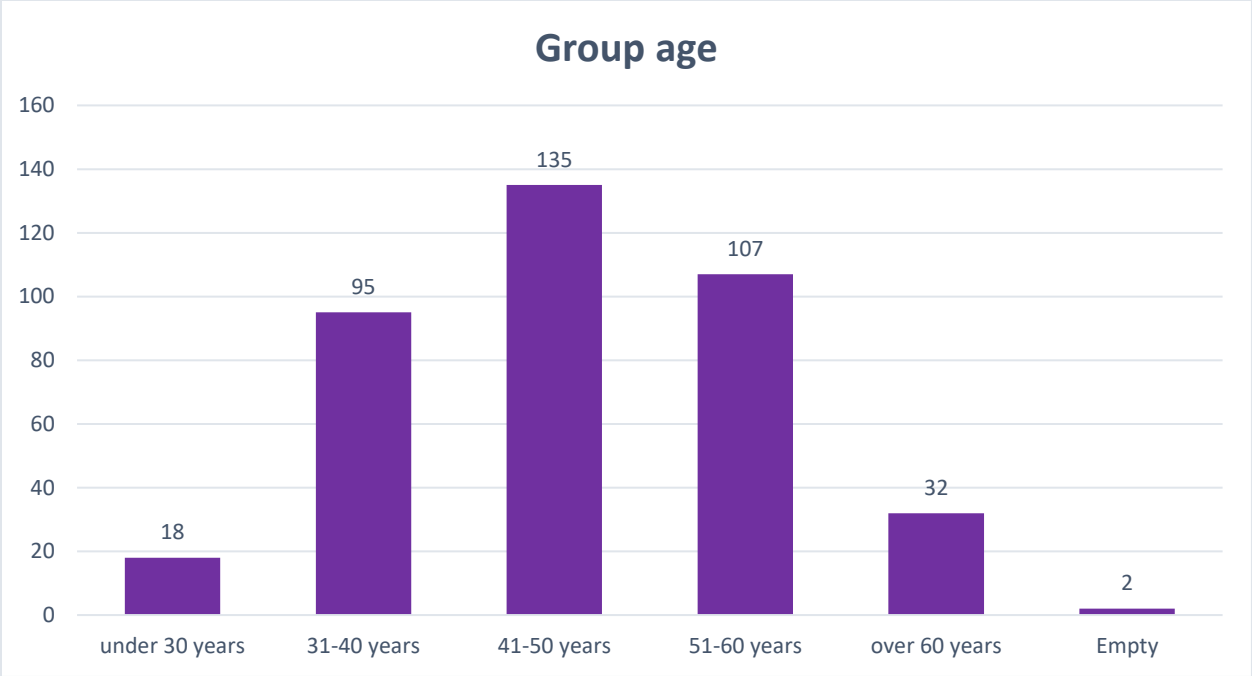


The *softskills* that predominate in the surveys captured in Spain are *Motivating to development* (4,44), *Empathy* (4,42) and *Respect for others* (4,39). *Courage* with an average of 3.85, *Use of body language* (3.78) and *Self-leadership* (3.778) are less valued.

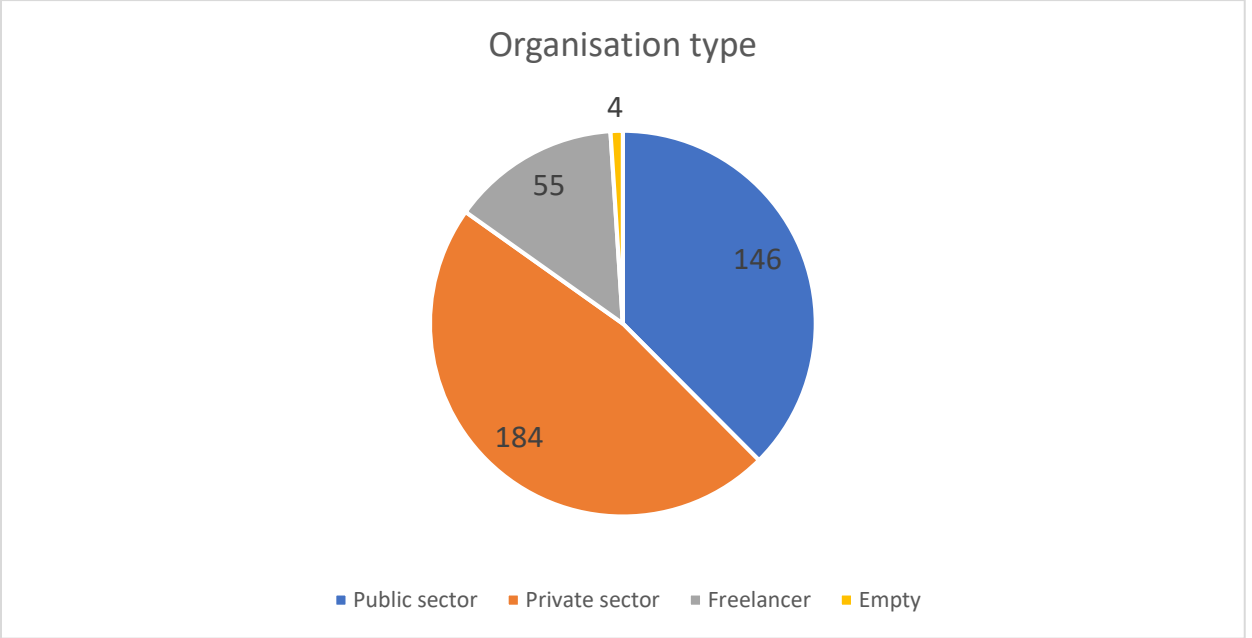
7. Surveys in global

- Total captured surveys: 389

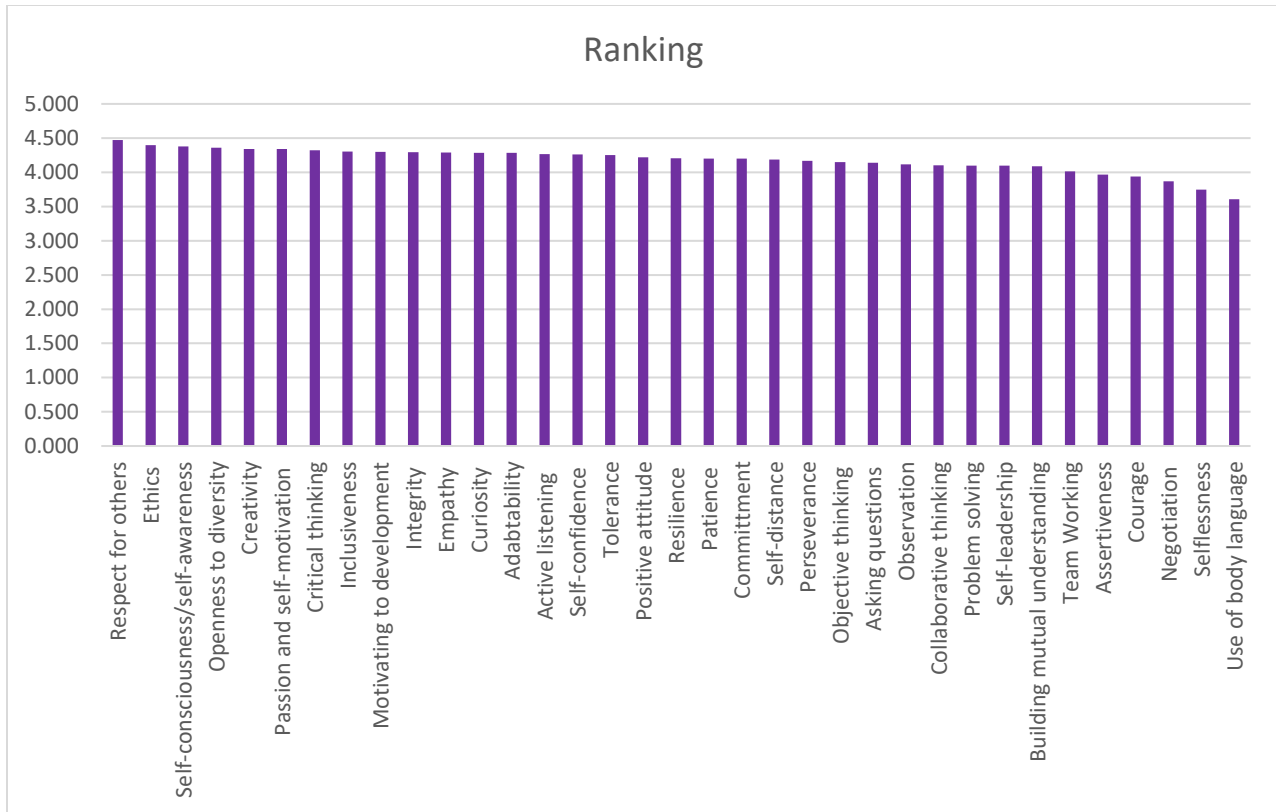




In terms of the overall sample captured, the countries with the highest number of surveys were Finland with 115 surveys and Poland with 104. In terms of age range, people aged between 41 and 60 predominate.



With regard to the type of organisation, surveys of workers in private companies are higher than those in the public sector (184 as against 146).



The *softskills* considered most important, which have been obtained from the average of all countries, are *Respect for others* with an average of 4.47, *Ethics* (4.4) and *Self-consciousness/self-awareness* (4.38). The least valued globally are *Negotiation* with an average of 3.87, *Selflessness* (3.75) and *Use of body language* (3.6) last.

Country	Public sector	Private sector	Freelancer	No answer
England	16	35	4	-
Finland	73	37	5	1
Italy	9	5	6	-
Poland	20	55	28	1
Romania	11	19	8	2
Spain	17	33	4	-
Total	146	184	55	4

Conclusions:

1. The partners have worked having at their disposal multiple sources and resources contributed by all.
2. A definition of "Soft Skills for the Adult Educator" has been developed:
"Adult educator soft skills are transferable personal attributes and abilities that enable the educator to interact effectively and harmoniously at intrapersonal, interpersonal and socioemotional level".
3. The responsiveness of key actors in each country was uneven, although the minimum thresholds were largely met. The country with the most questionnaires answered was Finland.
4. The *softskills* considered most important, which have been obtained from the average of all countries, are *Respect for others* with an average of 4.47, *Ethics* (4.4) and *Self-consciousness/self-awareness* (4.38). The least valued globally are *Negotiation* with an average of 3.87, *Selflessness* (3.75) and *Use of body language* (3.6) last.

Sources:

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Deepa, S., & Seth, M. (2013). Do soft skills matter?-Implications for educators based on recruiters' perspective. *IUP Journal of Soft Skills*, 7(1), 7.

Henschke, J. A. (1989, October). Identifying appropriate adult educator practices: Beliefs, feelings and behaviors. In *Proceedings of the eighth annual Midwest research-to-practice conference in adult, continuing and community education* (pp. 89-95).

Kolb, A. Y., Kolb, D. A., Passarelli, A., & Sharma, G. (2014). On becoming an experiential educator: The educator role profile. *Simulation&gaming*, 45(2), 204-234.

Mitchell, G. W., Skinner, L. B., & White, B. J. (2010). Essential Soft Skills for Success in the Twenty-First Century Workforce as Perceived by Business Educators. *Delta Pi Epsilon Journal*, 52(1).

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Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453-465.

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Erasmus+ Projects:

<https://www.erasmustrainingcourses.com/soft-skills-for-education-staff.html#>

<http://www.itc-international.eu/erasmusplus/soft-skills-for-education-providers>

Some interesting links:

<https://www.thebalancecareers.com/list-of-soft-skills-2063770>

<http://schoolofeducators.com/2009/02/importance-of-soft-skills-development-in-education/>

Curricular competences of the Formal Educator according to Spanish law (In Spanish)

Primary Education

<https://uvadoc.uva.es/bitstream/10324/4703/1/TFG-B.378.pdf>

Secondary Education

<https://riunet.upv.es/bitstream/handle/10251/68917/R%C3%8DO%20-%20Dise%C3%B1o%20y%20elaboraci%C3%B3n%20de%20un%20An%C3%A1lisis%20de%20Puestos%20de%20Trabajo%20en%20un%20Centro%20Educativo%20para%20la%20el...pdf?sequence=6>

Higher Education

https://riuma.uma.es/xmlui/bitstream/handle/10630/12192/TD_ROJAS_POLANCO_Maria_Pris_cila.pdf?sequence=1